Sacramento City Unified School District | Putting Children First

AMENDED

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members
Tara Jeane, President (Trustee Area 1)
Taylor Kayatta, Vice President (Trustee Area 6)
April Ybarra, Second Vice President (Trustee Area 4)
Jasjit Singh (Trustee Area 2)
Jose Navarro (Trustee Area 3)
Chinua Rhodes (Trustee Area 5)
Michael Benjamin (Trustee Area 7)
Owen Naqica, Student Board Member

Thursday, June 18, 2026
4:45 p.m. Closed Session
6:15 p.m. Open Session

Serna Center
Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2025/26-31

Allotted Time

4:45 p.m. ***1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL***

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

3.1 Government Code 54956.9 - Conference with Legal Counsel:
a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Two Potential Cases)
b) Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2026050547)

3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (Cancy McArn)

3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint

3.4 Education Code 35146- The Board will hear staff recommendation on the following student readmissions from 25-26: Expulsion Readmissions 4-12 of the 2025-26 school year

3.5 Government Code 54957- Public Employee Appointment
(a) Approve- Chief of Schools
(b) Approve- Chief Academic Officer
(c) Approve- Interim Chief Business Officer

3.6 Government Code 54957—Public Employee Performance Evaluation
Title: Superintendent

6:15 p.m. ***4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE***

4.1 The Pledge of Allegiance

4.2 Welcome New Student Board Member Owen Naqica

4.3 Broadcast Statement

6:20 p.m. ***5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION***

6:22 p.m. ***6.0 AGENDA ADOPTION***

6:24 p.m. ***7.0 PUBLIC COMMENT*** ***15 minutes***

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing through the district's website at https://www.scusd.edu/submit-public-comment; or (3) provided in-person at the meeting. The submission deadline for written public comments shall be no later than noon on the day of the meeting. If you intend to address the Board in-person, please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

6:39 p.m. ***8.0 CONSENT AGENDA*** ***Action***
2 minutes

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

8.1 <u>Items Subject or Not Subject to Closed Session</u>:

8.1a Approve/Ratification of Other Agreements, Bid Awards, Declared Surplus Materials and Equipment, Change Notices, and Notices of Completion (Lisa Grant-Dawson)

8.1b Approve Purchase Order Board Report for the period of April 15, 2026, through May 14, 2026 (Lisa Grant-Dawson)

8.1c Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of April 1-30, 2026 (Lisa Grant-Dawson)

8.1d Approve Resolution No. 3591: Authorization of Personnel to Sign Orders on District Funds (Lisa Grant-Dawson)

8.1e Approve Resolution No. 3592: Authorizing Delegation of Power to Contract (Lisa Grant-Dawson)

8.1f Approve Personnel Transactions (Jake Hansen)

8.1g Approve Staff Recommendation for Expulsion Readmissions 4-12 of the 2025-26 school year (David Van Natten)

8.1h Approve Minutes for the May 21, 2026, Regular Board of Education Meeting (Superintendent Cancy McArn)

8.1i Approve 2026-27 School Plan for Student Achievement (Kelley Odipo & Mary Hardin Young)

8.1j Approve Labor Partner Agreements (Dan Schallock)

8.lk Approve Job Descriptions (Dan Schallock)

8.1l Approve Salary Schedules (Dan Schallock)

8.1m Approve Extended Compliance Monitoring Timeline for the Black Parallel School Board Settlement Agreement (Erin Findley)

6:41 p.m. ***9.0 COMMUNICATIONS***

9.1 Employee Organization Reports: — ***Information***

SCTA – 15 minutes
SEIU – 15 minutes
TCS – 3 minutes
Teamsters – 3 minutes
UPE – 3 minutes

- *SCTA*
- *SEIU*
- *TCS*
- *Teamsters*
- *UPE*
  AFSA Local 154-AFL-CIO

7:20 p.m. *9.2 Student Member Report (Owen Naqica)* — ***Information***
5 minutes

7:25 p.m. *9.3 President's Report (Tara Jeane)* — ***Information***
5 minutes

7:30 p.m. *9.4 Information Sharing by Board Members* — ***Information***
10 minutes

10.0 SPECIAL PRESENTATION

7:40 p.m. *10.1 Approve Interim Chief Business Officer Agreement (Dr. Rosa Coronado & Mary Hardin Young)* — ***Action***
5 minute presentation

			5 minute discussion
7:50 p.m.	*10.2*	*Approve Chief Academic Officer Agreement (Dr. Rosa Coronado & Mary Hardin Young)*	***Action*** *5 minute presentation 5 minute discussion*
8:00 p.m.	*10.3*	*9th Grade Improvement Update (Christina Espinosa, Jill Thom, and 9th Grade Leads)*	***Information*** *10 minute presentation 10 minute discussion*
8:20 p.m.	*10.4*	*Approve Contracts Report > $15,000 (Lisa Grant-Dawson)*	***Action*** *5 minute presentation 5 minute discussion*
8:30 p.m.	*10.5*	*Approve Parcel Tax Recommendation for November 2026 Ballot (Cabinet)*	***Action*** *5 minute presentation 5 minute discussion*
	11.0	***BOARD WORKSHOP/ STRATEGIC INITIATIVE***	
8:40 p.m.	*11.1*	*2025-26 Local Control and Accountability Plan (Dr. Ed Eldridge & Erin Findley)*	***Action*** *5 minute presentation 5 minute discussion*
8:50 p.m.	*11.2*	*Adopt Dependent Charter 2026-27 Local Control Accountability Plans (LCAP) (Mary Hardin Young & Bee Moua)*	***Action*** *5 minute presentation 5 minute discussion*
9:00 p.m.	*11.3*	*Adopt Fiscal Year 2026-27 Proposed Budget for All Funds (Lisa Grant-Dawson & Audrey Kilpatrick)*	***Action*** *15 minute presentation 10 minute discussion*
9:25 p.m.	*11.4*	*Approve Declaration of Need for Fully Qualified Educator for the 2026-2027 School Year (Kristina Peña)*	***Conference/Action*** *5 minute presentation 5 minute discussion*
9:35 p.m.	*11.5*	*Receive 7-11 Committee Report Regarding A. Warren McClaskey and Approve the Letter of Support for the Historic Designation and Resolution No. 3593 to Declare the Property Exempt Surplus Land (Nathaniel Browning)*	***Action*** *5 minute presentation 5 minute discussion*
9:45 p.m.	*11.6*	*Oak Park Property and Business Improvement District (Chris Ralston)*	***Action*** *5 minute presentation 5 minute discussion*
9:55 p.m.	***12.0***	***BUSINESS AND FINANCIAL INFORMATION/REPORTS***	***Receive Information***
	12.1	*Business and Financial Information: Enrollment and Attendance Report, Month 8, Ending Friday, April 10, 2026 (Lisa Grant-Dawson)*	
9:57 p.m.	***13.0***	***FUTURE BOARD MEETING DATES / LOCATIONS***	

✓ *July 23, 2026, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

- ✓ *August 6, 2026, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

9:59 p.m. ***14.0 ADJOURNMENT***

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education relating to an open session item will be available for public inspection at the Serna Center, at 5735 47th Avenue, Sacramento, during normal business hours or on the District's website at www.scusd.edu.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1a

Meeting Date: June 18, 2026

Subject: **Approval/Ratification of Other Agreements**
Approval of Bid Awards
Approval of Declared Surplus Materials and Equipment
Change Notices
Notices of Completion

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): Goal 1 – Graduation Outcomes; Goal 2 – Academic Outcomes; Goal 3 – Welcoming and Safety Outcomes

Documents Attached:
1. Entitlements, and Other Income Agreements
2. Recommended Bid Awards – Nutrition Services
3. Recommended Bid Awards – Facilities Projects
4. Change Notices – Facilities Projects
5. Notices of Completion – Facilities Projects

Estimated Time of Presentation: N/A

Submitted by: Lisa Grant-Dawson, Interim Chief Business and Operations Officer

Tina Alvarez Bevens, Contract Analyst

Approved by: Cancy McArn, Superintendent

ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

TRANSPORTATION DEPARTMENT		
City of Sacramento M26-00020	☒ Yes ☐ No	$80,000 No Match
Period: 7/1/26 – 6/30/29 Description: Allow for City's Youth, Parks & Community Enrichment Department to receive transportation services for SCUSD students at City's youth programs including planned summer trips for the 4th R Division's youth participants..		

RECOMMENDED BID AWARDS – NUTRITION SERVICES

BID NO. Request for Proposal (RFP) 26-27810A Nutrition Services Distributor

BIDS RECEIVED: APRIL 24, 2026 at 2:00pm

RECOMMENDATION: **Award** to: See Award Schedule Below

ACCOUNT/FUNDING: S**ee** Award Schedule Below/Cafeteria Fund

This RFP was lawfully advertised on March 30, 2026 per 2 CFR 200.320. This is a one (1) year award with the option of two (2), one (1) year extensions, beginning July 1, 2026 through June 30, 2027. This is a line-item RFP. Items awarded are in line with Government Code and the Child Nutrition Reauthorization Act.

Bidder	Bidder Location	AWARDED LINES	AWARDED AMOUNT
Clearbrook	Paramount, CA	26	$92,947.50
Churchfield	Santa, Ynez, CA	72, 73	$45,450.00
Ecolab	St. Paul, MN	17, 18 19, 20, 21, 22, 23	$204,236.75
Gold Star	Ontario, CA	2, 3, 4, 7, 10, 13, 15, 24, 27, 28, 29, 31, 33, 36, 37, 40, 44, 51, 52, 54, 57, 60, 63, 71	$421,268.50
Sysco	Fremont, CA	1, 6, 8, 9,11,12,14, 25, 30, 32, 34, 38, 39, 41, 43, 45, 46, 47, 49, 50, 53, 55, 58, 59, 61, 62, 64, 65, 66, 67, 68, 69, 70	$598,377.35

BID NO. Request for Proposal (RFP) 26-27810B Nutrition Services Direct/Vendor

BIDS RECEIVED: APRIL 24, 2026, at 2:00 pm

RECOMMENDATION: **Award** to: See Award Schedule Below

ACCOUNT/FUNDING: See Award Schedule Below/Cafeteria Fund

This RFP was lawfully advertised on March 30, 2026 per 2 CFR 200.320. This is a one (1) year award with the option of two (2), one (1) year extensions, beginning July 1, 2026, through June 30, 2027. This is a line-item RFP. Items awarded are in line with Government Code and the Child Nutrition Reauthorization Act.

Bidder	Bidder Location	AWARDED LINES	AWARDED AMOUNT
Bimbo	Irving, TX	6,7,8,9,	$191,000.00
Bolthouse	Bakersfield, CA	11	$175,100.00
Brookwood Farms	Siler City, NC	12, 13	$26,750.00
Cheesewich	Hodgkins, IL	14,15	$273,504.00
Cherry Central	Traverse City, MI	16	$205,500.00
Churchfield	Santa Ynez, CA	69,70,134,137	$174,014.00
Classic Delight	St. Marys, OH	17,18	$187,125.00
ConAgra	Chicago, IL	19,20,21	$289,894.00
Don Lee	Inglewood, CA	23,24,25,26	$336,195.00
East Side Entrees	Woodbury, NY	28,29,30	$328,663.02
Elysium/Savory Life	Chino, CA	2,142,143,144,145	$345,756.75
Fat Cat/Van Wolf's	Sacramento, CA	31,32,33	$169,283.00
Foster Farms	Livingston, CA	34, 35, 36	$268,675.00
Frozen Bakery	McDonald, CA	3,4,5,105,119,120	$156,925.00
General Mills	Minneapolis, MN	42,43,44,45,46,47,127,128,	$289,907.25
Gilman	Gilman, WI	48	$32,480.00
Gold Kist-Pilgrams Pride	Greeley, CO	38, 124, 125, 126, 167, 168	$282,820.50
Goldstar	Ontario, CA	40, 41,75	$229,808.55
Hidden Villa-Cargill	Monticello, MN	58	$101,952.00
Highland Beefalo	Reston, VA	59-66	$292,524.00
The HMC Farms	Kingsburg, CA	67,68	$263,377.50
Hormel	Austin, MN	37,71,72,73,74,	$232,452.00
JSB-Muffin Town	Chelsea, MA	103,104	$327,080.00
Kellogg’s	Naperville, IL	76-80	$179,985.00
LA Foods	Agoura Hills, CA	108, 109,111	$120,700.00
La Tapatia	Fresno, CA	82,83,84	$55,300.00
Land O Lakes	Arden Hills, MN	85,86,88,89,90,91,92	$150,349.19
McCain	Oak Brook Terrace, IL	96,97,98	$204,339.15
Millers	Lodi, CA	102	$90,000.00
Out of the Shell-Yangs	South El Monte, CA	183-186	$448,937.00
Peterson Farms	Shelby, MI	22, 50,51, 113-117	$607,124.00
SA Piazza	Clackamas, OR	118, 121, 122, 123	$431,833.75
Rebellyous Foods	Tukwila WA	129,130,131,132	$220,080.00
Red Gold-Calfed	Elwood, IN	57, 81, 133, 135, 139, 141	$108,927.50
Schreiber	Mahwah, NJ	110,112	$66,820.00
Schwan's	Marshall, MN	146147, 148	$98,449.00
Simplot	Boise, ID	149,150,151,152	$86,874.50
Gregory Packaging	Bethlehem, PA	49	$71,656.00
Tasty Brands	Jericho, NY	156,157	$211,340.00
Taylor Farms	Tracy, CA	158	$287,500.00
Tony Roberts	Fullerton, CA	161, 162, 163	$90,072.00
Tyson	Springdale, AR	165, 166, 170,171, 174, 175	$326,865.00
Upstate	Lancaster, NY	177, 178	$90,186.00
Wawona	Clovis, CA	179-182	$39,749.00

Approval to Extend Piggyback Elk Grove USD Bid #780-23/24 Milk and Dairy Products Distribution

RECOMMENDATION: Award renewal to Producer's Dairy Foods, Piggyback Contract with Elk Grove Unified School District (Second Renewal – Year 3) Amount/Funding Source: $1,300,000.00/Fund 13 Child Nutrition

One-year (1) renewal piggyback contract with Producer's Dairy Foods for fresh milk and dairy products, when agreed to by both parties from 7/1/26- 6/30/27. Nutrition Services finds it in the best interest of the District to utilize the Elk Grove USD renewal dairy contract option for Bid #780-23/24. The initial piggyback contract was approved by the SCUSD Board of Education June 20, 2024. This contract will expire on June 30, 2027. Pursuant to Public Contract Code §20118, which allows school districts to piggyback on awards if compliant to the specifications set forth in the contract. Title 2, Code of Federal Regulations §200.318(e) allows efforts to promote cost-effective use of shared Agreements where appropriate for procurement or use of common or shared goods and services.

The annual amount is an estimate total based on past usage. It could be more or less based on actual usage and quantities being purchased.

Approval to Extend the Award of Bid #RFP 25-26810P Fresh Produce Distribution

RECOMMENDATION: Award one-year (1) renewal to Produce Express, Inc. (First Renewal – Year 2) Amount/Funding Source: $ 1,400,000.00/Fund 13 Child Nutrition

This RFP was approved by the SCUSD Board of Education on June 6, 2025. The contract was awarded for an initial one (1) year term, with the option to renew annually for up to two (2) additional one (1) year terms, not to exceed three (3) years.

Initial Contract: 7/1/25-6/30/26 1st Renewal: 7/1/26-6/30/27 2nd Renewal: 7/1/27-6/30/28
The annual amount is an estimate total based on past usage. It could be more or less based on actual usage and quantities being purchased.

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: **26-052126 Facilities Master Plan**

Bids received: April 24, 2026; 2:00 pm

Recommendation: Award to: JKAE

Funding Source: Measure D

BIDDER	BIDDER LOCATION	AMOUNT
JKAE	Auburn CA	$2,396,418 Not to Exceed
MGT Parsons	Tampa FL	Non-responsive

Rationale: Bid #26-052126 was publicly posted on March 23, 2026 and March 30, 2026 in the Daily Journal.

Per PCC 20155.1, whereby the basis of objective criteria for evaluating the qualifications of bidders with the resulting selection representing the best combination of price and qualifications. Proposals received were evaluated and ranked based on scoring criteria used to determine best value".

Bid No: **0570-411 American Legion HS Telecenter**

Bids received: May 27, 2026; 2:00 pm

Recommendation: Award to: Conti

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Conti	West Sacramento CA	$418,491
Vanden Bos Electric, Inc.	Roseville CA	$453,200
KS Telecom	Penryn CA	$482,570

Bid No: **0517-411 Arthur A. Benjamin HS Telecenter**

Bids received: May 28, 2026; 2:00 pm

Recommendation: Award to: Vanden Bos Electric, Inc.

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Vanden Bos Electric, Inc.	Roseville CA	$294,855
Conti	West Sacramento CA	$341,233
KS Telecom	Penryn CA	$383,845

Bid No: **419 & 427 Digital Signage and Content Management System – HS Video Scoreboards**

Bids received: May 27, 2026; 2:00 pm

Recommendation: Award to: Radonich Corp dba Cal Coast Telecom

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Radonich Corp dba Cal Coast Telecom	North Highlands CA	$133,000

Bid No: **0510-462 C.K. McClatchy HS Team Room**

Bids received: May 27, 2026; 2:00 pm

Recommendation: Award to: Lemida Construction

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Lemida Construction	Sacramento CA	$113,500
EVT Builders	Elverta CA	$157,000
Otto Construction	Sacramento CA	$190,500

Bid No: **0151-470 Leonardo da Vinci and 0450-470 Umoja Gym Floor Replacement**

Bids received: *Negotiated Contract

Recommendation: Award to Rodan Builders

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Rodan Builders	Hayward CA	$3,975,000

Ratification requested. Contract amount was inaccurately submitted without all allowances to proceed with project.

Rationale: Bid #0151-470 and 0450-470 was publicly posted on April 28th and on May 4, 2026 in the Daily Journal. By closing date of May 13, 2026, no bids were submitted.

*Per PCC §22038(c), If no bids are received through the formal or informal procedure, the project may be performed by the employees of the public agency by force account, or negotiated contract without further complying with this article.

Project: **Lease-Leaseback Agreement for John Still Modernization**

Recommendation: Award to CORE Construction

Amount/Funding: $195,000 / Developer Fees

Recent state legislation (AB2316) made significant changes to K-12 lease-leaseback statutes, Education Code §17400 et seq. AB2316 requires a competitive process in selecting the lease-leaseback contractor, and in some cases, authorizes pre-construction services by the same lease-leaseback contractor.

Per AB2316, staff solicited “Request for Proposals” by advertising and sending notices directly to contractors. Proposals received were evaluated and ranked based on scoring criteria used to determine “best value”.

Bid No: **RFQ/P 27-0822 Fire Code Inspection, Inspection, Testing and Repair Services**

Bids received: 2:00 P.M., May 21, 2026

Recommendation: Multiple Awards, See Award Schedule Below

Amount/Funding: Total Amount of Awarded Services: **$760,838** / Routine and Restricted Maintenance

BIDDER	BIDDER LOCATION	AMOUNT	SERVICE
Industrial Electronic Systems, Inc	Rancho Cordova CA	**$608,988**	Annual Fire Alarm
Firecode Safety Equipment, Inc	Sacramento CA	$81,800	Annual Fire Extinguisher /
		$16,500	Semi-Annual
		$98,300 TOTAL	Kitchen Suppression

Western States Fire Protection, LLC	Roseville CA	$22,950	Annual Fire Sprinkler /
		$30,600	Annual Fire
		$53,550 TOTAL	Hydrants

CHANGE NOTICES – FACILITIES PROJECTS

The following change notice is submitted for approval.

Project: **Earl Warren ES Modernization**

Recommendation: Clark + Sullivan Construction was awarded preconstruction services at the March 19, 2026 Board of Education Meeting to authorize staff to pursue a lease-leaseback contract with Clark + Sullivan Construction. This request for proposal (RFP) was publicly advertised on January 27, 2026 and February 2, 2026. Once plans are finalized, approved by Division of State Architect and the guaranteed maximum price (GMP) for the project is established, the construction contract will be submitted to the Board for approval.

Original Pre-Construction Amount: $181,350; Measure D Funds

Amendment No. 1 Amount of $1,277,105 to Clark + Sullivan Construction, funded with Measure D Funds. Amendment No. 1 is for the current Photovoltaic Module Scope and Guaranteed Maximum Price (GMP).

New Contract Amount: $1,458,455; Measure D Funds

Project: **Crocker Riverside ES Playground and Site Improvement**

Recommendation: HMC Architects was awarded architectural and engineering services at the January 15, 2026 Board of Education Meeting; Measure H Funds. Project consists of demolition, grading, and construction of new exterior improvements; playground improvements; shade structures and accessibility upgrades.

Original Contract Amount: $805,000; Measure H Funds

Amendment No. 1 Amount of $14,775; Measure H Funds, to provide a revised play field design and obtain DSA approval for updated drawings and specifications.

New Contract Amount: $819,775; Measure H Funds

Project: **Hollywood Park Campus**

Recommendation: Clark + Sullivan Construction was awarded construction services at the February 6, 2025 Board of Education Meeting; Measure H Funds. Project consists of site work including: remove, expand and replace parking lot; upgrades for ADA; painting of all exterior and interior surfaces; roof coating removal and replacement of existing roofs.

Original Contract Amount: $12,139,740; Measure H Funds

Approve Amendment No. 1 Amount of <118,546>; Measure H Funds, for Owners Unused Allowance.

New Contract Amount: $12,021,194; Measure H Funds

NOTICES OF COMPLETION – FACILITIES PROJECTS

Contract work is complete and Notices of Completion may be executed.

Contractor	Project	Completion Date
Vanden Bos Electric	Caleb Greenwood Telecenter	5/28/26
KS Telecom	Woodbine Telecenter	6/1/26

Docusign Envelope ID: 20A7A13C-237F-8ED3-81B0-8C15DB1024C6

CONTRACT #: PRC004199
CONTRACT NAME: Transportation for 4th R Field Trips
AGREEMENT TERM: 7/1/2026 through 6/30/2029
AUTHORIZED RENEWALS: None
DEPARTMENT/DIVISION: YPCE/4th R

PROJECT: N/A
NOT-TO-EXCEED AMOUNT: $80,000
SOLICITATION: SSJ3002609
LBE (Y/N): Y
COUNCIL FILE ID: N/A

MEMORANDUM OF UNDERSTANDING
REGARDING TRANSPORTATION SERVICES

This Memorandum of Understanding ("MOU") is made and entered into as of July 1, 2026 ("Effective Date") by and between the City of Sacramento, a municipal corporation ("CITY"), the **Sacramento City Unified School District**, a political subdivision of the State of California ("DISTRICT"), which collectively and individually referred to as "Parties or "Party" as the context requires.

1. PURPOSE AND SCOPE

The purpose of this MOU is to allow for the CITY's Youth, Parks & Community Enrichment Department to receive transportation services by DISTRICT for CITY's youth programs. DISTRICT agrees to provide bus transportation services on the days and times requested by CITY if DISTRICT equipment and manpower is available, as set forth in Exhibit A. CITY understands that DISTRICT's primary mission is to provide bus transportation service for DISTRICT's students and DISTRICT's services for CITY is limited to when buses are available, and DISTRICT has the sole discretion to determine availability.

2. PAYMENT

CITY shall pay DISTRICT for transportation services based on the rates set forth in Exhibit A. DISTRICT may adjust its rates at any time during the term of this MOU by providing written notice of CITY. The total compensation under this MOU shall not exceed **$80,000**.

3. TERM

The term of this MOU shall commence **July 1, 2026**, and continue through **June 30, 2029**. Either Party may terminate this MOU for convenience by providing sixty (60) days' prior written notice to the other Party.

4. INDEMNIFICATION

DISTRICT shall assume the defense of and indemnify and hold harmless CITY from and against all actions or claims against CITY, its officers, agents or employees from any and all loss, including attorneys' fees, sustained by CITY by virtue of any damages to any person(s), firm or corporation who may be injured by or to any property that may be damaged arising out of the performance of this MOU, except for actions or claims alleged to have occurred in full, or in part, as a result of active negligence by the CITY, its officers, agents or employees and except for actions or claims alleging dangerous conditions of CITY property which arise out of the acts or failure to act by the CITY, its officers, agents or employees which are not created by a DISTRICT employee or District invitee.

Docusign Envelope ID: 20A7A13C-237F-8ED3-81B0-8C15DB1024C6

CITY shall assume the defense of and indemnify and hold harmless DISTRICT from and against all actions or claims against DISTRICT, its officers, agents or employees from any and all loss, including attorneys' fees, sustained by DISTRICT by virtue of any damages to any person(s), firm or corporation who may be injured by or to any property that may be damaged arising out of the performance of this MOU, except for actions or claims alleged to have occurred in full, or in part, as a result of active negligence by the DISTRICT, its officers, agents or employees and except for actions or claims alleging dangerous condition of DISTRICT property which arise out of the acts or failure to act by the DISTRICT, its officers, agents or employees which are not created by a CITY employee or CITY invitee.

The indemnification provisions contained in this MOU includes but is not limited to any violation of applicable law, ordinance, regulation or rule, including where the claim, loss, damage, charge or expense was caused by deliberate, willful, or criminal acts of either party to this MOU, or any of their agents, officers or employees or their performance under the terms of this MOU.

It is the intent of the Parties that where negligence or responsibility for injury or damages is determined to have been shared, principles of comparative negligence will be followed and each party shall bear the proportionate cost of any loss, damage, expense and liability attributable to that party's negligence.

Each party shall establish procedures to notify the other party, where appropriate, of any claims administrative actions or legal actions with respect to any of the matters described in this indemnification section. The Parties shall cooperate in the defense of such actions brought by others with respect to the matters covered in this MOU. Nothing set forth in this MOU shall establish a standard of care for or create any legal rights for any person not a party to this MOU.

The indemnity provisions of this MOU shall survive the expiration or earlier termination of this MOU.

5. INSURANCE

DISTRICT, at its sole cost and expense and for the full term of this MOU shall obtain and maintain at least all of the following minimum insurance requirements. All or a portion of the required insurance may be satisfied through the use of self-insurance program. The DISTRICT must provide an affidavit of self-insurance, or pooled insurance, if any.

A. Comprehensive General Liability
   A policy with a minimum limit of not less than $2,000,000 combined single limit for bodily injury and property damage, providing at least all of the following minimum coverages:
   1. Premises Operations
   2. Blanket Contractual
   3. Personal Injury

B. Workers' Compensation and Employers' Liability
   A policy written in accordance with the laws of the State of California and providing coverage for any and all employees of the CITY.

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1. This policy shall provide coverage for Workers' compensation (Coverage A) with statutory limits.
2. This policy shall also provide coverage of $100,000 Employers' Liability (Coverage B).

C. Comprehensive Business Auto
A policy with a minimum of not less than $2,000,000 combined single limit for bodily injury and property damage. Coverage shall be applicable (without deductibles) to any and all leased, owned, hired, or non-owned vehicles used in pursuit of any of the activities associated with this MOU.

D. Sexual Abuse or Molestation (SAM) Liability
A separate policy with limits of not less than one million dollars ($1,000,000) per occurrence may be purchased to satisfy this requirement. The City, its officials, employees and volunteers shall be covered by such policy terms or endorsement as additional insureds.

E. Special Provisions
The forgoing requirements as to the types and limits of insurance coverage to be maintained by DISTRICT, and any approval of said insurance by the CITY, or its insurance consultant(s) are not intended to and shall not in any manner limit or qualify the liabilities and obligations otherwise assumed by DISTRICT pursuant to this MOU, including but not limited to, the provisions concerning indemnification.

All insurance requirements shall be met by all parties prior to the commencement of any of the activities required of the parties under this MOU.

6. INDEPENDENT CONTRACTORS/NO GRANT OF AGENCY OR JOINT VENTURE

Each Party may assign employees to perform services to meet their respective obligations under this MOU at their exclusive discretion and the services of such assigned employees shall be at the sole expense of that Party. The assigned employees of each Party shall not be entitled to any benefits payable to employees of the other Party.

Nothing in this MOU is intended to or will be construed to create any contractual or other relationship, whether expressed or implied, of joint power, joint venture, partnership, principal-agent, independent contractor, or master-servant. Each Party is independent from the other Party and that no relationship of employer-employee exists between the Parties hereto for any purpose whatsoever. Except as expressly provided in this MOU, no Party shall have the authority, express or implied, to (i) control over the activities of any other Party, (ii) act on behalf of any other Party in any capacity whatsoever as an agent, nor (iii) bind any Party to any obligations whatsoever.

7. NO THIRD-PARTY BENEFICIARIES

This MOU is for the sole benefit of the Parties. Nothing set forth in this MOU is intended to benefit or create any legal rights to any person not a party to this MOU.

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8. NON-WAIVER

No waiver of any provision of this MOU, and no consent to departure therefrom, by any Party shall be effective unless in writing and signed by the waiving or consenting Party, and no such waiver or consent shall extend beyond the particular concern and purpose involved as set out in the written waiver.

9. ASSIGNMENT PROHIBITED

Neither CITY nor DISTRICT may assign any right or obligation under this MOU without the prior written consent of the other Party. Any purported assignment without such consent shall be void and of no effect. This MOU shall be binding on the successors and authorized assignees of the Parties.

10. REPRESENTATIVES AND NOTICES

All notices that may be given under this MOU may be served by first class mail or in person to addresses listed below or such address as either Party may provide to the other Parties in writing. Service shall be deemed complete upon deposit in the mail or upon delivery. The representatives for the Parties with respect to this MOU are:

For DISTRICT: Sheryl Jardine, Transportation Fleet Specialist
7050 San Joaquin Street
Sacramento, CA 95820
(916) 395-5750 x470038 / sheryl-jardine@scusd.edu

For CITY: Joyce Wenger Johnson, Recreation General Supervisor
Department of Youth, Parks, & Community Enrichment
4623 T Street
Sacramento, CA 95819
(916) 808-3849 / jwjohnson@cityofsacramento.org

11. **GENERAL PROVISIONS**

A. Conflicts: In the event of a conflict between this MOU and any other MOU or understanding executed by the Parties relating to the same subject matter, whether executed prior or subsequent to this MOU, the terms of this MOU shall prevail and be controlling unless such other MOU expressly provides that it supersedes this MOU.

B. Severability: If any portion of this MOU or the application thereof to any person or circumstance shall be held invalid or unenforceable, the remainder of this MOU shall not be affected thereby and shall be enforced to the greatest extent permitted by law.

C. Captions: The captions of this MOU are for convenience and reference only and in no way define, describe, extend or limit the scope, meaning or intent of this MOU.

Docusign Envelope ID: 20A7A13C-237F-8ED3-81B0-8C15DB1024C6

D. Counterparts: This MOU may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

E. Ambiguities: The Parties have each carefully reviewed this MOU and have agreed to each term of this MOU. No ambiguity shall be presumed to be construed against any Party.

F. Governing Law: This MOU is executed in and shall be construed and governed in accordance with the laws of the State of California.

12. BACKGROUND CHECKS and TUBERCULOSIS TESTING

DISTRICT shall require its employees, volunteers, subcontractors and agents ("Personnel") which will have supervisory or disciplinary authority over, or will have direct contact with pupils, minors, adults aged 65 or older, or individuals with disabilities, during the course or scope of this MOU to submit to being fingerprinted for criminal records review by the California Department of Justice, prior to providing services. DISTRICT shall submit evidence of compliance with this requirement to CITY prior to DISTRICT providing services under this MOU. DISTRICT shall likewise be responsible for ensuring that its Personnel are tested for Tuberculosis prior to providing services under this MOU.

If at any time, any DISTRICT Personnel are arrested for, or convicted of a felony or misdemeanor involving a sex offense, violent offense or offense involving moral turpitude, DISTRICT shall immediately notify the City Representative identified in Section 10 this MOU.

13. COMPLIANCE WITH ALL LAWS

DISTRICT shall only supply PERSONNEL who are duly licensed and certified to legally perform services under this MOU. DISTRICT warrants that each bus driver is legally qualified to drive assigned vehicles and to interact with children and youth, and that each driver has likewise satisfied all applicable DISTRICT, State and Federal requirements, prior to, and during, the term of this MOU. (See Cal. Pub. Res. Code § 5164; Cal. Pen. Code § 1192.7; Cal. Ed. Code §§ 44010; 44237, 10911.5, 45125.1; Cal. Veh. Code § 13370; Cal Health & Saf. Code § 1597.055.)

14. ENTIRE AGREEMENT; MODIFICATION

This document contains all of the terms and conditions agreed upon by the Parties concerning the use of the other Party's property as set out herein and supersedes any and all oral or written communications or understandings between the Parties prior to the execution of this MOU. No waiver, alteration, or modification of this MOU shall be valid unless made in writing and signed by the authorized representatives of the Parties.

15. AUTHORITY

Each of the signatories to this MOU represents that he/she is authorized to sign the MOU on behalf of such Party and that all approvals, resolutions and consents which must be obtained to bind such Party have been obtained that no further approvals, acts or consents are required to bind such Party to this MOU.

Docusign Envelope ID: 20A7A13C-237F-8ED3-81B0-8C15DB1024C6

EXHIBIT A

SCOPE OF SERVICES

The CITY will initiate each request for transportation services by providing the DISTRICT with the list of planned summer trips, including anticipated dates, times, and destinations. Upon receiving this information, the DISTRICT will review availability and coordinate with the CITY to confirm details.

DISTRICT is to provide, as needed, yearly round-trip transportation services for the 4th R Division's youth participants. Trip details may change depending on programming needs. All dates, times, destinations, and changes will be mutually agreed by the CITY and the DISTRICT. Drop off and pick up locations may differ for each request.

LOCATIONS

Initial pick-up will be occur at one of the 4th R locations listed in the directory provided at:

https://www.cityofsacramento.gov/ypce/expanded-learning/4thr/locations

RATES

- Weekend trips require a 4-hour minimum.
- Weekdays: $47.50 per hour (up to 8 hours). Driver will take a ½ hour lunch break after 6 hours.
- Weekends, evenings (after 5pm), and holidays: $71.25 per hour.
- Mileage: $3.75 per mile, calculated from departure from the bus yard through return to the bus yard.

PRICE ADJUSTMENTS DURING THE TERM

Both parties may mutually agree to adjust pricing during the Term of this three-year agreement with 30 days' prior written notice and supporting documentation. Adjustments may reflect:

(a) Documented increases or decreases required by the applicable collective bargaining agreement for personnel performing the Services; and
(b) Changes in federal fuel costs or surcharges.

Sacramento City Unified School District

Signed by:
Mary Hardin Young
618444F325E34F2...

06/05/2026

Mary Hardin Young
Deputy Superintendent

Guaranteed Maximum Price

Sacramento City Unified School District

Earl Warren Middle School Modernization & New Construction Project

5420 Lowell St,

Sacramento, CA 95824

May 29th, 2026

Presented By:

Clark/Sullivan Construction

1340 Blue Oaks Blvd. Suite #150

916-338-7707

www.clarksullivan.com

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May 29th, 2026

Owner
Sacramento City Unified School District
5420 Lowell St
Sacramento, CA 95824
Contact: Chris Ralston

RE: Earl Warren Middle School PV – TBR

Dear Mr. Ralston

C/S is pleased to present this Guaranteed Maximum Price 'Binder' proposal and associated qualifications for inclusion in the current Photovoltaic Module Scope Agreement for the Earl Warren School Modernization project. The Guaranteed Maximum Price (GMP) detail and associated Bid Boxes reflect pricing and qualifications based on the 100% DD Set dated March 30th, 2026.

Please refer to Page 4 of the GMP Binder for the proposed Guaranteed Maximum Price total of **$1,277,105.**

Information is also provided for Qualifications & Assumptions. Information is available for Bid Solicitation efforts upon request.

We appreciate the opportunity for our firm to present this PV GMP proposal and we look forward to completing this project successfully to satisfy the Sacramento City Unified School District's goals.

Respectfully,

Ted Foor
President | CA Operations
Clark/Sullivan Construction

Photovotaic Module

CLARK/SULLIVAN construction
The partner to build with.

SCUSD - Earl Warren ES Modernization 50% CD Budget

DESCRIPTION		Bockmon Woody	W. Bradley	Fusion Electric	Collins	MEI
BASE BID		**954,000**	**983,028**	**973,215**	**1,399,881**	**1,561,000**
Surveying Prior Pier Drilling		3,500	3,500	3,500	3,500	3,500
F&I PV Modules		IN	IN	IN	IN	IN
F&I PV Optimizers		IN	IN	IN	IN	IN
F&I PV Module string wiring and wire management		IN	IN	IN	IN	IN
F&I PV String Inverters		IN	IN	IN	IN	IN
F&I PV Disconnect		IN	IN	IN	IN	IN
F&I Combiner Panel		IN	IN	IN	IN	IN
F&I All PV Grounding		IN	IN	IN	IN	IN
F&I Carport Structure		IN	IN	IN	IN	IN
F&I PV Feeders & Conduits		IN	IN	IN	IN	IN
F&I PV Related Underground Conduits		IN	IN	IN	IN	IN
F&I DAS can with 24 Strand Fiber to Building C4		IN	IN	IN	IN	IN
F&I Inverter Communications Cables and Conduits		IN	IN	IN	IN	IN
F&I PV Interconnection Materials		IN	IN	IN	IN	IN
F&I PV Equipment and Conductor Labeling per NEC Requirements		IN	IN	IN	IN	IN
Provide PV System Testing and Verification		IN	IN	IN	IN	IN
Provide PV System Commissioning Support		IN	IN	IN	IN	IN
PV Switchboard		**95,000**	95,000	95,000	IN	IN
Trench and Backfill(Assume No need to Trench Through the Limetreat, Scope TBD at GMP)		IN	IN	**15,735**	IN	IN
(3) Mobilization		7,000	7,000	7,000	7,000	7,000
Soil Offhaul - 500 CY		25,000	25,000	25,000	25,000	25,000
SUB TOTAL		**$ 1,084,500**	**$ 1,113,528**	**$ 1,119,450**	**$ 1,435,381**	**$ 1,596,500**
Performance & Payment Bond Rate		**1.02%**	**1.23%**	**1.50%**		**1.50%**
Performance & Payment Bonds		**$ 11,000**	**$ 13,696**	**$ 16,792**	**$ -**	**$ 23,948**
DIRECT COST SUB TOTAL		**$ 1,095,500**	**$ 1,127,224**	**$ 1,136,242**	**$ 1,435,381**	**$ 1,620,448**
Subcontractor		**Bockmon Woody**	**W. Bradley**	**Fusion Electric**	**Collins**	**MEI**
Construction Service Fee	2.9%	$ 31,770	$ 32,690	$ 32,951	$ 41,626	$ 46,992.98
Design & Escalation Contingency	6.0%	$ 65,730	$ 67,633	$ 68,175	$ 86,123	$ 97,226.85
District Contingency	2.5%	$ 27,388	$ 28,181	$ 28,406	$ 35,885	$ 40,511.19
Construction Contingency	2.5%	$ 27,388	$ 28,181	$ 28,406	$ 35,885	$ 40,511.19
DCC+ Fee + Contingency Subtotal		**$ 1,247,775**	**$ 1,283,909**	**$ 1,294,179**	**$ 1,634,899**	**$ 1,845,690**
General Liability Insurance	0.70%	$ 8,734	$ 8,987	$ 9,059	$ 11,444	$ 12,920
Builder's Risk Insurance	0.95%	$ 11,854	$ 12,197	$ 12,295	$ 15,532	$ 17,534
Bonds	0.65%	$ 8,111	$ 8,345	$ 8,412	$ 10,627	$ 11,997
Bonds and Insurance Subtotal		**$ 28,699**	**$ 29,530**	**$ 29,766**	**$ 37,603**	**$ 42,451**
Total DCC + Fee + Contingency + Bonds and Insurance		**$ 1,276,473**	**$ 1,313,438**	**$ 1,323,945**	**$ 1,672,502**	**$ 1,888,141**
Finance Cost(0.99% of 5% of Total TBR)		**$ 632**	**$ 650**	**$ 655**	**$ 828**	**$ 935**
Total PV Cost		**$ 1,277,105**	**$ 1,314,089**	**$ 1,324,601**	**$ 1,673,330**	**$ 1,889,075**
BEST VALUE SCORING						
Price	50	50	49	48	38	33
Project Experience	10	10	8	7	9	8
Financial Strength	10	10	8	6	9	6
Safety Record	10	9	9	6	9	8
Commitment to Schedule	10	9	9	7	9	8
Current Workload	10	9	8	7	9	8
Total	100.00	97.00	91.00	81.00	83.00	71.00
Proposed Amount:	$ 1,277,105					
Proposed Bidder (Subcontractor):	Bockmon Woody					

Bockmon & Woody
ELECTRIC CO., INC.

1528 El Pinal Drive • P.O. Box 1018 • Stockton, CA 95201-1018
PHONE: (209) 464-4878 • FAX: (209) 464-2615
CA Lic. No. C10-588308 • DIR No. 1000002789

*****IF PROPOSAL IS ACCEPTED IT WILL BECOME PART OF THE CONTRACT*****

**** Allow 2-4 weeks for Basic Electrical/lighting submittals****

****Bockmon & Woody Electric is a Union Contractor and affiliated with Electrical, Low Voltage Sound and Communications, Operators, Laborers****

****This proposal includes the Attached Insurance coverages. If additional coverage is required, there will be additional cost****

****Material Pricing is good for 30 days from the date on this proposal. To hold pricing please sign this proposal, provide PO/Contract so we can order materials****

FORCE MAJEURE: for failure or delay to perform obligations under this agreement, which have become practicably impossible because of circumstances beyond the reasonable control of Bockmon & Woody Electric Co, Inc. (herein "Force Majeure Event"). A Force Majeure Event shall include, without limitation: natural disasters or acts of God; acts of terrorism; labor disputes or stoppages; war; government acts or orders; epidemics, pandemics or outbreak of communicable disease; public health emergency; quarantines; national or regional emergencies; or any other cause, whether similar in kind to the foregoing or otherwise, beyond the Bockmon & Woody Electric Co, Inc. reasonable control. Bockmon & Woody Electric Co, Inc. shall provide prompt notice to Contractor of any failure or delay in performance due to a Force Majeure Event. In the event of a Force Majeure Event, Bockmon & Woody Electric Co, Inc. shall be entitled to an equitable adjustment in the time of completion or contract requirements, and contract price, paid on actual costs basis.

ESCALATION CLAUSE: In the event of a significant delay or price increase of materials, equipment, or labor during the performance of the contract, through no fault of Bockmon & Woody Electric Co, Inc., Bockmon & Woody Electric Co, Inc. shall be entitled to an equitable adjustment in the time of completion, contract requirements, and the contract price, in an amount reasonably necessary to cover any such significant price increases. Where the delivery of materials or equipment is delayed, through no fault of Bockmon & Woody Electric Co, Inc., as a result of material shortage or unavailability, Bockmon & Woody Electric Co, Inc. shall not be liable for any additional costs or damages associated with such delay(s).

Tariffs: Material Increases due to tariffs Imposed by Vendors/Suppliers & Subcontractors will be passed on to the Contractor/Owner

Date: 5/18/2026

REV 0 – PV Scope

Attn:
Company: Clark & Sullivan
Project: Earl Warren ES Modernization

Bockmon & Woody Electric Co., Proposes to bid on the references project as a subcontractor for the electrical portion of the work required under the general contract and any modifications.

Our Proposal is according to the provisions and terms of the contract documents. Our bid price will be per the Plans and Specifications, sales tax included.

The **specification sections** for the scope of work quoted by Bockmon & Woody Electric Co., Inc., are as follows:

- All of Division 26 Electrical
- Pricing is based on 100% DD Plan Set

Bockmon & Woody Electric Co., Inc., recognizes the following **Addendums**: #1

****This bid proposal is good for 30 days. Contract Must be Received within 30 Days of date on this proposal for Pricing to be Valid. If contract is received after the date we will need to reprice****
**** Work to be completed on a reasonable schedule****
****Subcontractor shall not be responsible for safety violations by others****
****Current lead times on Switchboards, Panelboards, Transformers is 30-50 Weeks depending on the manufacturer used****
****Current lead times on Lighting, Light Poles, and Lighting Controls is 8-16 weeks****

Scope of Work:

- Please add amount below if payment and Performance bonds if required.
- Provide Excavation, Backfill, Compaction, & Sand Bedding, through Native Soils. **Off Haul of Spoils is Excluded**. Spoils will be Stockpiled onsite and will be the Responsibility of the General contractor to dispose of offsite
- Perform Interconnection and Tie into Existing MSB
- F&I (1) 800A PV Disconnect Switch "DISC-PV"
- F&I (1) 225 KVA Transformer "XFMR-PV"
- F&I (1) 400A 480V Panelboard "PNL-CP"
- F&I Solar Carport Structure (by M bar C) Including Foundations & Steel PV Structure
- F&I Photovoltaic PV System including (4) Inverters, (288) Modules, Monitoring, Connectors, and Wiring
- F&I all underground and aboveground conduits, boxes, fittings, and elbows
- F&I all underground and aboveground wiring and terminations
- F&I grounding and make all grounding connections
- Testing and startup of equipment and systems
- O&M's and As-Builts
- All Saw cut, Removal, and Patching is Excluded and by others
- All equipment pads and housekeeping pads are excluded and by others
- See Additional exclusions below
- Pricing is Based on working Normal Working hours 7am-3:30pm Monday Through Friday
- Pricing includes 1 mobilization
- Pricing is for 1 single phase

BASE BID FOR PV STRUCTURE	**$ 954,000.00**
Payment & Performance Bond Cost	**$ 10,000.00**
TOTAL	**$ 964,000.00**
ADD ALT#1 – F&I PV Switchboard as shown on E-701	**$ 95,000.00**
Payment & Performance Bond Cost	**$ 1,000.00**
TOTAL	**$ 96,000.00**

Exclusions:

1. Phase construction
2. Battery Storage
3. Solar Interconnection Agreements
4. Tariffs Imposed on Materials and Equipment
5. Electrical, Communications, and Fire alarm Engineering
6. Any Additional work that is not listed in this proposal
7. Cost of permits and or Fees (utility, Special Inspections)
8. Allowances as specified in Specs
9. Storm Water Prevention Plan, Setup and maintenance
10. Setup and maintenance of BMP's
11. 3rd party NETA Testing of power Equipment
12. Arc Flash and Coordination Studies
13. UL-Recertification of Modified Switchgear, Panels, and Transformers
14. Off Haul of Spoils
15. Off Haul of Bore Mud

16. Trenching and Backfilling Through Lime treated Soils.
17. Dewatering While drilling or Excavations
18. Steel Casings while Drilling
19. All Concrete Housekeeping Pads and Structural pads
20. Excavation and backfill of Contaminated soils
21. Rock Removal, Blasting during Excavations
22. Hazardous materials Abatement / Asbestos Removal and testing for Asbestos/working around Hazardous Materials
23. Blocking for Lights, Plugs, etc.
24. Bollards
25. Cutting, removal, and Patching of Asphalt and Concrete
26. Repairing any damages done by others
27. Demolition, Safe off only
28. Site Water
29. Special Freight
30. Structural Engineering Surveying
31. Engineering seismic studies
32. Turf Repair
33. Landscaping, irrigation repair, tree removal, trimming or repairs to existing trees
34. Traffic Control
35. Surveying & Staking
36. Utility Fees & Coordination
37. Fingerprinting and Live Scan Fees
38. Parking Fees, Badge ID Fees, Drug Testing
39. Trash Removal
40. Temporary power and Maintenance of Temp power
41. Temporary fencing and toilet
42. All Overtime, Shift Work, and/or Premium time

We appreciate the opportunity of offering our scope and proposal for your consideration.
Should there be any questions, please feel free to contact us at your convenience.

Sincerely,
Bockmon & Woody Electric Co., Inc.
Gary M. Woody
CO-Chief Executive Officer (CEO)

APPROVED BY: _____ DATE: _____

FUSION ELECTRIC INC.

4919 Windplay Dr Suite 4, El Dorado Hills, CA 95762
C-10 1036763 ■ DIR# 1000057195 ■ (916) 220-8385 ■ Austin@FusionElectric-Inc.com

Prime:	Clark/ Sullivan Construction
Attention:	Wenjuan Zhang
Project:	SCUSD – Earl Warren Solar Photovoltaic (PV) Modules Buyout
Bid Date:	05/19/2026
Est# / Reference:	26-251 SCUSD Earl Warren Solar

Bid based off plan set sheets dated 03/2026. (1) Addendums Noted. Proposal good for 60 days from bid date.

Fusion Electric to Provide:

1. All labor and material to modify (E) electrical equipment per plans and specs.
2. All labor and material to provide and install the specified structural array system per M Bar C's specs.
3. All labor and material to provide and install the photovoltaic array system per plans and specs.
4. All labor and material to provide the complete underground distribution system, including conduit, wire, pull boxes, and stub ups per plans and specs.
5. All labor and material to provide the complete power distribution system, including conduit, wire, junction boxes, switch gear, panels, devices, disconnects and final electrical equipment connections per plans and specs.
6. Includes adherence to all PLA and skilled and trained workforce requirements per plans and specs.
7. All Coordination, Project Management, Submittals, Testing, Start-up, As-Builts, O&Ms and Warranties for materials and equipment provided in this Scope.

- **Adder 1 – All labor and material to provide trenching and backfill for electrical underground conduits and concrete equipment pad. (~125 Linear Ft)**

Fusion Electric to Exclude:

1. Excludes painting/coating for array beyond M Bar C standard coating spec.
2. Excludes HVAC control conduit and cabling.
3. Excludes all trench & backfill (unless Adder 1 is selected).
4. Excludes hauling off spoils
5. Excludes building permits & fees.
6. Excludes temporary/backup power.
7. Excludes NETA testing and electrical studies.

Thank You,
Austin Carmichael, Operations Manager
Fusion Electric, Inc

FUSION ELECTRIC INC.

4919 Windplay Dr Suite 4, El Dorado Hills, CA 95762
C-10 1036763 ■ DIR# 1000057195 ■ (916) 220-8385 ■ Austin@FusionElectric-Inc.com

8. Excludes seismic calculations if required.
9. Excludes additional insurances above industry standard.
10. Excludes wall patching & painting.
11. Excludes concrete, asphalt, demo & patching.
12. Excludes painting of electrical conduits & components.
13. Excludes fire & security watch.
14. Excludes off hour/ off shift work.
15. Excludes all rock drilling, breaking or removal, water mitigation and caving soils.
16. Excludes storage and removal of all jobsite debris.
17. Excludes all costs associated with project delays due to vendor lead times and supply chain issues.
18. Excludes all costs associated with future tariffs or import taxes, any additional costs at time of shipping will be paid by others.

Base Bid: $973,215.00
Add Alt 1 (Trench and Backfill): $15,735.00
Payment and Performance Bond: $ 14,685.00
Total Cost $1,003,635.00

Thank You,
Austin Carmichael, Operations Manager
Fusion Electric, Inc

Electrical ● Telcom ● Renewables ● Network ● Security
Audio Visual ● Traffic Signal

90 Hill Road Novato, CA. 94945
Phone: (415) 898-1400 Fax: (415) 898-5991
License No.1114449

To: Wenjuan Zhang

Re: SCUSD – Earl Warren Solar PV

Please take a few moments to review the following PV Construction proposal. This proposal is based on the following documents:
025181_Earl Warren ES_100% DD Set.pdf

Carport PV Solar BID $983,628

SCOPE OF WORK

- F&I PV Modules
- F&I PV Optimizers
- F&I PV Module string wiring and wire management
- F&I PV String Inverters
- F&I PV Disconnect
- F&I Combiner Panel
- F&I All PV Grounding
- F&I Carport Structure
- F&I PV Feeders & Conduits
- F&I PV Related Underground Conduits
- F&I DAS can with 24 strand Fiber to building C4
- F&I Inverter Communications Cables and Conduits
- F&I PV Interconnection Materials
- F&I PV equipment and conductor labeling per NEC requirements
- Provide PV system testing and verification
- Provide PV system commissioning support

CLARIFICATIONS/ASSUMPTIONS

- This proposal assumes a mutually agreed upon overall project schedule
- This proposal assumes 635W Qcell Q. Tron XL-G2.3/BFG 635 modules due to availability
- This proposal is based on current material and equipment costs as of (05/15/26). No provisions or allowances included for market escalations or tariffs imposed beyond date indicated.
- Current Bond rate is 1.23%

PROJECT EXCLUSIONS

- Lighting
- XFMR Pad – assumed location will be ready to set XFMR
- Site fencing procurement & installation
- Project civil scope except for electrical trenching
- Permit fees and utility coordination/fees/applications
- Hazardous material handling and abatement.
- Dust Control
- MET Stations
- Bollards
- Specialty Inspections
- Utility Permits, plans, and fees
- Third Party Commissioning Fees
- Painting of electrical equipment, devices, conduits, etc.
- Work within contaminated / hazardous locations

PROJECT NOTES

- The clarifications listed herein shall be incorporated into the contract

Respectfully,

Shawn Switzer
Renewable Division

COLLINS ELECTRICAL COMPANY INC.
Excellence Since 1924
3412 Metro Drive, Stockton, CA 95215 • Tel (209) 466-3691 • Fax (209) 466-3146

PROPOSAL

May 19, 2026

Attention: Wenjuan Clark & Sullivan Construction
Project: 26SAC007 Earl Warren Mod
Bid Date: May 19, 2026

Dear Wenjuan:

Collins Electrical Company, Inc. is pleased to provide an Electrical Work proposal for the above referenced project. We acknowledge the following bid documents:

- Drawings: PV Array E0.1, E1.0-E9.0and PV Structure S1.1,S2.1, S-1-S-5, S11.1-S22 dated , on file in our office.PV Array 03/30/2026 and PV Structure 04/30/2025
- Specification Sections: xxx
- Addenda #s: xxx

BASE BID	**$ 1,399,881.00**
PV- Structure, glass, DC Portion	**$ 1,131,776.00**
CECI AC Portion	**$ 268,105.00**

IMPORTANT NOTE: The construction industry is currently experiencing extremely long lead times for distribution equipment and light fixtures. The distribution panels and power meters that we have included in this bid have a lead time of XXXXXXX weeks. The light fixtures that we have included in this bid have a lead time of XXXXXXX weeks. For this reason, the distribution equipment and light fixtures must be released very early in the project schedule, including the possibility of early release before contracts are signed. In order for this to happen, the distribution equipment and light fixtures must be subject to an expedited submittal review and approval cycle. Collins assumes that if we are the selected electrical contractor, distribution equipment and light fixture submittal approvals and release authorizations will be expedited in order to adhere to the project schedule.

Please note the following inclusions, exclusions, and clarifications as qualifications to this proposal.

Inclusions:

- Provide and install necessary labor, materials, and equipment required for an electrical and low voltage system per the bid documents acknowledged above.
- Complete Turnkey PV system
- 1% bond included

Exclusions:

- Permits and/or fees (utility, inspection, air quality control, engineering, etc.).
- Any allowances, and/or contingencies not specifically noted in this proposal.
- Surveying, and/or layout (walls, building lines, grades, batter boards, utilities, light standards, etc.).
- Blasting, large rock removal, and/or dewatering of any kind.
- Landscaping, tree removal, irrigation repair, and/or repairs to existing trees.
- Saw-cutting, removal, and/or replacement of asphalt and/or concrete.
- Equipment and electrical gear pads, and/or form/finish concrete.
- Hazardous materials abatement, disposal, and/or working in or around.
- Costs of construction plans and specifications. Any fees or costs for (.dwg) CAD background files: Collins will require .dwg files for construction and as-built drawings.
- Temporary electricity, lighting, water, sewer, dumpsters, fencing, and/or portable toilets.
- Scaffolding and/or man/material hoists.
- Finger printing fees, parking fees, badge-identification fees, and/or drug testing costs.
- Spoils and/or trash removal from site.
- Painting other than electrical touch-up.
- Overtime, shift work, and/or premium time labor.
- Costs incurred due to unforeseen conditions.
- No engineering
-

Clarifications:

- This proposal is based on a normal (40) hour work week and our Standard Terms and Conditions.
- This proposal is valid for 30 days.
- This proposal is based upon use of industry standard, code compliant materials and methods.
- This proposal does not address any Title 24 requirements that are not specifically shown on the plans.
- This proposal letter shall be incorporated in its entirety into the Subcontract Agreement and is based upon a mutually accepted construction schedule.

- FORCE MAJEURE: for failure or delay to perform obligations under this agreement, which have become practicably impossible because of circumstances beyond the reasonable control of Collins Electrical Co., Inc. (herein "Force Majeure Event"). A Force Majeure Event shall include, without limitation: natural disasters or acts of God; acts of terrorism; labor disputes or stoppages; war; government acts or orders; epidemics, pandemics, or outbreak of communicable disease; public health emergency; quarantines; national or regional emergencies; or any other cause, whether similar in kind to the foregoing or otherwise, beyond Collins Electrical Co., Inc.'s reasonable control. Collins Electrical Co., Inc. shall provide prompt notice to Contractor of any failure or delay in performance due to a Force Majeure Event. In the event of a Force Majeure Event, Collins Electrical Co. Inc. shall be entitled to an equitable adjustment in the time of completion or contract requirements, and contract price, paid on actual cost basis.

COLLINS ELECTRICAL COMPANY INC.
Excellence Since 1924
3412 Metro Drive, Stockton, CA 95215 • Tel (209) 466-3691 • Fax (209) 466-3146

Should you have any questions or if we may be of further assistance, please do not hesitate to call (209)466-3691.

Sincerely,

Andrew King
Design Build Sr. Project Manager
Collins Electrical Co., Inc.
aking@collinselectric.com

MEI McGRATH ELECTRIC, INC.

To: Clark/Sullivan Construction
Wenjuan Zhang
(415) 881-0847
wenjuan@clarksullivan.com

Date: 05/21/2026

CLSB License #: 853934
SBE Certified: 1212680
McGrath Electric DIR #: 1000002028
DIR Registration Date: 7/3/2019
DIR Expiration Date: 6/30/2027

Re: SCUSD - Earl Warren Solar Photovoltaic Modules Buyout
5420 Lowell Street
Sacramento, 95820

BID ITEM	PRICE
Photovoltaic and Electrical System	$1,561,000

Inclusions:

1. Electrical drawings E0.1, E1.0, E2.0, E7.1, E7.2, E7.3, E8.0, E8.1, and E9.0 dated 3/30/2026.
2. Hoisting of men and material for electrical system installation.
3. M Bar C Canopy Structure.
4. All applicable sales taxes and insurance.
5. McGrath bid is valid for 30 days after bid day.

Exclusions:

1. **Performance and payment bond.**
2. Access panels, backing, blocking, and plywood backboards.
3. All concrete work including coring, concrete pads, scanning, etc.
4. Bollards
5. Caulking, sealants, firesafing, and acoustic/fire pads.
6. Ceiling seismic wires for light fixture installation.
7. Composite cleanup.
8. Cutting, patching, removal and install of asphalt, and concrete.
9. Demolition and disposal of waste.
10. Dewatering.
11. Dust control.
12. Field painting and patching of finishes.
13. Permits, fees, charges, assessments, allowances, inspections, and special inspections.
14. PG&E associated fees, and utility.
15. Premium time and overtime.
16. Roof jacks, flashing, patches, and waterproofing.
17. Temporary/construction power and lighting.
18. Traffic control.
19. Spoils removal.
20. Work not shown on electrical drawings whether referred to or not.

Should you have any questions, please do not hesitate to call us at (707) 422-4131.

Sincerely,

Lucas Wulff
Chief Estimator
McGrath Electric, Inc.
lucasw@mcgrathelectricinc.com

TERMS & CONDITIONS

1. Electrical shall be installed to standards of the National Electrical Code.

2. Electrical contractor is not responsible or liable in any way for existing electrical systems.

3. Electrical contractor shall make holes in the building to gain access for routing cables & conduits and shall not be held liable in any way for labor or costs incurred for painting, texturing, repairing walls, ceilings, or floors.

4. Warranty shall not apply to extensions or additions to the original installation if made by others. Materials supplied by electrical contractor shall not be guaranteed to function properly if worked on by others prior to completion.

5. Permits, inspections, and/or plans required for this work are the responsibility and liability of the party submitted to in section 1 of this contract.

6. Change orders: Any alteration or deviation from the above specifications involving extra costs will be made only upon written agreement and will become and extra charge above the contract price to be paid upon completion of change order.

7. Delay: Electric Contractor will be excused for any delay beyond our control. These days may include but are not limited to acts of god, labor disputes, inclement weather, acts of owner or public authority, or other unforeseen contingencies.

8. Right to stop work: If any payment made under this contract is not made when due, electric contractor may suspend work on the job until such time as all payments have been made. Any failure to make payment is subject to a claim against the property.

9. In the event of owner defaulting in payments, electrical contractor may remove electrical contractor's material or equipment from the premises without liability to the contractors trespassing or any other reason.

10. Malicious mischief and vandalism on the job is the responsibility of the part submitted to in section 1. Electrical contractor shall not be responsible for any damage resulting therefrom. Party submitted to carry needed insurance.

11. This proposal shall be effective for thirty days from the date first set forth in this contract. If this proposal is not accepted within this time it shall be expired.

12. In the event suit is brought to enforce or interpret any part of this agreement, the prevailing party shall be entitled to recover all costs of suit including reasonable attorney's fees to be fixed by the court, in addition to other relief available.

13. Contractor will make payments to the electrical contractor's suppliers by joint check payment. Join check payments will be made within thirty (30) days, regardless of status of payment from the owner.

14. No retention shall be withheld on the portion of electrical contractor's monthly pay application for which joint check payments are made.

15. Contractor shall not withhold from electrical contractor any shortfall in payment from the Owner regarding material paid for by joint check.

16. If Owner fails to pay material invoices in full, contractor will advance pay supplier, absorb all contractor's finance costs related to these advance payments, and will not withhold monies otherwise due to electrical contractor.

17. Project schedule will be mutually agreed upon by contractor and electrical contractor and live master schedules must be provided to the electrical contractor.

18. Party submitted to shall give written notice of a backcharge to the electrical contractor within ten days of the act giving rise to a back charge. If no such notice is given with the ten-day period, the back charge shall not be allowed.

19. The language of all parts of this contract shall in all cases be construed as a whole, according to its fair meaning, and not strictly against any of the parties. No provision shall be deemed dependent upon any other.

20. Error in design by the architect and/or engineer in the blueprints or specifications are not the responsibility of the electrical contractor.

21. Any addition electrical work required by other and not indicated on electrical plans and electrical specifications shall not be part of this agreement.

22. Bid Price does not include bond cost. Payment and performance bonds are waived. The cost of any insurance or endorsements are not included.

23. This proposal is based on performing the work during normal business hours, Monday through Friday 7:00am-3:30pm. Any overtime required shall be considered a change order.

Clarifications and Qualifications

EARL WARREN MIDDLE SCHOOL PHOTOVOTAIC SCOPE – SACRAMENTO, CA

The following are Clarifications and Qualifications (C&Q) to the Scope of Work included in the Guaranteed Maximum Price (GMP) Response Budget, dated May 29, 2026. This information shall serve as the basis of our costs, convey our understanding of the Sacramento City Unified School District's design intent, and memorialize the assumptions we made in assembling the budget. Clark Sullivan Construction reserves the right to further clarify and qualify this budget as the documents progress and at any time prior to the execution of a Guaranteed Maximum Price (GMP).

GENERAL ASSUMPTIONS

1. We exclude the cost for all permits, fees, bonds, and inspections that may be levied by any private or public agency, unless noted otherwise below. This includes, but is not necessarily limited to, PG&E, Comcast, AT&T or other local phone company, local water, sanitary and storm drainage agencies or purveyors, and other utility departments or agency fees. All fees and permits shall be paid for by the Sacramento Unified School District (SCUSD).
2. Clark Sullivan Construction has excluded pest control and any final pest control survey.
3. All testing and special inspection services will be directly engaged and paid for by the Sacramento Unified School District (SCUSD).
4. Our proposal includes all costs for the scope of work as reflected in:
    a. 100% DD set dated March 30th, 2026.
    b. Geotechnical Report by GEOCON dated April 13th, 2026.
    c. Hazardous Material Report by Entek dated Jan 16th, 2026.
5. Throughout these qualifications the following terms and their definitions may be used:
    a. "SCUSD" refers to the Sacramento Unified School District.
    b. "C/S" refers to Clark/Sullivan Construction
    c. "Furnish" means to purchase and deliver to the project site all equipment, materials, and sundries necessary to complete the scope of work including freight, sales taxes, and unloading.
    d. "Install" means to distribute, set in place, and make complete all materials and equipment furnished to the project site.
    e. "Provide" means to furnish and install complete.
6. C/S excludes delays resulting in city moratoriums or restrictions not outlined and planned in our proposal and/or schedule.
7. C/S excludes commissioning agent or reports.
8. Concealed or unknown conditions and underground obstructions have not been anticipated in this GMP.
9. Full time site security. Site security is Verkada Camera System. If any additional security is needed, CS use contractor contingency to fund.
10. OCIP is excluded.

TRADE SPECIFIC CLARIFICATIONS

PV Work

- Geotechnical report received and evaluated. Pricing is based on the soils report by Geocon dated April 13th, 2026. Pricing is based on soils class W and assumes a 30" diameter drilled pier footing 19' – 0" deep. If any conditions not specifically stated in the boring geotechnical logs are encountered, additional costs for mitigation will apply. Notwithstanding the foregoing, the proposal specifically excludes all water mitigation and caving soils, regardless of conditions indicated in the report due to the unquantifiable nature of these conditions.
- All arrays are assumed to follow existing grade.
- Painting of columns and beams only per M Bar C specifications (one coat of epoxy primer and one coat of acrylic topcoat. "Low cover' colors may incur additional costs for multiple coats. Pricing assumes one (1) paint color. Purlins are electrogalvanized to a G90 coating thickness. Painting of fascia or purlins and any other painting specifications are excluded but can be quoted upon request.
- The PV scope is assumed and anticipated to run concurrently with the rest of the construction work with shared general conditions and general requirements cost. If this work needs to occur at a different time per district request, additional cost of GCGR will apply.

END OF CLARIFICATION AND QUALIFICATION

DOCUMENT 00 63 63

CHANGE ORDER FORM

Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

CHANGE ORDER NO.:
1

CHANGE ORDER

Project: Hollywood Park Elementary School Campus Renewal
Bid No.:0142-468

Date:4/20/2026
DSA File No.:34-53
DSA Appl. No.:02-122829

The following parties agree to the terms of this Change Order:

Owner: Sacramento City Unified School District
425 1st Ave.
Sacramento, CA 95818

Contractor: Clark Sullivan Construction
1340 Blue Oaks Blvd Suite 150
Roseville, CA 95678

Reference	Description	Cost	Days Ext.
	Deduct unused owner contingency	$ -9,922.00	0
	Deduct unused construction contingency	$ -38,009.00	0
	Deduct unused allowances	$ -70,615.00	0

Contract time will be adjusted as follows: Previous Completion Date: No Change 0 Calendar Days Extension (zero unless otherwise indicated) Current Completion Date: No Change	Original Contract Amount:	$ 12,139,740.00
	Amount of Previously Approved Change Order(s):	$0.00
	Amount of this Change Order:	$-118,546.00
	Contract Amount:	$12,021,194.00

The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project including without limitation, cumulative impacts. Any costs, expenses, damages or time extensions not included are deemed waived.

Signatures:

District: Sacramento City USD		Contractor: Clark Sullivan Construction	
District Representative	Date	Bob Christensen	Date

END OF DOCUMENT

Sacramento City Unified School District

PURCHASING SUPPORT SERVICES
Contracts Office
5735 47th Avenue• Sacramento, CA 95824
Lisa Grant-Dawson, Interim Chief Business and Operations Officer
Robert Aldama, Purchasing Manager II

AMENDMENT NO. 1 TO AGREEMENT FOR ARCHITECTURAL SERVICES

This Amendment to the Agreement for Architectural Services ("Amendment") is entered into between the Sacramento City Unified School District ("District") and HMC Architects ("Architect") (collectively the "Parties"):

Section I. Amendment to Agreement for Independent Consultant Agreement for Architectural Services originally entered to on January 7, 2026.

1. Approval of this Amendment: This Amendment shall be subject to the approval of the District's Board of Education ("Board"). Upon approval by the Board, the effective date of this Amendment shall be June 18, 2026;

2. Fee and Method of Payment: The District shall continue to pay Architect for the current services and will now pay for the added services from and after June 18, 2026, on a fee basis up to a maximum of $819,775.00, as reflected below, unless this Amendment is further extended or modified.

Description of Scope Change: basis for change order

Additional architectural and engineering services at the request of the District for the Crocker Riverside ES Playground and Site Improvement project. Services include: a revised play field design and obtain DSA approval for updated drawings and specifications.

Description of funding changes to contract:

Original contract amount. $805,000.00
Previous change orders through change order #- $0.00
Contract amount prior to this change order $805,000.00
Amount of this change order..... ..... $14,775.00

NEW CONTRACT AMOUNT..... .....$819,775.00

Section IL All Other Provisions Reaffirmed.

All other provisions of the Agreement for Architect Services shall remain in full force and effect and are hereby reaffirmed. If there is any conflict between this Amendment No. 1 and any provision of the Agreement for Architect Services, the provisions of this Amendment No. 1 shall control.

IN WITNESS WHEREOF, the Parties have caused this Amendment No. 1 to the Agreement for Architect Services to be executed by their respective officers who are duly authorized, as of the Effective Date.

ACCEPTED AND AGREED on the date indicated below:

DATE: June 18, 2026

Sacramento City Unified School District	**HMC Architects**
Mary Hardin Young Deputy Superintendent	Vipul Safi Principal-in-Charge

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1b

Meeting Date: June 18, 2026

Subject: Approve Purchase Order Board Report for the Period of April 15, 2025, through May 14, 2026

☐ Information Item Only
☒ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: _____)
☐ Conference/Action
☐ Action
☐ Public Hearing

Division: Business Services

Recommendation: Approve attached list of purchase orders.

Background/Rationale: N/A

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

- PO Board Report Period of April 15, 2025, through May 14, 2026

Estimated Time: N/A
Submitted by: Lisa Grant-Dawson, Interim Chief Business Officer and Operations Officer
Approved by: Cancy McArn, Superintendent

Includes Purchase Orders dated 04/15/2026 - 05/14/2026 *

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B26-00186	CALIFORNIA DEPT OF GENERAL SER VICES	**BLANKET** ALJ HEARING COST 2025-2026 SY	HUMAN RESOURCE SERVICES	01	33,000.00
B26-00407	AMERICAN REFRIGERATION SUPPLY ACCT #172405	HVAC SUPPLIES NEEDED FOR 2025-2026 SY	FACILITIES MAINTENANCE	01	58,865.77
B26-00609	[redacted] VIOLIN S	MUSIC LIBRARY- REPAIRS 2025-26SY	ACADEMIC OFFICE	01	33,000.00
B26-01026	USA REPLACEMENT AUTO GLASS	SRVCE AND REPLACE WINDSHIELDS-FACILITIES VEHICLES	FACILITIES MAINTENANCE	01	5,000.00
B26-01027	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	2026 SUMMER MATTERS FIELD TRIPS: JUNE	YOUTH DEVELOPMENT	01	15,000.00
B26-01028	[redacted]	SETTLEMENT AGREEMENT - [redacted]	SPECIAL EDUCATION DEPARTMENT	01	17,500.00
B26-01029	PERFORMANCE FOOD GROUP dba VIS TAR	2026 SUMMER MATTERS SNACKS	YOUTH DEVELOPMENT	01	10,000.00
B26-01030	COLLEGE BOARD	2025-2026 AP EXAM FEES	GIFTED AND TALENTED EDUCATION	01	414,000.00
B26-01031	ARC DOCUMENT SOLUTIONS LLC	REPROGRAPHICS FOR BOND PROJECTS	FACILITY DESIGN & CONSTRUCTION	21	4,000.00
B26-01032	KLINE MUSIC INC	MUSIC SUPPLIES 25/26 [redacted]	HIRAM W. JOHNSON HIGH SCHOOL	01	500.00
B26-01033	MOWMORE, INC DBA MOWMORE SUPPL IES	MOWER PARTS & SUPPLIES 25-26 SY	FACILITIES MAINTENANCE	01	1,000.00
B26-01034	[redacted] DBA STANTON OPTIC AL	CS STUDENT EYE EXAMS AND LENSES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,000.00
B26-01035	CRYSTAL CLEAN, LLC	REMOVAL OF HAZARDOUS MATERIALS AND UNIVERSAL WASTE	FACILITIES MAINTENANCE	01	11,000.00
CHB26-00021	ODP BUSINESS SOLUTIONS LLC	CLASSROOM SUPPLIES 2025-2026	SUY:U ELEMENTARY	01	19,033.05
CHB26-00114	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT BLANKET ORDER	HEALTH PROFESSIONS HIGH SCHOOL	01	13,500.00
CHB26-00312	ODP BUSINESS SOLUTIONS LLC	OFFICE SUPPLIES-LABOR RELATION-NEO-/EMPLO HEARINGS	HUMAN RESOURCE SERVICES	01	8,000.00
CHB26-00313	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER RENTAL FY 2025/26	TAHOE ELEMENTARY SCHOOL	01	3,600.00
CS26-00493	WARREN CONSULTING ENGINEERS	0445-416 JOHN STILL MODERN - TOPOGRAPHIC SURVEY	FACILITY DESIGN & CONSTRUCTION	25	175,450.00
CS26-00494	HMC ARCHITECTS	0097-489 ABE LINCOLN TK EXPANSION - ARCHITECT SVC	FACILITY DESIGN & CONSTRUCTION	21	215,000.00
CS26-00510	ADMINISTRATIVE SOFTWARE APPLIC ATIONS INC	DATA MIGRATION SERVICE 2025-26 SY	CHARLES A. JONES CAREER & ED	11	5,000.00
CS26-00511	DATAWORKS EDUCATIONAL RESEARCH	DATA WORKS- PD TRAINING-INV#1917	PACIFIC ELEMENTARY SCHOOL	01	6,970.00
CS26-00512	ACTION SUPPORTIVE CARE SERVICE S INC	SUMMER 25-26 IEP ACTION CONTRACT (1 OF 2)	HEALTH SERVICES	01	40,670.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes Purchase Orders dated 04/15/2026 - 05/14/2026 *

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS26-00513	STUDIO W ASSOCIATES INC	0445-470 JOHN STILL GYM FLOOR - ARCHITECT SERVICES	FACILITY DESIGN & CONSTRUCTION	21	63,500.00
CS26-00514	NEW DIRECTIONS SOLUTIONS LLC d ba PROCARE THERAPY	2025-2026 AID SERVICES TO STUDENTS	YOUTH DEVELOPMENT	01	115,000.00
CS26-00515	LEARNING SOLUTIONS KIDS INC	2025-2026 AID SERVICES TO STUDENTS	YOUTH DEVELOPMENT	01	115,000.00
CS26-00516	EMPOWERING POSSIBILITIES UNLIM ITED INC	SUMMER MATTERS JUNE: MAIN PROVIDER 25-26	YOUTH DEVELOPMENT	01	107,957.33
CS26-00517	NORCAL SCHOOL OF THE ARTS	SUMMER MATTERS JUNE: MAIN PROVIDER 25-26SY	YOUTH DEVELOPMENT	01	76,234.66
CS26-00518	[redacted]	[redacted]	SPECIAL EDUCATION DEPARTMENT	01	6,000.00
CS26-00519	CSBA	[redacted] Legal Services Agreement	BOARD OF EDUCATION	01	1,265.34
CS26-00520	MIZINSKI CONTRACTING & ENGINEE RING INC	0095-483 E WARREN NEW CAMP - CONSULTING SERVICES	FACILITIES SUPPORT SERVICES	21	87,000.00
CS26-00521	FAMILY LEADERSHIP INC	FAMILY LEADERSHIP 2025-2026SY	STUDENT SUPPORT&HEALTH SRVCS	01	7,596.55
CS26-00522	NEW DIRECTIONS SOLUTIONS LLC d ba PROCARE THERAPY	NPA 25.26 Instruction Aide for Virtual Speech	SPECIAL EDUCATION DEPARTMENT	01	919,632.00
CS26-00523	JABBERGYM	NPA 25.26-ASSISTIVE TECHNOLOGY (445)	SPECIAL EDUCATION DEPARTMENT	01	2,000.00
CS26-00525	[redacted]	Psycho-Educational Assessment SB	SPECIAL EDUCATION DEPARTMENT	01	7,000.00
CS26-00526	[redacted] BYERLY INC	0525-452 JFK FIELD LIGHTING - IN PLANT INSPECTION	FACILITIES SUPPORT SERVICES	21	5,000.00
CS26-00527	SACRAMENTO CHINESE COMMUNITY	SUMMER MATTERS JUNE: MAIN PROVIDER	YOUTH DEVELOPMENT	01	492,855.31
CS26-00528	STREET SOCCER USA INC	SOCCER WORKSHOP 2025-26SY	OAK RIDGE ELEMENTARY SCHOOL	01	2,500.00
CS26-00529	ROSE FAMILY CREATIVE EMPOWERME NT CENTER	SUMMER MATTERS JUNE: MAIN PROVIDER 2025-26	YOUTH DEVELOPMENT	01	88,917.33
CS26-00530	BOYS & GIRLS CLUBS OF GREATER SACRAMENTO	SUMMER MATTERS JUNE: MAIN PROVIDER	YOUTH DEVELOPMENT	01	33,557.33
CS26-00531	WILLIAM WINFIELD DBA WILLIAM W INFIELD LLC	ASSEMBLY AT ROSA PARKS 2025-26SY 2.26.26	ROSA PARKS MIDDLE SCHOOL	01	5,000.00
CS26-00532	3D STRATEGIES, INC DBA EMMAUS GROUP	CONSULTING AND BROKERAGE SERVICE AGREEMENT	FACILITIES SUPPORT SERVICES	21	3,250.00
CS26-00533	TCG ACADEMY	TCG ACADEMY FOCUS SCHOOL X 2	STUDENT ATTEND & ENGAGE OFFICE	01	10,500.00
CS26-00534	KADIANT LLC	COMP ED LSH FOR 26 STUDENTS	SPECIAL EDUCATION DEPARTMENT	01	24,730.30

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes Purchase Orders dated 04/15/2026 - 05/14/2026 *

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS26-00535	LEADERS OF TOMORROW AFTER SCHO OL PROGRAM	SUMMER MATTERS 2025-2026SY-MAIN	YOUTH DEVELOPMENT	01	57,920.00
CS26-00536	RANEY GEOTECHNICAL INC.	0210-482 CMP RENEWAL - SPECIAL TESTING SVC	FACILITIES SUPPORT SERVICES	21	44,970.00
CS26-00537	[redacted]	STUDENT INTERVENTION/PREVENTION SUPPORT	SAFE SCHOOLS OFFICE	01	35,000.00
CS26-00538	FAMILY LEADERSHIP INC	PARENT TRAINING WORKSHOPS 2025-26SY	HIRAM W. JOHNSON HIGH SCHOOL	01	7,596.53
CS26-00539	AMS.NET INC	425 DIST. WIDE ERATE - SERVICE PROVIDER	FACILITIES SUPPORT SERVICES	21	11,828.03
CS26-00540	NORTH AMERICAN TECHNICAL SERVI CES	0210-482 CMP RENEWAL - DSA IN-PLANT INSPECTIONS	FACILITIES SUPPORT SERVICES	21	23,400.00
CS26-00541	CONDITIONS FOR LEARNING	CONDITIONS FOR LEARNING 2025-26SY	LEATAATA FLOYD ELEMENTARY	01	25,000.00
CS26-00542	CENTER FOR FATHERS & FAMILIES	SUMMER MATTERS JUNE: MAIN PROVIDER 25-26SY	YOUTH DEVELOPMENT	01	33,557.33
CS26-00543	HMR ARCHITECTS INC	0151-470 LEONARD DA VINCI 2 TK ROOMS	FACILITY DESIGN & CONSTRUCTION	21	91,875.00
CS26-00544	OPTIMA INSPECTIONS INC	0300-488 CROCKER/RIVERSIDE - DSA INSPECTION	FACILITIES SUPPORT SERVICES	21	27,000.00
CS26-00545	TERRACON CONSULTANTS INC	MULTI-SITES SOIL & TURF TESTING SVCS	FACILITIES SUPPORT SERVICES	21	21,200.00
CS26-00546	COVELO GROUP	SUMMER MATTERS-AIDE SERVICES 2025-26SY	YOUTH DEVELOPMENT	01	200,000.00
CS26-00547	SMUD ATTN: CASH MANAGEMENT	SMUD EHCRP COMMUNITY SOLAR AND RESILIENCY PROJECT	FACILITIES SUPPORT SERVICES	01	78,362.50
CS26-00548	TCG ACADEMY	B.R.I.D. G. E. 2025-2026 SY	STUDENT SUPPORT&HEALTH SRVCS	01	10,000.00
CS26-00549	NIELSEN INSPECTION SERVICES	0059-407 DLUBIN SECURITY FENCE - DSA INSPECTION	FACILITIES SUPPORT SERVICES	21	10,000.00
CS26-00550	NIELSEN INSPECTION SERVICES	0059-424 DLUBIN SHADE STRUCTURE - DSA INSPECTION	FACILITIES SUPPORT SERVICES	21	10,000.00
CS26-00551	NIELSEN INSPECTION SERVICES	0035-407 CAMELLIA SECURITY FENCE - DSA INSPECTION	FACILITIES SUPPORT SERVICES	21	10,000.00
CS26-00552	NIELSEN INSPECTION SERVICES	0035-414 CAMELLIA SHADE STRUCTURE - DSA INSPECTION	FACILITIES SUPPORT SERVICES	21	10,000.00
CS26-00553	NIELSEN INSPECTION SERVICES	0148-407 LFLOYD SECURITY FENCE - DSA INSPECTION	FACILITIES SUPPORT SERVICES	21	10,000.00
CS26-00554	TERRACON CONSULTANTS INC	0510-442 CKM POOL MOD - SPECIAL INSPECTIONS	FACILITIES SUPPORT SERVICES	21	219,965.00
CS26-00555	HMC ARCHITECTS	0151-470 LDV GYM FLOOR - ARCHITECT SVCS	FACILITY DESIGN & CONSTRUCTION	21	194,000.00
CS26-00556	HMC ARCHITECTS	0450-470 UMOJA GYM FLOOR - ARCHITECT SVCS	FACILITY DESIGN & CONSTRUCTION	21	202,000.00

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS26-00557	SPG THERAPY & EDUCATION	Speech and Academic Assessment R.G. 2025-2026 SY	SPECIAL EDUCATION DEPARTMENT	01	4,925.00
CS26-00558	SPG THERAPY & EDUCATION PC	Psycho-Educational Assessment- RG 2025-2026SY	SPECIAL EDUCATION DEPARTMENT	01	6,895.00
CS26-00559	COMMITTEE FOR CHILDREN	COMMITTEE FOR CHILDREN QUOTE #5074696	EARL WARREN ELEMENTARY SCHOOL	01	3,199.00
CS26-00560	MAD SCIENCE OF SACRAMENTO VALL EY	MAD SCIENCE 2025-26 SY	PARKWAY ELEMENTARY SCHOOL	01	1,314.00
CS26-00561	FAMILY LEADERSHIP INC	FAMILY LEADERSHIP JOHN STILL 2025-2026SY	STUDENT SUPPORT&HEALTH SRVCS	01	7,596.55
CS26-00562	NEW HOPE COMMUNITY DEVELOPMENT	SUMMER MATTERS JUNE: MAIN PROVIDER 2025-26SY	YOUTH DEVELOPMENT	01	27,680.00
N26-00066	LAGUNA PHYSICAL THERAPY & HAND REHABILITATION	NPA 25.26-PHYSICAL THERAPY ASST (460)	SPECIAL EDUCATION DEPARTMENT	01	34,375.00
N26-00067	SIERRA SCHOOLS INC	NPS25.26- SIERRA SAN JOAQUIN	SPECIAL EDUCATION DEPARTMENT	01	50,000.00
N26-00068	ACCESS LANGUAGE CONNECTION INC	NPA 25.26-IIS (340) Intervener HSD	SPECIAL EDUCATION DEPARTMENT	01	13,975.00
P26-03999	SCUSD - US BANK CAL CARD	GARDEN PROJECT - HOME DEPOT	ABRAHAM LINCOLN ELEMENTARY	01	1,237.50
P26-04033	ABV SCOREBOARD SERVICES INC	419 HS GYM RENO-VIDEO BOARDS @ CKM, JFK, LBHS, RHS	FACILITY DESIGN & CONSTRUCTION	21	599,977.92
P26-04034	CALIFORNIA DEPT OF GENERAL SER VICES	0004-468 ABIRNEY CAMPUS RENEWAL - FINAL DSA FEES	FACILITIES SUPPORT SERVICES	21	37,077.68
P26-04316	AMAZON CAPITAL SERVICES	AMAZON-INSTRUCTIONAL MATERIALS FOR CLASSROOM	SUCCESS ACADEMY	01	404.75
P26-04317	AMAZON CAPITAL SERVICES	AMAZON-INSTRUCTIONAL MATERIALS FOR CLASSROOM	SUCCESS ACADEMY	01	678.98
P26-04318	AMAZON CAPITAL SERVICES	AMAZON-INSTRUCTIONAL MATERIALS FOR CLASSROOM	SUCCESS ACADEMY	01	381.02
P26-04319	AMAZON CAPITAL SERVICES	AMAZON-INSTRUCTIONAL MATERIALS FRO CLASSSROOM	SUCCESS ACADEMY	01	355.23
P26-04320	AMAZON CAPITAL SERVICES	AMAZON-INSTRUCTIONAL MATERIALS FOR THE CLASSROOM	SUCCESS ACADEMY	01	139.03
P26-04321	AMAZON CAPITAL SERVICES	AMAZON-INSTRUCTIONAL MATERIALS FOR THE CLASSROOM	SUCCESS ACADEMY	01	370.42
P26-04322	ILLUMINATED CREATIONS INC ELLI S & ELLIS SIGN SYSTEMS	CUSTOM SIGNAGE	CHARLES A. JONES CAREER & ED	11	2,572.54

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04323	AMAZON CAPITAL SERVICES	AMAZON-INSTRUCTIONAL MATERIALS FOR CLASSROOM	SUCCESS ACADEMY	01	552.34
P26-04324	AMAZON CAPITAL SERVICES	PBIS INCENTIVES	H.W. HARKNESS ELEMENTARY	01	183.60
P26-04325	AMAZON CAPITAL SERVICES	PBIS INCENTIVES/STORE	H.W. HARKNESS ELEMENTARY	01	311.90
P26-04326	AMAZON CAPITAL SERVICES	PBIS INCENTIVES/STORE	H.W. HARKNESS ELEMENTARY	01	326.76
P26-04327	CDW GOVERNMENT	CHROMBOOKS- CREDIT RECOVERY	HIRAM W. JOHNSON HIGH SCHOOL	01	17,613.38
P26-04328	AMAZON CAPITAL SERVICES	TK-IPAD COVERS	BG CHACON ACADEMY	09	307.09
P26-04329	AMAZON CAPITAL SERVICES	SDC INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	171.17
P26-04330	AMAZON CAPITAL SERVICES	MATERIALS FOR CLASSROOM EM	CAPITAL CITY SCHOOL	01	158.66
P26-04331	4 BROTHERS ENT LLC dba SACRAM ENTO PARTY JUMPS	[redacted] - FIELD DAY FAMILY EVENT	YOUTH DEVELOPMENT	01	3,492.16
P26-04332	AMAZON CAPITAL SERVICES	MATERIALS	CAPITAL CITY SCHOOL	01	960.53
P26-04333	SWEETWATER SOUND LLC	BAND SUPPLIES	ROSEMONT HIGH SCHOOL	01	750.48
P26-04334	KOMBAT INK	2026 SUMMER MATTERS SHIRTS	YOUTH DEVELOPMENT	01	12,060.97
P26-04335	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	SLY PARK SCIENCE CAMP CHARTER BUS 6TH GRADE	ETHEL I. BAKER ELEMENTARY	01	5,637.60
P26-04336	SIX FLAGS DISCOVERY KINGDOM	2026 SUMMER FIELD TRIP -SIX FLAGS	YOUTH DEVELOPMENT	01	114,136.42
P26-04338	AMAZON CAPITAL SERVICES	Items fr TUPE Program	FOSTER YOUTH SERVICES PROGRAM	01	167.69
P26-04339	AMAZON CAPITAL SERVICES	Graduation Items Continued	ROSA PARKS MIDDLE SCHOOL	01	1,116.14
P26-04340	CENGAGE LEARNING INC dba VISI BLE BODY	AP Calculus 1 Yr digital License	LIBRARY/TEXTBOOK SERVICES	01	5,670.00
P26-04341	CENTRAL VALLEY GLASS & SCREEN	SPED PROJECT PANELS - VARIOUS SITES	FACILITIES MAINTENANCE	01	24,067.11
P26-04342	BSN SPORTS LLC	WIND SCREEN FOR STADIUM	JOHN F. KENNEDY HIGH SCHOOL	01	18,463.22
P26-04343	FLINN SCIENTIFIC INC	SCIENCE CLASS SUPPLIES EXPERIMENTS	GEO WASHINGTON CARVER	09	826.18
P26-04344	JUDY YIMITING WONG dba TOPS PE N CO	TOP PENS	HEALTH PROFESSIONS HIGH SCHOOL	01	5,164.54
P26-04345	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	373.86
P26-04346	MULTI-HEALTH SYSTEMS INC	PSYCHOLOGIST MATERIAL - DIGITAL/LTS 2025-26SY	SPECIAL EDUCATION DEPARTMENT	01	6,600.00
P26-04347	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	JC ORDER - 916386630	CAREER & TECHNICAL PREPARATION	01	6,224.51
P26-04348	SCOE FINANCIAL SERVICES	Sly Park Reservations	MARK TWAIN ELEMENTARY SCHOOL	01	7,072.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04350	ASI PEAK ADVENTURES	2026 SUMMER MATTERS FIELD TRIP	YOUTH DEVELOPMENT	01	104,100.00
P26-04351	CENGAGE LEARNING INC dba VISI BLE BODY	MS & HS ELD and MS Math 1 Yr Online	LIBRARY/TEXTBOOK SERVICES	01	61,100.00
P26-04352	JUDY YIMITING WONG dba TOPS PE N CO	MARKETING & PROMOTIONAL	SAC NEW TECH EARLY COLLEGE HS	09	4,587.49
P26-04353	CURRICULUM ASSOCIATES LLC	CURRICULUM ASSOCIATES /CORE MATH	JOHN BIDWELL ELEMENTARY	01	6,029.30
P26-04354	DIMENSION ED. RESEARCH FDN DBA NATURE EXPLORE	SUP. FOR THE GARDEN PRJT/PARTIAL AFTERSCHOOL	NEW JOSEPH BONNHEIM	09	680.63
P26-04355	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	275.54
P26-04356	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	344.60
P26-04357	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	658.32
P26-04358	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	515.16
P26-04359	CDW GOVERNMENT	BULBS AND RADIOS	THEODORE JUDAH ELEMENTARY	01	592.37
P26-04360	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	552.01
P26-04361	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	494.71
P26-04362	DISCOUNT SCHOOL SUPPLY	SITES, PRE-K: MUSIC INSTRUMENTS & SUPPLIES	EARLY LEARNING & CARE PROGRAMS	12	9,869.52
P26-04363	THINKGREEN NATURE'S INC	LANDSCAPING IN FRONT OF JFK	FACILITIES MAINTENANCE	01	14,500.00
P26-04364	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 25-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	375.08
P26-04365	ODP BUSINESS SOLUTIONS LLC	WASHINGTON- OFFICE DEPOT SUPPLIES 2025-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	142.16
P26-04366	SCHOLASTIC BOOK CLUBS INC	SITES: SCHOLASTIC	EARLY LEARNING & CARE PROGRAMS	12	7,798.03
P26-04367	ODP BUSINESS SOLUTIONS LLC	[redacted] OFFICE DEPOT SUPPLIES 2025-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	168.20
P26-04368	RED CIRCLE SOLUTIONS LLC	POSTER STUDIO 36" package	ETHEL PHILLIPS ELEMENTARY	01	7,443.67
P26-04369	ODP BUSINESS SOLUTIONS LLC	WOODBINE- OFFICE DEPOT SUPPLIES 2025-26 SY	STUDENT SUPPORT&HEALTH SRVCS	01	225.94
P26-04370	AMAZON CAPITAL SERVICES	STAFF WELLNESS KITS	STUDENT SUPPORT&HEALTH SRVCS	01	7,623.86
P26-04371	ENERFUSION INC.	BIKE CHARGER [redacted]	FACILITIES MAINTENANCE	01	82,648.96
P26-04372	FOLLETT CONTENT SOLUTIONS LLC	CLASS SETS	JAMES W MARSHALL ELEMENTARY	01	5,292.31
P26-04373	AMAZON CAPITAL SERVICES	STAFF WELLNESS KITS CON'T 2	STUDENT SUPPORT&HEALTH SRVCS	01	794.99

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04374	SYSCO SACRAMENTO INC	FOOD FOR FAMILIES EXPERIENCING HOMELESSNESS	STUDENT SUPPORT&HEALTH SRVCS	01	24,917.26
P26-04375	BSN SPORTS LLC	LBHS WOMEN FLAG FOOTBALL UNIFORM SY25/26	LUTHER BURBANK HIGH SCHOOL	01	2,517.56
P26-04376	ODP BUSINESS SOLUTIONS LLC	SUPPLIES	CAPITAL CITY SCHOOL	01	2,203.29
P26-04377	ODP BUSINESS SOLUTIONS LLC	CLASSROOM SUPPLIES	MIWOK MIDDLE SCHOOL	01	715.51
P26-04378	EWING IRRIGATION PRODUCTS INC	0110-468 ETHEL PHILLIPS CAMPUS RENEW-SOCCER GOAL	FACILITIES SUPPORT SERVICES	21	4,348.82
P26-04379	AMAZON CAPITAL SERVICES	SITES, PRE-K: SUPPLIES	EARLY LEARNING & CARE PROGRAMS	12	6,443.31
P26-04380	EWING IRRIGATION PRODUCTS INC	0142-468 HOLLYWOOD PARK CAMP RENEW - SOCCER GOALS	FACILITIES SUPPORT SERVICES	21	4,348.82
P26-04381	RJ COMMERCIAL FLOORING CO	FLOOR REPLACEMENT-LUTHER BURBANK HS GYM	FACILITIES MAINTENANCE	01	247,018.34
P26-04382	SCHOLASTIC BOOK CLUBS INC	TK-SCHOLASTICS-ENGLISH BOOKS	BG CHACON ACADEMY	09	1,720.90
P26-04383	AMAZON CAPITAL SERVICES	SITES, INF/TOD: SUPPLIES	EARLY LEARNING & CARE PROGRAMS	12	4,674.98
P26-04384	SILKE COMMUNICATIONS SOLUTIONS	RADIOS FOR ALL NEW GRANT SCHOOL BUSES	TRANSPORTATION SERVICES	01	58,123.70
P26-04385	SAVVAS	MyPerspectives 3Yr Online Licenses	LIBRARY/TEXTBOOK SERVICES	01	331,987.50
P26-04386	SCUSD - US BANK CAL CARD	ALBERT EINSTEIN OVERNIGHT FIELD TRIP	YOUTH DEVELOPMENT	01	5,418.00
P26-04387	I LOVE TO READ IN SPANISH, LLC	HOLA BOOKS - (I LOVE TO READ IN SPANISH)	MULTILINGUAL EDUCATION DEPT.	01	13,805.00
P26-04388	BORDERLAN INC DBA BORDERLAN CY BERSECURITY	Lightspeed Internet Filter Year 3 of 3	TECHNOLOGY SERVICES	01	99,000.00
P26-04389	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	ASB FIELD TRIP BUS 5/26/26	JOHN F. KENNEDY HIGH SCHOOL	01	2,381.40
P26-04390	AVALON TRANSPORTATION LLC	TRACK BUS 4/14/26	JOHN F. KENNEDY HIGH SCHOOL	01	3,914.54
P26-04391	AMAZON CAPITAL SERVICES	SERNA SUPPLIES	EARLY LEARNING & CARE PROGRAMS	12	97.86
P26-04392	AMAZON CAPITAL SERVICES	1838N, ELDER CREEK, RM 3	EARLY LEARNING & CARE PROGRAMS	12	125.96
P26-04393	AMAZON CAPITAL SERVICES	Graduation Items	ROSA PARKS MIDDLE SCHOOL	01	630.34
P26-04394	SCUSD - US BANK CAL CARD	AMTRAK-GREAT AMERICA FIELD TRIP TRANS	ROSEMONT HIGH SCHOOL	01	2,196.00
P26-04395	AMAZON CAPITAL SERVICES	ANTI SLIP TAPE FOR STAIR STEPS	ENGINEERING AND SCIENCES HS	01	48.45

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04396	AMAZON CAPITAL SERVICES	OUTDOOR STUDENT SUPPLIES	THEODORE JUDAH ELEMENTARY	01	1,033.32
P26-04397	AMAZON CAPITAL SERVICES	ART AND SCIENCE SUPPLIES	MIWOK MIDDLE SCHOOL	01	242.95
P26-04398	AMAZON CAPITAL SERVICES	Kinder Art Supplies - Part 1	PARKWAY ELEMENTARY SCHOOL	01	440.40
P26-04399	AMAZON CAPITAL SERVICES	Kinder Art Supplies - Part 2	PARKWAY ELEMENTARY SCHOOL	01	859.54
P26-04400	AMAZON CAPITAL SERVICES	Kinder Art Supplies - Part 3	PARKWAY ELEMENTARY SCHOOL	01	289.50
P26-04401	AMAZON CAPITAL SERVICES	Kinder Art Supplies - Part 4	PARKWAY ELEMENTARY SCHOOL	01	592.87
P26-04402	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 1	PARKWAY ELEMENTARY SCHOOL	01	645.73
P26-04403	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 2	PARKWAY ELEMENTARY SCHOOL	01	331.71
P26-04404	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 3	PARKWAY ELEMENTARY SCHOOL	01	352.64
P26-04405	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 4	PARKWAY ELEMENTARY SCHOOL	01	351.90
P26-04406	HAPPY NUMBERS INC	HAPPY NUMBERS 1 YEAR SUBSCRIPTION	WOODBINE ELEMENTARY SCHOOL	01	4,450.00
P26-04407	SIX FLAGS DISCOVERY KINGDOM	8th GRADE FIELD TRIP - SIX FLAGS	ROSA PARKS MIDDLE SCHOOL	01	1,948.80
P26-04408	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 5	PARKWAY ELEMENTARY SCHOOL	01	267.06
P26-04409	NEWSELA INC	Newsela ELA	ROSA PARKS MIDDLE SCHOOL	01	6,877.50
P26-04410	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 6	PARKWAY ELEMENTARY SCHOOL	01	262.41
P26-04411	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 7	PARKWAY ELEMENTARY SCHOOL	01	287.75
P26-04412	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 8	PARKWAY ELEMENTARY SCHOOL	01	499.25
P26-04413	SIX FLAGS DISCOVERY KINGDOM	6th Grade Six Flags	PARKWAY ELEMENTARY SCHOOL	01	3,995.58
P26-04414	ODP BUSINESS SOLUTIONS LLC	PAPER ROLLS & PENS FOR INSTRUCTION	ENGINEERING AND SCIENCES HS	01	559.11
P26-04415	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 9	PARKWAY ELEMENTARY SCHOOL	01	264.30
P26-04416	GM SUPPLIES	RISO MASTERS	ROSEMONT HIGH SCHOOL	01	969.21
P26-04417	AVALON TRANSPORTATION LLC	SLY PARK BUSES MAR 2 & 6	PHOEBE A HEARST BASIC ELEM.	01	6,402.92
P26-04418	ODP BUSINESS SOLUTIONS LLC	PRINTER SUPPLY	HOLLYWOOD PARK ELEMENTARY	01	1,528.57
P26-04419	ODP BUSINESS SOLUTIONS LLC	PAPER AND OTHER INST MATS	ENGINEERING AND SCIENCES HS	01	1,909.94
P26-04420	GRAINGER INC	TREAT AS CONFIRMING - 100 TRASH CANS	FACILITIES MAINTENANCE	01	3,305.35

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P26-04421	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 10	PARKWAY ELEMENTARY SCHOOL	01	137.17
P26-04422	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	CONCESSION STAND PERMITS IN664331	HIRAM W. JOHNSON HIGH SCHOOL	01	886.10
P26-04423	AMAZON CAPITAL SERVICES	[redacted] Art Bereavement Supplies - 11	PARKWAY ELEMENTARY SCHOOL	01	181.42
P26-04424	LAKESHORE LEARNING MATERIALS	[redacted] ELA CART	WOODBINE ELEMENTARY SCHOOL	01	7,026.71
P26-04425	LAKESHORE LEARNING MATERIALS	3RD GRADE MATH LIST	WOODBINE ELEMENTARY SCHOOL	01	5,715.68
P26-04426	ODP BUSINESS SOLUTIONS LLC	STUDENT COMPOSITION BOOKS	ROSEMONT HIGH SCHOOL	01	3,872.54
P26-04427	HID GLOBAL CORP	RECRUITMENT MATERIALS - FP MACHINE SUPPLIES	HUMAN RESOURCE SERVICES	01	1,304.57
P26-04428	ONE STOP TRUCK & EQUIPMENT	1 RACK FOR THE CARPENTER SHOP NEW TRUCK	FACILITIES MAINTENANCE	01	2,509.54
P26-04429	THE HOME DEPOT PRO	AFTERSCHOOL SUPPLIES FOR THE GARDEN PROJECT	NEW JOSEPH BONNHEIM	09	1,381.69
P26-04430	THE HOME DEPOT PRO	SUPPLIES FOR AFTERSCHOOL GROUND	NEW JOSEPH BONNHEIM	09	1,552.95
P26-04431	THINKGREEN NATURE'S INC	PRSCHL PLAYGROUND DRAIN SYSTEM @ WOODBINE	FACILITIES MAINTENANCE	01	2,720.00
P26-04432	THE HOME DEPOT PRO	CARPORTS FOR HIGH SCHOOL MOWERS	FACILITIES MAINTENANCE	01	8,430.91
P26-04433	SUCCESS BY DESIGN INC	STUDENT PLANNERS AND COMMUNICATION FOLDERS	O. W. ERLEWINE ELEMENTARY	01	1,323.73
P26-04434	BUILT RIGHT 4X4 & FABRICATION	TREAT AS CONFIRMING-SWAP BODIES ON TWO TRUCKS	FACILITIES MAINTENANCE	01	3,515.00
P26-04435	KOMBAT INK	MIDDLE SCHOOL SPORTS EQUIPMENT	A. M. WINN - K-8	01	2,756.38
P26-04436	AMAZON CAPITAL SERVICES	Art Supplies TK - 2	PARKWAY ELEMENTARY SCHOOL	01	426.03
P26-04437	AMAZON CAPITAL SERVICES	Amazon - Attendance 2	PARKWAY ELEMENTARY SCHOOL	01	365.67
P26-04438	DRAPERIES BY RICO dba RICO'S W INDOW COVERINGS AND FILMS	0110-468 [redacted] RENEWAL - WINDOW FILMS	FACILITIES SUPPORT SERVICES	21	10,401.02
P26-04439	WAXIE SANITARY SUPPLY	25-26 SY STREET SWEEPER PURCHASE FOR SITES	BUILDINGS & GROUNDS/OPERATIONS	01	916,297.85
P26-04440	AMAZON CAPITAL SERVICES	Event Supplies - 1	PARKWAY ELEMENTARY SCHOOL	01	550.44
P26-04441	APPLE INC	TEACHER MACBOOKS	MIWOK MIDDLE SCHOOL	01	8,023.65
P26-04442	AMAZON CAPITAL SERVICES	Instruments	PARKWAY ELEMENTARY SCHOOL	01	1,243.40
P26-04443	ONE WORKPLACE L FERRARI LLC	0024-479 B. GREEN CAMP RENEW - CHAIRS & RISERS	FACILITIES SUPPORT SERVICES	21	11,912.78

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04444	AMAZON CAPITAL SERVICES	Event Supplies - 2	PARKWAY ELEMENTARY SCHOOL	01	561.04
P26-04445	APPLE INC	TK APPLE DEVICES	BG CHACON ACADEMY	09	11,728.68
P26-04446	AMAZON CAPITAL SERVICES	Attendance Amazon	PARKWAY ELEMENTARY SCHOOL	01	156.24
P26-04447	CURRICULUM ASSOCIATES LLC	IREADY 3 YEAR	SEQUOIA ELEMENTARY SCHOOL	01	42,441.00
P26-04448	GOPHER SPORT	PE SUPPLIES	ROSEMONT HIGH SCHOOL	01	1,036.72
P26-04449	INDUSTRIAL MINERALS CO	CERAMICS SUPPLIES	ROSEMONT HIGH SCHOOL	01	5,103.61
P26-04450	BLICK ART MATERIALS	ART SUPPLIES	ROSEMONT HIGH SCHOOL	01	1,344.62
P26-04451	CHALK SPINNER LLC DBA KODO KID S	SUP. FOR THE GARDEN PRJT/PARTIAL AFTERSCHOOL	NEW JOSEPH BONNHEIM	09	7,571.50
P26-04452	EPIC SPORTS INC	MS SPORTS EQUIPMENT	A. M. WINN - K-8	01	926.35
P26-04453	EPIC SPORTS INC	ATHELETIC SUPPLIES	MIWOK MIDDLE SCHOOL	01	1,432.76
P26-04454	LAKESHORE LEARNING MATERIALS	DAMASO ELA	WOODBINE ELEMENTARY SCHOOL	01	6,658.66
P26-04455	EWING IRRIGATION PRODUCTS INC	0024-479 B GREEN(S) CAMPUS RENEWAL - SOCCER GOALS	FACILITIES SUPPORT SERVICES	21	8,647.65
P26-04456	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	CSI BOOKS 3RD	WOODBINE ELEMENTARY SCHOOL	01	5,543.10
P26-04457	FLINN SCIENTIFIC INC	BIOLOGY SUPPLIES	ROSEMONT HIGH SCHOOL	01	345.33
P26-04458	GOPHER SPORT	SUPPLEMENTAL INSTRUCTIONAL MATERIALS PE	O. W. ERLEWINE ELEMENTARY	01	474.16
P26-04459	GOPHER SPORT	ATHLETIC SUPPLIES	MIWOK MIDDLE SCHOOL	01	1,945.10
P26-04460	IXL LEARNING INC	MATH CURRICULM FOR SY 26/27	NEW JOSEPH BONNHEIM	09	35,056.55
P26-04461	HAND2MIND INC	CSI MATH INTERVENTION HAND2MIND	WOODBINE ELEMENTARY SCHOOL	01	14,012.27
P26-04462	HAND2MIND INC	CSI MATH INTERVENTION 2	WOODBINE ELEMENTARY SCHOOL	01	11,788.18
P26-04463	ERIC ARMIN INC dba EAI EDUCATI ON	Title 1 - Math Supports Shared	JOHN MORSE THERAPEUTIC	01	900.87
P26-04464	ODP BUSINESS SOLUTIONS LLC	SUPP INSTRUCTIONAL MATERIALS	O. W. ERLEWINE ELEMENTARY	01	4,544.50
P26-04465	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	2ND GRADE CSI BOOKS	WOODBINE ELEMENTARY SCHOOL	01	5,585.91
P26-04466	J'S COMMUNICATIONS INC	RADIOS FOR CLIMATE	ROSEMONT HIGH SCHOOL	01	2,578.97
P26-04467	BOOKS EN MORE	HJ READS NOVELS	HIRAM W. JOHNSON HIGH SCHOOL	01	466.70
P26-04468	ODP BUSINESS SOLUTIONS LLC	ESSENTIAL SUPPLIES	HUBERT H BANCROFT ELEMENTARY	01	319.65
P26-04469	SCHOOL SPECIALTY LLC	CLASSROOM HEADSETS	HUBERT H BANCROFT ELEMENTARY	01	1,109.03
P26-04470	KOMBAT SOCCER INC	KOMBAT INK SOCCER JERSEYS	MIWOK MIDDLE SCHOOL	01	458.85

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04471	PACIFIC OFFICE AUTOMATION	[redacted] COPIER MACHINES	WOODBINE ELEMENTARY SCHOOL	01	217.50
P26-04472	ASI PEAK ADVENTURES	6TH GRADE FIELD TRIP TO CSUS- 05/15/26	WOODBINE ELEMENTARY SCHOOL	01	3,600.00
P26-04473	WIPEBOOK CORP	MATH FOR ALL / [redacted]	OAK RIDGE ELEMENTARY SCHOOL	01	7,350.27
P26-04474	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	ROSEMONT HIGH SCHOOL	01	301.42
P26-04475	AMAZON CAPITAL SERVICES	2026 SUMMER MATTERS MATH MANIPULATIVES #2	YOUTH DEVELOPMENT	01	1,141.95
P26-04476	GOPHER SPORT	AFTERSCHOOL TABLES-PURCH SAVED$1500	NEW JOSEPH BONNHEIM	09	10,491.95
P26-04477	AMAZON CAPITAL SERVICES	FIRST AIDS KITS	CAPITAL CITY SCHOOL	01	175.87
P26-04478	NOR CAL COATINGS, LLC	HJ STAGE SANDING SERVICE	FACILITIES MAINTENANCE	01	12,450.00
P26-04479	AMAZON CAPITAL SERVICES	PICKLEBALLS FOR[redacted] INSTRUCTION	ENGINEERING AND SCIENCES HS	01	31.53
P26-04480	AMAZON CAPITAL SERVICES	GOLF BALLS FOR PHYSICS EXPERIMENT	ENGINEERING AND SCIENCES HS	01	33.66
P26-04481	OPTI-FIT INTERNATIONAL INC	LAW- WEIGHT EQUIPMENT	HIRAM W. JOHNSON HIGH SCHOOL	01	8,622.39
P26-04482	AMIRA LEARNING, INC	READING ASSESS + TUTOR	WOODBINE ELEMENTARY SCHOOL	01	14,850.00
P26-04483	AMAZON CAPITAL SERVICES	SEL SUPP INSTRUCTIONAL MATERIALS	O. W. ERLEWINE ELEMENTARY	01	193.73
P26-04484	BATTERY SYSTEMS	GOLF CART BATTERY	NICHOLAS ELEMENTARY SCHOOL	01	1,451.97
P26-04485	C R LAURENCE CO	NEW JOSEPH BONNHEIM - CUPCCAA project	FACILITIES MAINTENANCE	01	6,566.02
P26-04486	UNITED SEATING& MOBILITY dba N UMOTION	OT MATERIALS - MOSS/O'CONNELL	SPECIAL EDUCATION DEPARTMENT	01	45.68
P26-04487	ERIC ARMIN INC dba EAI EDUCATI ON	Wellness EMF EAI	JOHN MORSE THERAPEUTIC	01	530.05
P26-04488	SCHOOL NURSE SUPPLY INC	HEALTH SUPPLIES	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,513.33
P26-04489	[redacted]	PROMOTION AWARDS	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,238.60
P26-04490	BARNES & NOBLE BOOKSTORES INC ACCT 5858824	BARNES NOBLE 2	WOODBINE ELEMENTARY SCHOOL	01	1,339.80
P26-04491	BARNES & NOBLE BOOKSTORES INC ACCT 5858824	BARNES AND NOBLE CART INTERMEDIATE	WOODBINE ELEMENTARY SCHOOL	01	3,551.17
P26-04492	JW PEPPER & SON INC	BAND SUPPLIES	ROSEMONT HIGH SCHOOL	01	530.30
P26-04493	SCHOOL SPECIALTY LLC	PBIS REWARD ROOM/SPACE	ALBERT EINSTEIN MIDDLE SCHOOL	01	2,343.01
P26-04494	CALIFORNIA DEPT OF GENERAL SER VICES	0510-404 CKM CLASS SIZE REDUCTION - DSA FEES	FACILITIES SUPPORT SERVICES	21	3,072.96
P26-04495	JUDY YIMITING WONG dba TOPS PE N CO	LSJ POLOS - [redacted]	LUTHER BURBANK HIGH SCHOOL	01	3,198.07

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P26-04496	WOOD BROS FLOOR COVERING	PAINT SHOP FLOORING-GLAZIERS	FACILITIES MAINTENANCE	01	2,752.88
P26-04497	KMM SERVICES INC	CENTRAL KITCHEN FREEZER ACCESS POINTS-TECH DESIGN	NUTRITION SERVICES DEPARTMENT	01	1,015.00
P26-04498	ODP BUSINESS SOLUTIONS LLC	INSTRUCTIONAL SUPPLIES - [redacted]	C. K. McCLATCHY HIGH SCHOOL	01	913.73
P26-04499	ODP BUSINESS SOLUTIONS LLC	[redacted]- INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,904.29
P26-04501	SCHOOL SPECIALTY LLC	SCHOOL SPECIALTY PLAYWORKS	PACIFIC ELEMENTARY SCHOOL	01	847.80
P26-04502	ODP BUSINESS SOLUTIONS LLC	[redacted] COPY CENTER SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,211.29
P26-04503	READ LEARNING CENTER	SETTLEMENT AGREEMENT - TUITION[redacted]	SPECIAL EDUCATION DEPARTMENT	01	101.50
P26-04504	AMAZON CAPITAL SERVICES	CLICKERS NEEDED FOR INSTRUCTION	ENGINEERING AND SCIENCES HS	01	385.79
P26-04505	AMAZON CAPITAL SERVICES	SUPPLEMENTAL SUPPLIES FOR [redacted]	C. K. McCLATCHY HIGH SCHOOL	01	278.70
P26-04506	AMAZON CAPITAL SERVICES	2026 SUMMER MATTERS MATH MANIPULATIVES #1	YOUTH DEVELOPMENT	01	6,362.64
P26-04507	ASI PEAK ADVENTURES	HMS- PEAK ADVENTURES CHALLENGE CENTER	HIRAM W. JOHNSON HIGH SCHOOL	01	5,200.00
P26-04508	NO TEARS LEARNING INC dba LEAR NING WITHOUT TEARS	STUDENT WRITING	HUBERT H BANCROFT ELEMENTARY	01	807.47
P26-04509	GOPHER SPORT	SUPP INSTRUCTIONAL MATERIALS	O. W. ERLEWINE ELEMENTARY	01	490.36
P26-04510	BULK BOOKSTORE	2026 SUMMER MATTERS: BOOK SUPPLIES	YOUTH DEVELOPMENT	01	7,052.92
P26-04511	SCUSD - US BANK CAL CARD	JCBA FIELD TRIP ADMISSION 5/19/26	HIRAM W. JOHNSON HIGH SCHOOL	01	617.00
P26-04512	AMAZON CAPITAL SERVICES	Wellness EMF 3-27-26	JOHN MORSE THERAPEUTIC	01	782.37
P26-04513	AMAZON CAPITAL SERVICES	NS TALLY CLICKERS AND FLAGS 25/26 SY	NUTRITION SERVICES DEPARTMENT	13	497.93
P26-04514	STEWART SIGNS	LED SIGN-OUTDOOR/SINGLE SIDED-UMOJA INT ACADEMY	FACILITIES MAINTENANCE	01	20,502.39
P26-04515	SCOE FINANCIAL SERVICES	23-24 SLY PARK PARTICIPATION	O. W. ERLEWINE ELEMENTARY	01	6,405.00
P26-04516	SCOE FINANCIAL SERVICES	SLY PARK 25-26	JAMES W MARSHALL ELEMENTARY	01	8,555.00
P26-04517	SCOE FINANCIAL SERVICES	SLY PARK BALANCE 2/17-2/18/2026	H.W. HARKNESS ELEMENTARY	01	9,536.90
P26-04518	SCOE FINANCIAL SERVICES	6TH GRADE SCIENCE CAMP	O. W. ERLEWINE ELEMENTARY	01	3,538.90
P26-04519	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	TRIP TO SAC CITY COLLEGE	EARL WARREN ELEMENTARY SCHOOL	01	1,750.00
P26-04520	SCOE FINANCIAL SERVICES	FINAL PAYMT. FOR SCIENCE FIELD TRIP	HUBERT H BANCROFT ELEMENTARY	01	13,646.80

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04521	AVALON TRANSPORTATION LLC	UNR FIELD TRIP - 4/10/26	WEST CAMPUS	01	2,881.20
P26-04522	UNIVERSAL LIMOUSINE CO	CS- TRANSPORTATION 5/1 to LRCC and ARC	HIRAM W. JOHNSON HIGH SCHOOL	01	1,650.00
P26-04523	SCOE FINANCIAL SERVICES	SCOE STUDENT FEES	CALIFORNIA MIDDLE SCHOOL	01	800.00
P26-04524	HERBERT WALLS	TREAT AS CONFIRMING - REIMBURSEMENT FOR 08/13/2025	WOODBINE ELEMENTARY SCHOOL	01	495.18
P26-04525	AVALON TRANSPORTATION LLC	CS- TRANSPORTATION 5/11 to SCC	HIRAM W. JOHNSON HIGH SCHOOL	01	1,421.55
P26-04526	NEUMANN ENTERPRISES	CHARTER FOR SWIM MEET 4/16	C. K. McCLATCHY HIGH SCHOOL	01	1,230.00
P26-04527	LUX BUS AMERICA CO	Art to de Young Museum	HIRAM W. JOHNSON HIGH SCHOOL	01	2,558.03
P26-04528	CROCKER ART MUSEUM	CROCKER ART MUSEUM-ART ARK 3/24/26	STUDENT SUPPORT&HEALTH SRVCS	01	1,400.00
P26-04529	ORIENTAL TRADING CO, ACCT 2520 80	PBIS INCENTIVES 25-26	WOODBINE ELEMENTARY SCHOOL	01	2,685.32
P26-04530	STEM IQ LLC DBA SNAPOLOGY OF R OSEVILLE	STEM NIGHTS & CLASS ASSEMBLIES 2025-26SY	WOODBINE ELEMENTARY SCHOOL	01	12,014.00
P26-04531	ODP BUSINESS SOLUTIONS LLC	COPY PAPER PALLET	CAROLINE WENZEL ELEMENTARY	01	3,579.18
P26-04532	ODP BUSINESS SOLUTIONS LLC	COMMUNITY SCHOOLS INSTRUCTIONAL MATERIALS	PACIFIC ELEMENTARY SCHOOL	01	3,804.24
P26-04533	EPIC SPORTS INC	PE EQUIPMENT	HIRAM W. JOHNSON HIGH SCHOOL	01	571.19
P26-04534	ARBOR SCIENTIFIC	SCIENCE INSTRUCTIONAL MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	3,394.85
P26-04535	SIX FLAGS DISCOVERY KINGDOM	ELOP-SIX FLAGS FIELD TRIP	BG CHACON ACADEMY	09	6,262.56
P26-04536	ENVIRODATA SOLUTIONS INC	TREAT AS CONFIRMING/ASBESTOS MANAGEMENT/SERVICES	FACILITIES MAINTENANCE	01	8,716.25
P26-04537	REALLY GOOD STUFF	REALLY GOOD STUFF/ KING	LEATAATA FLOYD ELEMENTARY	01	1,187.33
P26-04538	FLINN SCIENTIFIC INC	ELD SCIENCE LAB MATERIALS	C. K. McCLATCHY HIGH SCHOOL	01	4,337.19
P26-04539	SECURE SUPPLY INC.	i-PRO CAMERAS & MOUNTS - ELECTRONICS	FACILITIES MAINTENANCE	01	35,722.85
P26-04541	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC- SPANISH BOOKS	THEODORE JUDAH ELEMENTARY	01	1,158.11
P26-04542	SCUSD - US BANK CAL CARD	HOTEL HAMPTON INN & SUITE SAN MATEO, SF-SES	CAREER & TECHNICAL PREPARATION	01	8,734.77
P26-04543	[redacted]	TREAT AS CONFIRMING-REIMBURSEME[redacted] FOR 01/14/2026	WOODBINE ELEMENTARY SCHOOL	01	55.20
P26-04544	AQUATICS BY [redacted]	SAC HIGH MONTHLY POOL INSPECTION	FACILITIES MAINTENANCE	01	500.00

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P26-04545	AQUATICS BY ARMANDO	ROSEMONT MONTHLY POOL INSPECTION	FACILITIES MAINTENANCE	01	500.00
P26-04546	PROCARE SOFTWARE LLC	PROCARE FEES: 2026 MARCH (WAITING FOR INVOICE)	EARLY LEARNING & CARE PROGRAMS	12	1,396.60
P26-04547	JOSTENS INC	JOSTENS INVOICE	ENGINEERING AND SCIENCES HS	01	689.42
P26-04548	BSN SPORTS LLC	FOOTBALL GAME DAY UNIFORMS	HIRAM W. JOHNSON HIGH SCHOOL	01	3,690.37
P26-04549	JONES-CAMPBELL CO, INC. DBA CA MPBELL KELLER	0265-461-1 OAK RIDGE NEW FURNITURE - CABINETS	FACILITIES SUPPORT SERVICES	21	2,711.18
P26-04550	NORMAN WRIGHT MECHANICAL EQUIP	M&O RESTROOM ADDITION EXHAUST FANS	FACILITIES MAINTENANCE	01	1,784.59
P26-04551	ELECTRICK MOTORSPORTS	PARTS FOR ELECTRIC GOLF CART- ROSA PARKS 25/26 SY	NUTRITION SERVICES DEPARTMENT	13	1,185.42
P26-04552	AMADOR STAGE LINES INC	AMADOR BUS-SLY PARK 2/2-2/6	PONY EXPRESS ELEMENTARY SCHOOL	01	1,321.00
P26-04553	JUNIOR THEATER GROUP LLC	MIDDLE STAGE FEST 2027	CALIFORNIA MIDDLE SCHOOL	01	875.00
P26-04554	[redacted]	Personal reimb. for [redacted] Game Night Food	FOSTER YOUTH SERVICES PROGRAM	01	492.10
P26-04555	FLINN SCIENTIFIC INC	JCBA- INSTRUCTIONAL MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	884.79
P26-04556	AQUATICS BY [redacted]	JFK POOL MONTHLY INSPECTION	FACILITIES MAINTENANCE	01	500.00
P26-04557	ONE STOP TRUCK & EQUIPMENT	1 RACK FOR CARPENTER SHOPS NEW TRUCK	FACILITIES MAINTENANCE	01	2,509.54
P26-04558	AMAZON CAPITAL SERVICES	HMS- INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,219.78
P26-04559	AMAZON CAPITAL SERVICES	AMAZON [redacted]	LEATAATA FLOYD ELEMENTARY	01	711.94
P26-04560	[redacted] LAURENCE CO	ROSEMONT RM 202-DIVIDING WALL - CUPCCAA PROJECT	FACILITIES MAINTENANCE	01	11,577.54
P26-04561	AMAZON CAPITAL SERVICES	Amazon order - [redacted]	LEATAATA FLOYD ELEMENTARY	01	431.92
P26-04562	AMAZON CAPITAL SERVICES	AMAZON [redacted]	LEATAATA FLOYD ELEMENTARY	01	566.35
P26-04563	BURTON LOVGREN dba LOVGREN AND ASSOCIATES	0210-482 CMP RENEWAL - MOVING/RELOCATING	FACILITIES SUPPORT SERVICES	21	51,777.00
P26-04564	ODP BUSINESS SOLUTIONS LLC	STAFF COPY/PRINTER PAPER MATH,IEP,ENGLISH DEPT	LUTHER BURBANK HIGH SCHOOL	01	1,696.50
P26-04565	ODP BUSINESS SOLUTIONS LLC	STAFF COPY/PRINTER PAPER MATH,IEP,ENGLISH DEPT	LUTHER BURBANK HIGH SCHOOL	01	1,696.50
P26-04566	GUITAR CENTER STORES INC WOODW IND & BRASSWIND	MUSIC PROGRAM [redacted] 25-26	LUTHER BURBANK HIGH SCHOOL	01	1,823.68

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P26-04567	AMAZON CAPITAL SERVICES	AMAZON [redacted]	LEATAATA FLOYD ELEMENTARY	01	687.63
P26-04568	AQUATICS BY ARMANDO	POOL INSPECTION @ HIRAM JOHNSON	FACILITIES MAINTENANCE	01	500.00
P26-04569	PRO-ED INC	US GOVT. SUPPL MATERIALS PASS DUE 2025-26SY	LUTHER BURBANK HIGH SCHOOL	01	676.88
P26-04570	ECO. PEST SOLUTIONS, INC. DBA PEST PROS PEST SOLUTIONS	RODENT TRAPPING @ PHOEBE HEARST	FACILITIES MAINTENANCE	01	2,155.00
P26-04571	AMAZON CAPITAL SERVICES	PBIS FUNDED FANNY PACKS AND BANDAIDS FOR YARD DUTY	ETHEL PHILLIPS ELEMENTARY	01	222.73
P26-04572	AMAZON CAPITAL SERVICES	AMAZON FULK	LEATAATA FLOYD ELEMENTARY	01	663.82
P26-04573	AMAZON CAPITAL SERVICES	AMAZON VANG	LEATAATA FLOYD ELEMENTARY	01	608.02
P26-04574	CALIFORNIA MUSEUM EDUCATION DE PARTMENT	3rd grade field trip to california museum	ETHEL PHILLIPS ELEMENTARY	01	340.00
P26-04575	AMAZON CAPITAL SERVICES	[redacted]	LEATAATA FLOYD ELEMENTARY	01	317.29
P26-04576	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	POOL REC HEALTH PERMIT 2025-26 IN668211	HIRAM W. JOHNSON HIGH SCHOOL	01	912.00
P26-04577	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	HAZARDOUS WASTE REMOVAL SY 25-26	HIRAM W. JOHNSON HIGH SCHOOL	01	1,070.00
P26-04578	LAKESHORE LEARNING MATERIALS	[redacted] CART	WOODBINE ELEMENTARY SCHOOL	01	1,456.92
P26-04579	AMAZON CAPITAL SERVICES	AMAZON [redacted]	LEATAATA FLOYD ELEMENTARY	01	721.34
P26-04580	AMAZON CAPITAL SERVICES	[redacted] EVENT SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	379.50
P26-04581	AMAZON CAPITAL SERVICES	AMAZON ORDER - DO NOT CANCEL - WB	OAK RIDGE ELEMENTARY SCHOOL	01	424.07
P26-04582	AMAZON CAPITAL SERVICES	CANOPY USED FOR PHYSICAL ED	ENGINEERING AND SCIENCES HS	01	108.74
P26-04583	AMAZON CAPITAL SERVICES	RECRUITMENT & RETENTION MATERIALS 25-26	HUMAN RESOURCE SERVICES	01	1,099.99
P26-04584	PUT-IN-CUPS LLC	COMMUNITY SCHOOLS SUPPLIES JOHN STILL K-8	STUDENT SUPPORT&HEALTH SRVCS	01	758.76
P26-04585	[redacted]	TREAT AS CONFIRMING-REIMBURSEME NT FOR CANVA BANNER	WOODBINE ELEMENTARY SCHOOL	01	78.85
P26-04586	[redacted] MECHANICAL EQUIP	0520-402 HJHS HVAC - CHILLER PUMP AUDITORIUM	FACILITIES SUPPORT SERVICES	21	16,891.67
P26-04587	AQUATICS BY ARMANDO	POOL INSPECTON @ BURBANK	FACILITIES MAINTENANCE	01	500.00
P26-04588	CAPITAL SHEET METAL, LLC	TAHOE - VENTED ACCORDION DOORS	FACILITIES MAINTENANCE	01	2,607.83

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P26-04589	CULVER ARMATURE & MOTOR	TREAT AS CONFIRMING-CULVER INVOICE #SO-008215	FACILITIES MAINTENANCE	01	2,475.50
P26-04590	[redacted]	TREAT AS CONFIRMING-REIMBURSEMENT FOR 02/19/2026	WOODBINE ELEMENTARY SCHOOL	01	63.55
P26-04591	[redacted]	TREAT AS CONFIRMING-REIMBURSEMENT FOR 03/11/2026	WOODBINE ELEMENTARY SCHOOL	01	71.71
P26-04592	AMAZON CAPITAL SERVICES	AMAZON CART ORDER-ELECTRONICS	FACILITIES MAINTENANCE	01	760.98
P26-04593	CDW GOVERNMENT	TECHNOLOGY	SUSAN B. ANTHONY ELEMENTARY	01	25,883.48
P26-04594	AMAZON CAPITAL SERVICES	PBIS INCENTIVES CART 2	WOODBINE ELEMENTARY SCHOOL	01	250.25
P26-04595	ODP BUSINESS SOLUTIONS LLC	INSTRUCTIONAL MATERIALS	SEQUOIA ELEMENTARY SCHOOL	01	1,108.56
P26-04596	ODP BUSINESS SOLUTIONS LLC	PURCHASE STUDENT MATERIALS FOR SDC PRIM	CAROLINE WENZEL ELEMENTARY	01	662.54
P26-04597	ODP BUSINESS SOLUTIONS LLC	SUPPLIES FOR STUDENTS/CLASSROOM USE	C. K. McCLATCHY HIGH SCHOOL	01	841.49
P26-04598	ODP BUSINESS SOLUTIONS LLC	CLASSROOM SUPPLIES FOR STUDENT USE	C. K. McCLATCHY HIGH SCHOOL	01	763.85
P26-04599	ODP BUSINESS SOLUTIONS LLC	CLASSROOM SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	1,193.77
P26-04600	ODP BUSINESS SOLUTIONS LLC	CLASSROOM SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	762.14
P26-04601	CDW GOVERNMENT	INSTRUCTIONAL TECHNOLOGY- NOTEBOOKS	THEODORE JUDAH ELEMENTARY	01	4,130.49
P26-04602	CDW GOVERNMENT	DOCUMENT CAMERAS TO SUPPORT EL STUDENTS	O. W. ERLEWINE ELEMENTARY	01	1,613.11
P26-04603	ODP BUSINESS SOLUTIONS LLC	MULTIPURPOSE PAPER	ROSEMONT HIGH SCHOOL	01	8,943.25
P26-04604	[redacted]	TREAT AS CONFIRMING REQ/SUMMER 25 TRAINING	ALICE BIRNEY WALDORF - K-8	01	643.11
P26-04605	OPCONNECT INC	BUS CHARGER REPLACEMENT-TRANSPORTATION	FACILITIES MAINTENANCE	01	4,989.98
P26-04606	LAKESHORE LEARNING MATERIALS	TK LAKESHORE-FURNITURE	BG CHACON ACADEMY	09	7,450.29
P26-04607	[redacted]	Reimbursement for [redacted]	EARL WARREN ELEMENTARY SCHOOL	01	176.99
P26-04608	LAKESHORE LEARNING MATERIALS	[redacted] MATH	WOODBINE ELEMENTARY SCHOOL	01	5,833.57
P26-04609	AMAZON CAPITAL SERVICES	MUSIC PROGRAM [redacted] 25-26SY	LUTHER BURBANK HIGH SCHOOL	01	3,968.27
P26-04610	CDW GOVERNMENT	PRINTERS FOR THE CLASSROOMS	CAROLINE WENZEL ELEMENTARY	01	5,231.48

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04611	CDW GOVERNMENT	STUDENT CHROMEBOOKS	O. W. ERLEWINE ELEMENTARY	01	10,568.03
P26-04612	TRUMAX DOS COYOTES BORDER CAFE INC	SCOE PROFESSIONAL DEVELOPMENT APRIL 24, 2026	STUDENT SUPPORT&HEALTH SRVCS	01	2,378.91
P26-04613	SCOE FINANCIAL SERVICES	SLY PARK 2/2-2/6	PONY EXPRESS ELEMENTARY SCHOOL	01	14,662.00
P26-04614	APPLE INC	MUSIC-IPAD	HIRAM W. JOHNSON HIGH SCHOOL	01	1,433.91
P26-04615	AVALON TRANSPORTATION LLC	TRANSPORTATION FOR WALKER CREEK RANCH	CROCKER/RIVERSIDE ELEMENTARY	01	7,546.36
P26-04616	EL DORADO TRADING GROUP INC db a THE BACH COMPANY	CALCULATORS FOR STUDENT USE	C. K. McCLATCHY HIGH SCHOOL	01	738.81
P26-04617	J'S COMMUNICATIONS INC	MOTOROLA RADIOS AND BATTERIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,984.87
P26-04618	J'S COMMUNICATIONS INC	PORTABLE RADIO(WALKIE TALKIE)	STUDENT SUPPORT&HEALTH SRVCS	01	6,533.08
P26-04619	BASE10ASSETS, LLC	ROBOTICS SUPPLIES	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,603.03
P26-04620	THE RINK	THE RINK SACRAMENTO	EARL WARREN ELEMENTARY SCHOOL	01	675.00
P26-04621	GUARDIAN HOME SERVICES, LLC db a ADVANCED CLASSROOM TECH	LAW- TV AND MOUNTING BRACKET	HIRAM W. JOHNSON HIGH SCHOOL	01	3,643.69
P26-04622	LUX BUS AMERICA CO	RIVERCATS GAME MAY 19, 2026	STUDENT SUPPORT&HEALTH SRVCS	01	9,512.46
P26-04623	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	RIVERCATS GAME MAY 19,2026	STUDENT SUPPORT&HEALTH SRVCS	01	10,943.10
P26-04624	C R LAURENCE CO	PONY EXPRESS - CUPCCAA project	FACILITIES MAINTENANCE	01	17,348.05
P26-04625	EPIC KIDS INC	EPIC 1 YEAR SUB	WOODBINE ELEMENTARY SCHOOL	01	5,220.00
P26-04626	LITERACY RESOURCE LLC dbaHEGGE RTY PHONEMIC	HEGGERTY CURRICULUM 26-27	BG CHACON ACADEMY	09	3,953.08
P26-04627	HERFF JONES LLC	DIPLOMAS AND DIPLOMA COVERS	ROSEMONT HIGH SCHOOL	01	5,945.34
P26-04628	CHEFS TOYS LLC	EQUIPMENT FOR SITE KITCHENS 25/26 SY	NUTRITION SERVICES DEPARTMENT	01	90,277.27
P26-04629	ODP BUSINESS SOLUTIONS LLC	PAPER FOR SCHOOL USE	C. K. McCLATCHY HIGH SCHOOL	01	7,915.17
P26-04630	ODP BUSINESS SOLUTIONS LLC	CLASSROOM SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	706.70
P26-04631	LAKESHORE LEARNING MATERIALS	TK LAKESHORE MAT	BG CHACON ACADEMY	09	8,861.19
P26-04632	LITERACY RESOURCE LLC dbaHEGGE RTY PHONEMIC	Heggerty Literacy-WR-1st Grade	OAK RIDGE ELEMENTARY SCHOOL	01	12,425.47
P26-04633	SCUSD - US BANK CAL CARD	CAL CARD FEBRUARY 2026 RECONCILE	NUTRITION SERVICES DEPARTMENT	13	1,245.95

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P26-04634	SCUSD - US BANK CAL CARD	CAL CARD MARCH 2026 RECONCILE	NUTRITION SERVICES DEPARTMENT	13	1,011.36
P26-04635	SWEETWATER SOUND LLC	BAND SUPPLIES	ROSEMONT HIGH SCHOOL	01	6,440.42
P26-04636	CURRICULUM ASSOCIATES LLC	26-27 iREADY CURRICULUM	BG CHACON ACADEMY	09	10,900.00
P26-04637	THE CHEW	Food for Parent Black History Museum	JOHN MORSE THERAPEUTIC	01	435.00
P26-04638	UNIVERSAL ATHLETIC LLC GAME ON E	TREAT-AS-CONFIRMING: PE BALLS	C. K. McCLATCHY HIGH SCHOOL	01	441.00
P26-04639	SUCCESS BY DESIGN INC	SUCCESS BY DESIGN, INC. STUDENT PLANNERS 2026-27	EARL WARREN ELEMENTARY SCHOOL	01	1,445.27
P26-04640	PASCO SCIENTIFIC INC	PASCO ADAPTERS	ROSEMONT HIGH SCHOOL	01	805.01
P26-04641	CONVERGEONE INC	0269-477 PACIFIC NEW SCHOOL - SWITCH CONFIGURATION	FACILITIES SUPPORT SERVICES	21	12,002.00
P26-04642	SCOE FINANCIAL SERVICES	BAL /6TH GD SCIENCE CAMP	SEQUOIA ELEMENTARY SCHOOL	01	7,706.40
P26-04643	PACIFIC OFFICE AUTOMATION	DUPLICATION	SEQUOIA ELEMENTARY SCHOOL	01	164.86
P26-04644	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	RIVER CATS TICKETS	STUDENT SUPPORT&HEALTH SRVCS	01	33,319.00
P26-04645	ODP BUSINESS SOLUTIONS LLC	PURCHASE STUDENT MATERIALS FOR [redacted]	CAROLINE WENZEL ELEMENTARY	01	567.97
P26-04646	ODP BUSINESS SOLUTIONS LLC	CLASSROOM SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	471.26
P26-04647	NEWSELA INC	2-YEAR LICENSE	WOODBINE ELEMENTARY SCHOOL	01	16,820.00
P26-04648	SCOE FINANCIAL SERVICES	OUTSTANDING	TAHOE ELEMENTARY SCHOOL	01	13,046.00
P26-04649	GREAT MINDS PBC	[redacted] MATH	PHOEBE A HEARST BASIC ELEM.	01	11,193.05
P26-04650	RENAISSANCE LEARNING INC	ACCELERATED READER & STAR READING SUBSCRT	WILLIAM LAND ELEMENTARY	01	6,148.00
P26-04651	OWL LABS INC	LAW- MEETING OWL; 3	HIRAM W. JOHNSON HIGH SCHOOL	01	1,235.15
P26-04652	ODP BUSINESS SOLUTIONS LLC	SCI STDNT SUPP/SUPPLEMENTAL MATERIALS	WILL C. WOOD MIDDLE SCHOOL	01	171.17
P26-04653	ODP BUSINESS SOLUTIONS LLC	ODP- SUPPLIES 1	OAK RIDGE ELEMENTARY SCHOOL	01	12,762.83
P26-04654	LEARNING INNOVATION SYSTEMS	SUBSCRIPTION (LIFETIME)	WOODBINE ELEMENTARY SCHOOL	01	1,188.00
P26-04656	GUARDIAN HOME SERVICES, LLC db a ADVANCED CLASSROOM TECH	BIG FOOT SPEAKER	ETHEL PHILLIPS ELEMENTARY	01	4,961.96
P26-04657	KOMBAT INK	TREAT AS CONFIRMING/ GIRLS SOCCER	WEST CAMPUS	01	3,504.74

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04658	[redacted] MECHANICAL EQUIP	VDF DRIVE SHOP STOCK AAON	FACILITIES MAINTENANCE	01	7,378.69
P26-04659	[redacted] MECHANICAL EQUIP	SAC HIGH VFD DRIVE STOCK	FACILITIES MAINTENANCE	01	7,495.05
P26-04660	LAKESHORE LEARNING MATERIALS	0110-468-1 [redacted] FURNITURE - SHELF	FACILITIES SUPPORT SERVICES	21	2,065.22
P26-04661	CAPITAL SHEET METAL, LLC	LEATATTA FLOYD BREAK METAL	FACILITIES MAINTENANCE	01	5,996.48
P26-04662	CROWN LIFT TRUCKS	RIDER PALLET TRUCK AND BATTERY	NUTRITION SERVICES DEPARTMENT	01	10,830.75
P26-04663	CDW GOVERNMENT	CHROMEBOOKS AND CARTS	HIRAM W. JOHNSON HIGH SCHOOL	01	21,569.92
P26-04664	ONE STOP TRUCK & EQUIPMENT	LADDER RACK FOR THE PAINT SHOP VAN	FACILITIES MAINTENANCE	01	6,250.92
P26-04665	CENTER FOR THE COLLABORATIVE C LASSROOM	2026 SUMMER MATTERS SIPPS KITS	YOUTH DEVELOPMENT	01	331,687.50
P26-04666	BIZON GROUP INC dba CONEXWEST	UIA PE/ATHLETICS DEPT - STORAGE CONTAINER	UMOJA INTERNATIONAL ACADEMY	01	3,602.31
P26-04667	CARNEGIE LEARNING INC	HS Math Adopt, 4yrs digital/1yr consumables	LIBRARY/TEXTBOOK SERVICES	01	950,004.83
P26-04668	BENCHMARK EDUCATION CO LLC	BMA 2 Yrs Digital Online Licenses extension	LIBRARY/TEXTBOOK SERVICES	01	195,087.67
P26-04669	THE POSITIVITY PROJECT, LLC	POSITIVITY PROJECT-26-27-TK	BG CHACON ACADEMY	09	3,995.00
P26-04670	BLICK ART MATERIALS	ART INSTRUCTIONAL MATERIALS	ALBERT EINSTEIN MIDDLE SCHOOL	01	80.87
P26-04671	DEMCO INC	LIBRARY SUPPLIES	ALBERT EINSTEIN MIDDLE SCHOOL	01	186.52
P26-04672	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	PHOTOGRAPHY/YEARBOOK	ALBERT EINSTEIN MIDDLE SCHOOL	01	792.56
P26-04673	J'S COMMUNICATIONS INC	NEW RADIOS-SAFETY	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,131.31
P26-04674	GOPHER SPORT	PE INSTRUCTIONAL MATERIALS	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,990.92
P26-04675	ODP BUSINESS SOLUTIONS LLC	INSTRUCTIONAL MATERIALS	ALBERT EINSTEIN MIDDLE SCHOOL	01	2,801.49
P26-04676	ROCHESTER 100 INC	[redacted] STUDENT HOMEWORK FOLDERS	CAMELLIA BASIC ELEMENTARY	01	1,012.43
P26-04677	TUCS EQUIPMENT	MOBILE FORM/FILL/SEAL SMALL FRAME PACKAGING EQPMNT	NUTRITION SERVICES DEPARTMENT	01	265,831.41
P26-04678	AMAZON CAPITAL SERVICES	STUDETNS ATTENDANCE INCENTIVES	CAROLINE WENZEL ELEMENTARY	01	1,001.16
P26-04679	AMAZON CAPITAL SERVICES	ELD CLASS SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	654.09
P26-04680	AMAZON CAPITAL SERVICES	[redacted] SUPPRT/SUPPLEMENTAL MATERIALS	WILL C. WOOD MIDDLE SCHOOL	01	136.37

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04681	THE HOME DEPOT PRO	0098-460 CESAR CHAVEZ NC - GARDEN TANKS	FACILITIES SUPPORT SERVICES	21	1,557.30
P26-04682	[redacted] MECHANICAL EQUIP	M&O RESTROOM REMODEL - RESTROOM 1-TON SPLIT	FACILITIES MAINTENANCE	01	3,461.45
P26-04683	AMAZON CAPITAL SERVICES	ELD SCIENCE LAB MATERIALS	C. K. McCLATCHY HIGH SCHOOL	01	1,329.06
P26-04684	AMAZON CAPITAL SERVICES	CLASSROOM SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	223.55
P26-04685	AMAZON CAPITAL SERVICES	3RD GRADE ART SUPPLIES M.C	WASHINGTON ELEMENTARY SCHOOL	01	365.61
P26-04686	AMAZON CAPITAL SERVICES	LIGHT FOR YOGA	ROSEMONT HIGH SCHOOL	01	93.37
P26-04687	IXL LEARNING INC	Math & ELA IXL license 2025-26	PHOEBE A HEARST BASIC ELEM.	01	11,420.00
P26-04688	IXL LEARNING INC	MATH CURRICULM FOR SY 26/27	NEW JOSEPH BONNHEIM	09	4,952.19
P26-04689	AMAZON CAPITAL SERVICES	COMMUNITY SCHOOLS SUPPLIES JOHN STILL K-8	STUDENT SUPPORT&HEALTH SRVCS	01	323.16
P26-04690	EWING IRRIGATION PRODUCTS INC	GARDEN PROJECTS @ CB WIRE AND SKILL CENTER	FACILITIES MAINTENANCE	01	3,021.34
P26-04691	TIMS MUSIC	VAPA- MUSIC INSTRUMENTS	HIRAM W. JOHNSON HIGH SCHOOL	01	3,508.25
P26-04692	POCKET NURSE	HMS- INSTRUCTIONAL MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	4,950.84
P26-04693	AMERICAN EAGLE CO INC dba TEAC HER'S DISCOVERY	ELD CLASS MATERIALS	C. K. McCLATCHY HIGH SCHOOL	01	204.15
P26-04694	CLASSIC AWARDS AND PROMOTIONS	RECOGNITION:AWARDS AND RECOGNITION 25-26	HUMAN RESOURCE SERVICES	01	8,319.38
P26-04695	AAA GARMENTS & LETTERING INC	MUSIC UNIFORM SHIRTS - PETER R MARSH GRANT	WILL C. WOOD MIDDLE SCHOOL	01	889.10
P26-04696	MATTERHACKERS INC	3-D PRINTER FOR CLASSROOM USE	C. K. McCLATCHY HIGH SCHOOL	01	542.66
P26-04697	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT WHITE COPY PAPER	CAMELLIA BASIC ELEMENTARY	01	3,654.00
P26-04698	WIPEBOOK CORP	WIPEBOOK FLIPCHART	HIRAM W. JOHNSON HIGH SCHOOL	01	1,054.44
P26-04699	ESTRELLITA	CURRICULUM - ESTRELLITA-TK	BG CHACON ACADEMY	09	3,045.00
P26-04700	WALL STREET GAMES, INC.	JCBA- PERSONAL FINANCE LAB SUBSCRIPTION	HIRAM W. JOHNSON HIGH SCHOOL	01	2,500.00
P26-04701	GAME ONE	TREAT-AS-ACONFIRMING: PE UNIFORMS	C. K. McCLATCHY HIGH SCHOOL	01	18,767.18
P26-04702	[redacted] PROFESSIONAL CORP	FRISK BOOKS FOR PROF. DEVLMNT TRAINING RETENTION	HUMAN RESOURCE SERVICES	01	4,867.11
P26-04703	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	TREAT AS CONFIRMING - HAZERDOUS MATLS FEEA	ROSEMONT HIGH SCHOOL	01	1,070.00
P26-04704	WILSON TROPHY CO	PROMOTION AWARDS	CALIFORNIA MIDDLE SCHOOL	01	3,764.83

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P26-04705	UNIVERSAL LIMOUSINE CO	LATE CANCEL CHARGE - TRANSPORT	ROSA PARKS MIDDLE SCHOOL	01	1,175.00
P26-04706	CALIFORNIA DEPT OF TAX & FEE A DMINISTRATION	CDTFA - GENERATOR FEES FOR 2024	RISK MANAGEMENT	68	10,775.82
P26-04707	DMV RENEWAL	DMV TRAILER FEE "TREAT AS CONFIRMING"	LUTHER BURBANK HIGH SCHOOL	01	10.00
P26-04708	LUX BUS AMERICA CO	TREAT AS CONFIRMING - COURT FIELD TRIP	WEST CAMPUS	01	1,430.00
P26-04709	ROSE FAMILY CREATIVE EMPOWERME NT CENTER	CONFIRMING PARKWAY HARVEST FESTIVAL 10/30/2025	STUDENT SUPPORT&HEALTH SRVCS	01	2,248.22
P26-04710	[redacted]	TREAT AS CONFIRMING REQ/SUMMER TRAINING	ALICE BIRNEY WALDORF - K-8	01	625.00
P26-04711	[redacted]	TREAT AS CONFIRMING REQ/SUMMER TRAINING	ALICE BIRNEY WALDORF - K-8	01	625.00
P26-04712	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	6TH GRADE TRIP BUS TO WESTMINSTER	HOLLYWOOD PARK ELEMENTARY	01	3,216.00
P26-04713	GIBBS SMITH PUBLISHING	Ethnic Studies Adoption 4yrs online+Textbooks+PL	LIBRARY/TEXTBOOK SERVICES	01	450,940.56
P26-04715	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	118.21
P26-04716	ELECTRONIX EXPRESS	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	681.09
P26-04717	FLINN SCIENTIFIC INC	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,738.02
P26-04718	PASCO SCIENTIFIC INC	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,144.27
P26-04719	LAKESHORE LEARNING MATERIALS	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	184.39
P26-04720	PITSCO EDUCATION LLC	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	58.11
P26-04721	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	Science Lab Materials	CALIFORNIA MIDDLE SCHOOL	01	267.46
P26-04722	APPERSON EDUCATION PRODUCTS IN C dba APPERSON	SCANTRON ANSWER DOCUMENTS 882-e COMPATABLE	HIRAM W. JOHNSON HIGH SCHOOL	01	539.58
P26-04723	UNIVERSAL LIMOUSINE CO	MATH FT TO CSUS May 2nd	HIRAM W. JOHNSON HIGH SCHOOL	01	1,650.00
P26-04724	KLEIN EDUCATIONAL SYSTEMS	AMATROL PORTABLES AND SIMLOG TABLES	CAREER & TECHNICAL PREPARATION	01	117,029.52
P26-04725	BOX MAN INC	CONFIRMING - NATIONAL HISTORY DAY BOARDS	CALIFORNIA MIDDLE SCHOOL	01	1,031.37
P26-04726	FOOD LITERACY CENTER	FOOD LITERACY 2026 ANNUAL MAINTENANCE FUNDS	LEATAATA FLOYD ELEMENTARY	01	30,074.00
P26-04727	ROSE FAMILY CREATIVE EMPOWERME NT CENTER	CONFIRMING JOHN STILL BOO FEST 10/24/2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,686.95
P26-04728	AMAZON CAPITAL SERVICES	MATH BINDERS	HIRAM W. JOHNSON HIGH SCHOOL	01	437.81

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P26-04729	SAENZ LANDSCAPE CONSTRUCTION	0168-430 JSLOAT FOREST - CONSTRUCTION SVC	FACILITIES SUPPORT SERVICES	21	158,382.00
P26-04730	SAENZ LANDSCAPE CONSTRUCTION	0420-430 ROSA PARKS FOREST - CONSTRUCTION SVC	FACILITIES SUPPORT SERVICES	21	160,856.00
P26-04731	CREST THEATRE SACRAMENTO INC	Crest Theater-The Met Graduation	THE MET	09	3,000.00
P26-04732	SACRAMENTO CREST THEATER, INC.	GW CARVER GRADUATION 2025-26 VENUE	GEO WASHINGTON CARVER	09	3,000.00
P26-04734	CA DEPT OF GENERAL SERVICES DI VISION OF STATE ARCHITECT	0445-470 [redacted] GYM FLOOR - DSA START UP FEES	FACILITIES SUPPORT SERVICES	21	3,240.00
P26-04735	ODP BUSINESS SOLUTIONS LLC	MATH COMPOSITION BOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,364.87
P26-04736	ODP BUSINESS SOLUTIONS LLC	WORLD LANGUAGE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	729.69
P26-04737	ODP BUSINESS SOLUTIONS LLC	PE-COMPOSITION BOOKS	HIRAM W. JOHNSON HIGH SCHOOL	01	300.86
P26-04738	ODP BUSINESS SOLUTIONS LLC	GRADUATION PROGRAM PAPER	HIRAM W. JOHNSON HIGH SCHOOL	01	129.93
P26-04739	ODP BUSINESS SOLUTIONS LLC	ELA INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,192.27
P26-04740	ODP BUSINESS SOLUTIONS LLC	SS INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,440.19
P26-04741	ODP BUSINESS SOLUTIONS LLC	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,792.69
P26-04742	ODP BUSINESS SOLUTIONS LLC	VAPA- ART AND DRAMA SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	446.68
P26-04743	ODP BUSINESS SOLUTIONS LLC	MATH FOLDERS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,486.83
P26-04744	ODP BUSINESS SOLUTIONS LLC	MATH INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	869.02
P26-04745	ODP BUSINESS SOLUTIONS LLC	SCIENCE- BATTERIES	HIRAM W. JOHNSON HIGH SCHOOL	01	277.32
P26-04746	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT LCFF INSTRUCTIONAL MATERIALS	PACIFIC ELEMENTARY SCHOOL	01	4,592.52
P26-04747	[redacted] MECHANICAL EQUIP	PEM & MOWER SHOP PORTABLE EVAC COOLERS	FACILITIES MAINTENANCE	01	6,661.88
P26-04748	LAKESHORE LEARNING MATERIALS	WOODBINE ART- DO NOT CANCEL	WOODBINE ELEMENTARY SCHOOL	01	12,650.62
P26-04749	[redacted] dba PREMIER PRINTIN G SERVICES	SCHOOL SPORTS UNIFORMS	GENEVIEVE DIDION ELEMENTARY	01	5,056.88
P26-04750	TIMS MUSIC	INSTRUMENTS	ALBERT EINSTEIN MIDDLE SCHOOL	01	6,997.14
P26-04751	VERNIER SOFTWARE & TECHNOLOGY	SCIENCE INSTRUCTIONAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,586.61
P26-04752	SCHOOL SPECIALTY LLC	2026 SUMMER MATTERS: MATH MANIPULATIVES	YOUTH DEVELOPMENT	01	12,427.99
P26-04753	[redacted] INC dba OTTO CONST RUCTION	0510-442 CKM POOL MOD - OTTO REIMBURSABLES	FACILITY DESIGN & CONSTRUCTION	21	9,682.00

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P26-04754	RUDERMAN & KNOX LLP	Settlement [redacted] Attorney Fee	SPECIAL EDUCATION DEPARTMENT	01	8,500.00
P26-04755	GM SUPPLIES	RISO SUPPLIES 2025-2026	CAMELLIA BASIC ELEMENTARY	01	978.21
P26-04756	AMAZON CAPITAL SERVICES	RIBBON CARTRIDGES-SERNA RCVNG	PURCHASING SERVICES	01	15.21
P26-04757	MOTHER LODE VAN & STORAGE, INC	0431-478 FERN BACON MOD - SITE RELOCATION	FACILITIES SUPPORT SERVICES	21	42,940.00
P26-04758	CHICAGO TITLE COMPANY	PURCHASE OF 401 1ST AVENUE	FACILITIES MAINTENANCE	21	1,300,000.00
P26-04759	PROCARE SOFTWARE LLC	PROCARE FEES: 2026 APRIL	EARLY LEARNING & CARE PROGRAMS	12	1,526.86
P26-04760	PROCARE SOFTWARE LLC	PROCARE FEES: 2026 MEMBERSHIP	EARLY LEARNING & CARE PROGRAMS	12	2,844.00
P26-04761	ODP BUSINESS SOLUTIONS LLC	SUPPLMNTL MTRLS SCI/HIS DEPT & PRNT COMM HAND OUTS	WILL C. WOOD MIDDLE SCHOOL	01	1,832.22
P26-04762	KAMRAN & CO INC	COMBI OVEN FOR ROSEMONT HS 25/26 SY	NUTRITION SERVICES DEPARTMENT	01	31,179.13
P26-04763	TITAN DOORS AND GATES	GLAZING SHOP ROLL UP DOOR	FACILITIES MAINTENANCE	01	7,165.48
P26-04764	TITAN DOORS AND GATES	POWER EQUIPMENT MACHINISTS ROLL UP DOOR	FACILITIES MAINTENANCE	01	7,165.48
P26-04765	AMERICAN EAGLE COMPUTER PRODUC T INC	INK FOR PRINCIPAL'S PRINTER	ETHEL PHILLIPS ELEMENTARY	01	706.75
P26-04766	DIMENSION PROPERTIES LLC	WAREHOUSE LEASE MSR H FOR VARIOUS LOCATIONS	FACILITIES SUPPORT SERVICES	21	45,938.00
P26-04767	[redacted] MECHANICAL EQUIP	GLAZING SHOP REMODEL - MINI SPLIT	FACILITIES MAINTENANCE	01	8,767.30
P26-04768	LEXIA LEARNING SYSTEMS LLC	LEXIA	LEATAATA FLOYD ELEMENTARY	01	29,070.00
P26-04769	LITERACY RESOURCE LLC dbaHEGGE RTY PHONEMIC	2026 SUMMER MATTERS DO NOT CANCEL	YOUTH DEVELOPMENT	01	18,495.54
P26-04770	CURRICULUM ASSOCIATES LLC	CURRICULUM ASSOCIATES/I-READY	LEATAATA FLOYD ELEMENTARY	01	30,738.00
P26-04771	BSN SPORTS LLC	VARSITY WMEN'S BASKETBALL UNFORMS 2025-26SY	LUTHER BURBANK HIGH SCHOOL	01	3,090.53
P26-04772	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	INVOICE-COUNTY OF SAC DO NOT CANCEL	GEO WASHINGTON CARVER	09	454.00
P26-04773	LUX BUS AMERICA CO	LUX BUS	ETHEL PHILLIPS ELEMENTARY	01	1,074.88
P26-04774	RJ COMMERCIAL FLOORING CO	[redacted] KITCHEN AREA	FACILITIES MAINTENANCE	01	66,416.65
P26-04775	GEORGE WASHINGTON CARVER GUILD	GWC FIELD TRIP REIMBURSEMENT	YOUTH DEVELOPMENT	01	3,000.00
P26-04776	AMERICAN RIVER NATURAL HISTORY dba EFFIE YEAW NATURE CENTER	EFFIE YEAW NATURE CENTER ENTRANCE FEE	EARL WARREN ELEMENTARY SCHOOL	01	450.00

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ERP for California

Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04777	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	CHARTER BUS TO EFFIE YEAW NATURE CENTER	EARL WARREN ELEMENTARY SCHOOL	01	1,042.20
P26-04778	SCUSD - US BANK CAL CARD	GRADUATION FLOWERS	ROSEMONT HIGH SCHOOL	01	501.88
P26-04779	PERKINS ELECTRIC INC	426 - DIST. WIDE CYBER SECURITY - INSTALL CAMERAS	FACILITIES SUPPORT SERVICES	21	73,600.00
P26-04780	EWING IRRIGATION PRODUCTS INC	IRRIGATION CONTROL SHOP STOCK	FACILITIES MAINTENANCE	01	84,351.94
P26-04781	EXPLORELEARNING/LEARNI [redacted]	RAZ PLUS	ETHEL PHILLIPS ELEMENTARY	01	7,560.40
P26-04782	PACE SUPPLY	TREAT AS CONFIRMING-PACE SUPPLY INVOICE	FACILITIES MAINTENANCE	01	753.79
P26-04783	NAPA AUTO PARTS	BULK OIL FOR SUPPLY RACK ORDER #1	FACILITIES MAINTENANCE	01	2,274.59
P26-04784	NAPA AUTO PARTS	BULK OIL FOR SUPPLY RACK ORDER #2	FACILITIES MAINTENANCE	01	980.62
P26-04785	GRAINGER INC	TRT AS CONFIRM-SKILL CENTER & SPED CONSOLIDATION	FACILITIES MAINTENANCE	01	698.85
P26-04786	AMAZON CAPITAL SERVICES	COMMUNITY SCHOOLS SUPPLIES [redacted]	STUDENT SUPPORT&HEALTH SRVCS	01	451.04
P26-04787	PROJECT WAYFINDER	WAYFINDER	LEATAATA FLOYD ELEMENTARY	01	29,552.27
P26-04788	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	Wake Island Field Trip Charter	ROSA PARKS MIDDLE SCHOOL	01	2,419.20
P26-04789	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	Pool Health Permit	BUILDINGS & GROUNDS/OPERATIONS	01	700.00
P26-04790	SCOE FINANCIAL SERVICES	SY25-26 SLY PARK FINAL PYMNT	ISADOR COHEN ELEMENTARY SCHOOL	01	6,816.00
P26-04791	CDW GOVERNMENT	CHROMEBOOKS- REPLACE BROKEN ONES	HIRAM W. JOHNSON HIGH SCHOOL	01	26,420.06
P26-04792	CDW GOVERNMENT	CLASSROOM TECHNOLOGY	WEST CAMPUS	01	13,670.42
P26-04793	CDW GOVERNMENT	LAPTOPS FOR PLUMBING DEPT	FACILITIES MAINTENANCE	01	13,326.23
P26-04794	BI-JAMAR INC dba QUALITY SOUND	SCUSD SERVER UPGRADE	FACILITIES MAINTENANCE	01	4,670.00
P26-04795	CDW GOVERNMENT	LAPTOPS FOR ELECTRONICS DEPT	FACILITIES MAINTENANCE	01	11,993.60
P26-04796	CDW GOVERNMENT	LAPTOPS - MACHINISTS/PRT	FACILITIES MAINTENANCE	01	3,997.87
P26-04797	APPLE INC	CLASSROOM TECHNOLOGY	WEST CAMPUS	01	9,818.51
P26-04798	ODP BUSINESS SOLUTIONS LLC	MATH- CALCULATORS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,742.24
P26-04799	CENTER FOR THE COLLABORATIVE C LASSROOM	BEING A WRITER	H.W. HARKNESS ELEMENTARY	01	2,364.19
P26-04800	SYTECH SOLUTIONS	ONE DOC STOP RECORDS MANAGEMENT SYSTEM	FACILITIES MAINTENANCE	01	7,200.00

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P26-04801	MARIN COUNTY OFFICE OF EDUCATI ON	WALKER CREEK RANCH 6TH GRADE SCIENCE CAMP	CROCKER/RIVERSIDE ELEMENTARY	01	39,097.00
P26-04802	AMAZON CAPITAL SERVICES	AMAZON PRINCIPAL	LEATAATA FLOYD ELEMENTARY	01	1,513.28
P26-04803	SAND DUNEVENTURES INC dba TABL ETKIOSK	POS EQUIPMENT PIN PAD FOR MEAL SERVICE 25/26	NUTRITION SERVICES DEPARTMENT	01	9,273.07
P26-04804	LAGUNA GREENWORKS LLC	100 HAND DRYERS FOR RESTROOMS	FACILITIES MAINTENANCE	01	37,083.75
P26-04805	EXPLORELEARNING/LEARNI NG A-Z	REFLEX SITE LICENSE	ETHEL PHILLIPS ELEMENTARY	01	3,295.00
P26-04806	CDW GOVERNMENT	LAPTOPS FOR GLAZING DEPT	FACILITIES MAINTENANCE	01	11,993.60
P26-04807	CDW GOVERNMENT	LAPTOPS FOR THE CARPENTERS	FACILITIES MAINTENANCE	01	17,324.10
P26-04808	CDW GOVERNMENT	LAPTOPS FOR THE HVAC DEPT	FACILITIES MAINTENANCE	01	13,326.23
P26-04809	CDW GOVERNMENT	LAPTOPS FOR THE PAINT DEPT	FACILITIES MAINTENANCE	01	11,993.60
P26-04810	CDW GOVERNMENT	LAPTOPS FOR THE ELECTRICAL DEPT	FACILITIES MAINTENANCE	01	10,660.98
P26-04811	CDW GOVERNMENT	LAPTOPS FOR THE GROUNDS DEPT	FACILITIES MAINTENANCE	01	33,315.57
P26-04812	BI-JAMAR INC dba QUALITY SOUND	SCUSD SERVER UPGRADE	FACILITIES MAINTENANCE	01	13,500.00
P26-04813	ODP BUSINESS SOLUTIONS LLC	CLASS SUPPLIES	ROSEMONT HIGH SCHOOL	01	8,352.58
TB26-00014	SAVVAS	Math K-2 2020 Update Materials	LIBRARY/TEXTBOOK SERVICES	01	347,412.56
		Total Number of POs	**569**	**Total**	**14,233,986.92**

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	488	10,044,273.81
09	Charter School	22	131,778.92
11	Adult Education	2	7,572.54
12	Child Development	9	34,777.12
13	Cafeteria	4	3,940.66
21	Building Fund	42	3,825,418.05
25	Developer Fees	1	175,450.00
68	Dental/Vision	1	10,775.82
		Total	**14,233,986.92**

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B26-00021	295,000.00	13-4710	Cafeteria/Food	45,000.00
B26-00022	290,000.00	13-4710	Cafeteria/Food	20,000.00
B26-00045	13,453.95	01-4310	General Fund/Instructional Materials/Suppli	8,953.95
B26-00048	1,046.05	01-4310	General Fund/Instructional Materials/Suppli	8,953.95-
B26-00128	14,500.00	01-5800	General Fund/Other Contractual Expenses	28.35
B26-00134	8,000.00	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00
B26-00137	1,000.00	13-5800	Cafeteria/Other Contractual Expenses	200.00
B26-00168	1,500.00	13-4710	Cafeteria/Food	500.00
B26-00266	16,000.00	01-4320	General Fund/Non-Instructional Materials/Su	6,000.00
B26-00279	485,000.00	13-4710	Cafeteria/Food	500,000.00-
B26-00288	6,000.00	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00
B26-00290	40,000.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	10,000.00-
B26-00292	.00	01-4320	General Fund/Non-Instructional Materials/Su	10,000.00-
B26-00308	.00	01-5690	General Fund/Other Contracts, Rents, Leases	2,500.00-
B26-00360	240,000.00	13-4710	Cafeteria/Food	40,000.00
B26-00362	65,000.00	13-4710	Cafeteria/Food	10,000.00
B26-00368	85,000.00	13-4710	Cafeteria/Food	10,000.00
B26-00383	13,000.00	13-4710	Cafeteria/Food	14,000.00-
B26-00385	148,452.00	01-5800	General Fund/Other Contractual Expenses	18,452.00
B26-00391	35,000.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	10,000.00-
B26-00404	2,000.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00
B26-00448	.00	01-4320	General Fund/Non-Instructional Materials/Su	15,000.00-
B26-00484	66,000.00	13-5810	Cafeteria/Tickets/Fees/Regis.for Parents	4,000.00
B26-00485	720.00	67-5800	Self Insurance/Other Contractual Expenses	200.00
B26-00492	15,356.50	01-5832	General Fund/Transportation-Field Trips	3,423.00
B26-00512	26,000.00	13-5540	Cafeteria/Waste Removal	2,000.00
B26-00539	30,000.00	13-4710	Cafeteria/Food	25,000.00
B26-00567	30,000.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	10,000.00-
B26-00615	48,163.00	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00
B26-00631	52,079.58	01-5832	General Fund/Transportation-Field Trips	1,768.31-
B26-00633	205,000.00	13-4710	Cafeteria/Food	50,000.00
B26-00636	172,000.00	13-4710	Cafeteria/Food	42,000.00
B26-00638	75,000.00	13-4710	Cafeteria/Food	50,000.00-
B26-00640	320,000.00	13-4710	Cafeteria/Food	100,000.00-
B26-00648	580,000.00	13-4326	Cafeteria/Nutrition Ed/Paper Supplies	150,000.00
B26-00652	355,000.00	13-4710	Cafeteria/Food	100,000.00-
B26-00655	1,050,000.00	01-5930	General Fund/Telephones/Cell Phones	200,000.00
B26-00661	310,000.00	13-4710	Cafeteria/Food	40,000.00-
B26-00662	430,000.00	13-4710	Cafeteria/Food	100,000.00-

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
B26-00668	370,000.00	13-4710	Cafeteria/Food	100,000.00-
B26-00674	50,000.00	13-4320	Cafeteria/Non-Instructional Materials/Su	10,000.00
B26-00704	45,000.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	29,810.00
B26-00719	20,100.00	01-4310	General Fund/Instructional Materials/Suppli	1,600.00
B26-00732	4,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
B26-00741	3,500.00	01-4310	General Fund/Instructional Materials/Suppli	500.00
B26-00744	24,000.00	01-5832	General Fund/Transportation-Field Trips	3,000.00
B26-00761	185,000.00	13-4710	Cafeteria/Food	35,000.00
B26-00763	101,000.00	13-4710	Cafeteria/Food	24,000.00
B26-00771	5,485.00	01-5832	General Fund/Transportation-Field Trips	485.00
B26-00858	74,929.81	01-5230	General Fund/Travel/Conference	21,706.02
B26-00863	8,000.00	13-4710	Cafeteria/Food	42,000.00-
B26-00879	8,626,285.00	67-5800	Self Insurance/Other Contractual Expenses	1,626,285.00
B26-00943	65,000.00	13-4710	Cafeteria/Food	15,000.00
B26-00951	125,000.00	01-5911	General Fund/Postage	25,000.00
B26-00965	5,816.00	01-5831	General Fund/Transportation-Parent Contract	2,816.00
B26-00989	4,004.30	01-5800	General Fund/Other Contractual Expenses	10,995.70-
CHB26-00049	14,000.00	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CHB26-00161	14,500.00	01-4310	General Fund/Instructional Materials/Suppli	1,651.97
CHB26-00189	43,000.00	01-4310	General Fund/Instructional Materials/Suppli	8,000.00
CHB26-00219	773.58	01-4320	General Fund/Non-Instructional Materials/Su	4,226.42-
CHB26-00300	9,050.00	01-4310	General Fund/Instructional Materials/Suppli	6,634.68
CS24-00673	115,850.00	21-6250	Building Fund/Other Costs (Planning)	54,050.00
CS26-00036	121,627.99	09-5100	Charter School/Subagreements for Services abo	4,419.51
		09-5800	Charter School/Other Contractual Expenses	2,448.48
			Total PO CS26-00036	6,867.99
CS26-00056	825,000.00	01-5100	General Fund/Subagreements for Services abo	125,000.00
CS26-00353	2,235,071.88	01-5100	General Fund/Subagreements for Services abo	228,503.64
CS26-00370	4,500.00	21-6210	Building Fund/Architect/Engineering Fees	3,000.00
N26-00007	970,529.43	01-5100	General Fund/Subagreements for Services abo	228,304.43
N26-00012	9,044.42	01-5800	General Fund/Other Contractual Expenses	4,223.62
N26-00016	6,138,237.50	01-5100	General Fund/Subagreements for Services abo	355,645.65
N26-00017	115,675.46	01-5800	General Fund/Other Contractual Expenses	44,242.46
N26-00019	889,684.43	01-5100	General Fund/Subagreements for Services abo	404,035.75
N26-00022	2,602,906.25	01-5100	General Fund/Subagreements for Services abo	490,700.75
N26-00023	48,752.48	01-5800	General Fund/Other Contractual Expenses	30,227.48
N26-00024	34,096.60	01-5800	General Fund/Other Contractual Expenses	5,386.25
N26-00029	2,847,427.18	01-5100	General Fund/Subagreements for Services abo	635,824.93

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Includes Purchase Orders dated 04/15/2026 - 05/14/2026 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
N26-00030	787,675.12	01-5100	General Fund/Subagreements for Services abo	317,110.99
		01-5800	General Fund/Other Contractual Expenses	34,069.62-
			Total PO N26-00030	283,041.37
N26-00034	1,953,817.93	01-5100	General Fund/Subagreements for Services abo	58,882.93
N26-00037	866,330.25	01-5800	General Fund/Other Contractual Expenses	255,352.25
N26-00039	961,654.00	01-5100	General Fund/Subagreements for Services abo	117,960.05
N26-00040	174,814.00	01-5100	General Fund/Subagreements for Services abo	9,972.00
N26-00041	346,370.06	01-5100	General Fund/Subagreements for Services abo	59,174.06
N26-00042	4,123,213.73	01-5100	General Fund/Subagreements for Services abo	35,334.73
N26-00043	91,492.00	01-5800	General Fund/Other Contractual Expenses	32,475.00
N26-00050	136,047.14	01-5100	General Fund/Subagreements for Services abo	83,577.14
N26-00059	671,695.26	01-5100	General Fund/Subagreements for Services abo	231,395.87
		01-5800	General Fund/Other Contractual Expenses	14,468.82-
			Total PO N26-00059	216,927.05
N26-00060	31,224.00	01-5800	General Fund/Other Contractual Expenses	18,516.00
N26-00062	185,760.00	01-5100	General Fund/Subagreements for Services abo	17,497.20-
		01-5800	General Fund/Other Contractual Expenses	82,502.80-
			Total PO N26-00062	100,000.00-
P24-00041	62,183,656.50	21-6200	Building Fund/Buildings (Improvements)	12,162.00-
P26-00030	14,195.62	01-4110	General Fund/Approved Textbooks/Core Curric	14,195.62
		01-5800	General Fund/Other Contractual Expenses	6,502.12-
			Total PO P26-00030	7,693.50
P26-00749	39.14	01-4310	General Fund/Instructional Materials/Suppli	46.75-
P26-00765	98,633.92	01-5800	General Fund/Other Contractual Expenses	88,770.53
P26-01111	836.99	01-4310	General Fund/Instructional Materials/Suppli	112.03-
P26-01267	240,500.00	21-6200	Building Fund/Buildings (Improvements)	20,000.00-
P26-01392	18,477.40	01-5810	General Fund/Tickets/Fees/Regis.for Parents	7,435.55-
P26-01524	11,801.20	01-5810	General Fund/Tickets/Fees/Regis.for Parents	8,601.20
P26-01799	222.90	01-4310	General Fund/Instructional Materials/Suppli	17.39-
P26-02243	186.96	01-4310	General Fund/Instructional Materials/Suppli	17.13
P26-02472	4,479.38	01-5800	General Fund/Other Contractual Expenses	.21
P26-02715	2,300.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	750.00-
P26-03011	157.40	01-4320	General Fund/Non-Instructional Materials/Su	8.69-
P26-03107	183.06	01-4310	General Fund/Instructional Materials/Suppli	25.81-
P26-03131	2,367.36	01-4310	General Fund/Instructional Materials/Suppli	86.98-
P26-03169	4,530.20	01-4310	General Fund/Instructional Materials/Suppli	41.18-
P26-03186	17,416.80	01-5810	General Fund/Tickets/Fees/Regis.for Parents	1,969.20-
P26-03294	304.98	01-4320	General Fund/Non-Instructional Materials/Su	15.29-

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ERP for California

Includes Purchase Orders dated 04/15/2026 - 05/14/2026 *

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P26-03295	308.05	01-4320	General Fund/Non-Instructional Materials/Su	4.70-
P26-03315	282.76	01-4320	General Fund/Non-Instructional Materials/Su	22.50-
P26-03327	211.35	01-4310	General Fund/Instructional Materials/Suppli	35.66-
P26-03396	11,004.06	01-4410	General Fund/Equipment $1500 - $9,999	139.14-
P26-03417	203.83	01-4310	General Fund/Instructional Materials/Suppli	92.21-
P26-03591	129.47	12-4310	Child Development/Instructional Materials/Suppli	32.28-
P26-03717	700.04	01-4310	General Fund/Instructional Materials/Suppli	26.07-
P26-03795	130.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	20.00-
P26-03865	934.24	01-4310	General Fund/Instructional Materials/Suppli	26.75-
P26-03995	4,569.98	01-4320	General Fund/Non-Instructional Materials/Su	1,064.98
P26-04038	190.11	12-4310	Child Development/Instructional Materials/Suppli	3.26-
P26-04078	490.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	100.00-
P26-04088	3,582.73	01-4320	General Fund/Non-Instructional Materials/Su	346.91-
P26-04099	2,488.67	12-4310	Child Development/Instructional Materials/Suppli	130.33-
			Total PO Changes	**5,084,523.99**

Information is further limited to: (Minimum Amount = (999,999.99))

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1c

Meeting Date: June 18, 2026

Subject: **Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of April 1-30, 2026**

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Business Services

Recommendation: Approve attached list of warrants and checks.

Background/Rationale: The detailed list of warrants, checks and electronic transfers issued for the period of April 1-30, 2026, are available for the Board members upon request.

Financial Considerations: Normal business items that reflect payments from district funds.

LCAP Goal(s): Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:
Warrants, Checks and Electronic Transfers – April 1-30, 2026

Estimated Time: N/A
Submitted by: Lisa Grant-Dawson, Interim Chief Business and Operations Officer
Approved by: Cancy McArn, Superintendent

Sacramento City Unified School District

Warrants, Checks and Electronic Funds Transfers **APR 2026**

Account	Document Numbers	Fund		Amount
County Accounts Payable Warrants	97448072 - 97449058	987 items	**$**	**34,431,273.44**
		General (01)	$	14,824,168.33
		Charter (09)	$	190,901.85
		Adult Education (11)	$	28,929.07
		Child Development (12)	$	32,639.86
		Cafeteria (13)	$	1,480,645.86
		Building (21)	$	17,459,420.17
		Developer Fees (25)	$	145,272.00
		Cafeteria Enterprise (61)		
		Self Insurance (67)		
		Self Ins Dental/Vision (68)	$	67,182.53
		Payroll Revolving (76)	$	202,113.77
Alternate Cash Revolving Checks	00002836 - 00002838	3 items	**$**	**3,579.81**
		General (01)	$	1,860.60
		Charter (09)	$	857.00
		Adult Education (11)		
		Child Development (12)		
		Cafeteria (13)		
		Deferred Maintenance (14)		
		Building (21)		
		Developer Fees (25)		
		Mello Roos Capital Proj (49)		
		Self Insurance (67)		
		Self Ins Dental/Vision (68)	$	378.00
		Retiree Benefits (71)		
		Payroll Revolving (76)	$	484.21
Payroll and Payroll Vendor Warrants	97928628 - 97929603	976 items	**$**	**6,485,543.10**
		General (01)	$	1,612,123.34
		Charter (09)	$	54,551.24
		Adult Education (11)	$	24,441.38
		Child Development (12)	$	72,173.02
		Cafeteria (13)	$	125,490.18
		Deferred Maintenance (14)		
		Building (21)		
		Developer Fees (25)		
		Mello Roos Capital Proj (49)		
		Cafeteria Enterprise (61)		
		Self Insurance (67)		
		Self Ins Dental/Vision (68)		
		Retiree Benefits (71)		
		Payroll Revolving (76)	$	4,596,763.94
Payroll ACHs and Payroll Vendor EFTs	ACH 01753702 - 01760560 EFT 00000071 - 00000072	6860 items	**$**	**26,897,790.46**
		General (01)	$	24,421,183.13
		Charter (09)	$	684,048.06
		Adult Education (11)	$	206,674.39
		Child Development (12)	$	488,752.79
		Cafeteria (13)	$	903,754.87
		Deferred Maintenance (14)		
		Building (21)	$	86,996.79
		Developer Fees (25)		
		Mello Roos Capital Proj (49)		
		Cafeteria Enterprise (61)		
		Self Insurance (67)	$	4,798.24
		Self Ins Dental/Vision (68)	$	29,625.57
		Retiree Benefits (71)		
		Payroll Revolving (76)	$	71,956.62

Sacramento City Unified School District

Warrants, Checks and Electronic Funds Transfers — APR 2026

Account	Document Numbers	Fund		Amount
County Wire Transfers for Benefit, Debt & Tax	9700350554 - 9700350569	16 items	$	21,876,443.21
		General (01)	$	345,749.58
		Payroll Revolving (76)	$	21,530,693.63
Total	**8842 items**		**$**	**89,694,630.02**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1d

Meeting Date: June 18, 2026

Subject: **Approve Resolution No. 3591: Authorization of Personnel to Sign Orders on District Funds**

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Business Services

Recommendation: Approve Resolution No.3591, Authorization of Personnel to Sign Orders on District Funds and rescind prior Resolution No. 3546, effective June 18, 2026.

Background/Rationale: Education Code Section 42632 authorizes governing boards of school districts to delegate to officers or employees of the district the authority to sign orders on district funds.

This resolution reflects changes in district staff.

Financial Considerations: None

LCAP Goal(s): Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:
1. Resolution No.3591, Authorization of Personnel to Sign Orders on District Funds

Estimated Time: N/A
Submitted by: Lisa Grant-Dawson,
Interim Chief Business and Operations Officer
Approved by: Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 3591

Authorization of Personnel to Sign Orders on District Funds

WHEREAS Education Code Section 42632 authorizes the Governing Board to delegate to officers and employees of the Sacramento City Unified School District the authority to sign orders drawn on the funds of the school district; and

WHEREAS, on February 19, 2026, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 3546 designating persons authorized to sign orders in its name which is hereby rescinded; and

WHEREAS this resolution shall be reviewed and updated at least annually, and whenever there is a change in leadership; and

BE IT RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 42632, effective June 18, 2026, Cancy McArn is Superintendent; Mary Hardin Young is Deputy Superintendent; Audrey Kilpatrick is Interim Chief Business Officer; Assistant Superintendent, Business Services; Keyshun Marshall is Director II, Risk Management/Employee Benefits; Angie Singh is Director III, Accounting Services who are employees of the Sacramento City Unified School District, be and are hereby authorized and empowered to sign orders for the payment of lawful expenses of the District on the funds of the District. All warrants and checks shall require both a primary and a secondary signature, as specified below.

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the County Superintendent of Schools and approved by the Superintendent of Public Instruction of the State of California.

AUTHORIZED SIGNATURES:

_____
Cancy McArn,
Superintendent
(Primary)

_____
Mary Hardin Young,
Deputy Superintendent
(Primary)

_____
Audrey Kilpatrick,
Interim Chief Business Officer
(Primary) Added Authorizer

_____
Assistant Superintendent,
Business Services
(Secondary)

_____
Keyshun Marshall,
Director II, Risk Management/Employee Benefits
(Secondary) Added Authorizer

_____
Angie Singh,
Director III, Accounting Services
(Secondary)

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of June 2026, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

ATTESTED TO:

_____	_____
Cancy McArn .	Tara Jeane,
Secretary of the Board of Education	President of the Board of Education

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1e

Meeting Date: June 18, 2026

Subject: **Approve Resolution No. 3592: Authorizing Delegation of Power to Contract**

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated:_____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Business Services

Recommendation: Approve Resolution No. 3592, Authorizing Delegation of Power to Contract and rescind prior Resolution No. 3575, effective June 18, 2026.

Background/Rationale: Education Code Section 17604 authorizes governing boards of school districts to delegate to the superintendent, or to such persons designated by the superintendent, the power to contract in the name of the district whenever the Education Code invests the power to contract in a governing board or any member of the board. In addition, Education Code Section 17605 authorizes governing boards to delegate to any officer or employee of the district the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111.

This resolution reflects changes in district staff.

Financial Considerations: None

LCAP Goal(s): Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:
1) Resolution No. 35925: Authorizing Delegation of Power to Contract

Estimated Time of Presentation: N/A

Submitted by: Lisa Grant-Dawson, Interim Chief Business and Operations Officer

Approved by: Cancy McArn, Interim Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

RESOLUTION NO. 3592

Authorizing Delegation of Power to Contract

WHEREAS, Education Code Section 17604 authorizes the Governing Board to delegate to the district Superintendent or designee, the power to contract in the name of the Sacramento City Unified School District whenever the Education Code invests the power to contract in a governing board or any member of the board; and

WHEREAS, Education Code Section 17605 authorizes the Governing Board to delegate to any officer or employee of the Sacramento City Unified School District the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111; and

WHEREAS, on April 16, 2026, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 3575 designating persons authorized to be empowered to contract which is hereby rescinded; and

WHEREAS this resolution shall be reviewed and updated at least annually, and whenever there is a change in leadership; and

BE IT RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17604, effective June 18, 2026, Cancy McArn, Superintendent; Mary Hardin Young, Deputy Superintendent; Audrey Kilpatrick, Interim Chief Business Officer; Assistant Superintendent of Business Services; and Robert Aldama, Manager II, Purchasing Services, be and are hereby authorized and empowered to contract with third parties in the name of the Sacramento City Unified School District wherever the Education Code invests the power to contract in the Governing Board of the School District or any member of the Governing Board, without limitation as to money or subject matter; provided, however, that all such contracts must be approved or ratified by the Governing Board; and

BE IT FURTHER RESOLVED AND ORDERED by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17605, effective June 18, 2026, Cancy McArn, Superintendent; Mary Hardin Young, Deputy Superintendent; Audrey Kilpatrick, Interim Chief Business Officer; Assistant Superintendent of Business Services; and Robert Aldama, Manager II, Purchasing Services, be and are hereby authorized and empowered to contract for the purchase of supplies, materials, apparatus, equipment, and services; provided, however, that no such individual purchase shall involve an expenditure by the District in excess of the amount specified by Section 20111 of the Public Contract Code; and

BE IT FURTHER RESOLVED AND ORDERED that all such transactions to purchase supplies, materials, apparatus, equipment, and services entered into in accordance with Education Code Section 17605 shall be reviewed by the Governing Board every sixty (60) days; and

BE IT FURTHER RESOLVED AND ORDERED that in the event of malfeasance in office, each of the persons named above shall be personally liable to the Sacramento City Unified School District for any and all monies of the District paid out as a result of such malfeasance; and
Secretary of the Board of Education.

BE IT FURTHER RESOLVED AND ORDERED that the persons named above shall be and are hereby authorized to insure against any such liability, and the cost of such insurance shall be paid from the funds of the District; and

BE IT FURTHER RESOLVED AND ORDERED that the term "Contract" as used herein shall be deemed to include orders to contract.

AUTHORIZED SIGNATURES:

_____
Cancy McArn,
Superintendent
(*Primary*)

_____
Mary Hardin Young,
Deputy Superintendent
(Primary)

_____
Audrey Kilpatrick,
Interim Chief Business Officer
(*Primary*)

_____
Angie Singh
Director III, Business Services
(Secondary)

_____
Robert Aldama,
Manager II, Purchasing Services
(Secondary)

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 18th day of June 2026 by the following vote:
AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

_____
Tara Jeane,
President of the Board of Education

ATTESTED TO:

_____
Cancy McArn,
Secretary of the Board of Education

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1f

Meeting Date: June 18, 2026

Subject: Approve Personnel Transactions

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Human Resources Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming and Safety Outcomes

Documents Attached:

1. Certificated Personnel Transactions Dated June 18, 2026
2. Classified Personnel Transactions Dated June 18, 2026

Estimated Time of Presentation: N/A

Submitted by: Jake Hansen, Interim Director, Employee Relations

Approved by: Cancy McArn**,** Superintendent

Attachment 1: CERTIFICATED 6/18/2026

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/REEMPLOY							
BAMBRICK	SHELBBY	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	6/8/2026	6/30/2026	EMPLOY PROB 1 6/8/26
BAMBRICK	SHELBBY	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	7/1/2026	6/30/2027	EMPLOY PROB 1 6/8/26
CROCKETT	TARA	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	6/8/2026	6/30/2026	EMPLOY PROB 1 6/8/26
LEAVES							
VIERRA	CYNTHIA	B	Teacher, Resource, Special Ed.	JOHN F. KENNEDY HIGH SCHOOL	5/24/2026	6/8/2026	LOA (UNPD) ADM 5/24/26
TAYROS	CLARO GREGORY	B	Teacher, Elementary Spec Subj	PACIFIC ELEMENTARY SCHOOL	5/12/2026	5/22/2026	LOA EXT (PD) HE 5/12-5/22/26
TAYROS	CLARO GREGORY	B	Teacher, Elementary Spec Subj	SUTTERVILLE ELEMENTARY SCHOOL	5/12/2026	5/22/2026	LOA EXT (PD) HE 5/12-5/22/26
HUYNH	BOUNTHIENE	C	Teacher, Child Development	EARLY LEARNING & CARE PROGRAMS	5/15/2026	6/15/2026	LOA EXT (PD) HE 5/15-6/15/26
CRUZ	JORJE	B	Assistant Principal, K-8 Sch	JOHN H. STILL - K-8	6/4/2026	6/30/2026	LOA RTN (PD) FM/CF/BB/HE 6/4/26
MCNAMARA	RITA	A	Counselor, Middle School	WILL C. WOOD MIDDLE SCHOOL	6/8/2026	6/30/2026	LOA RTN EXT (PD) HE 6/8/26
INIGUES	EUGENIO	A	Teacher, Elementary BCLAD	CESAR CHAVEZ INTERMEDIATE	6/11/2026	6/30/2026	LOA RTN(PD)FMLA/CFRA/BB 6/11/26
JAIME	GRICELDA	A	Teacher, Elementary	FATHER K.B. KENNY - K-8	4/22/2026	6/30/2026	LOA(PD)ADMIN 4/22-6/30/26
TRIMINGHAM	YUMIKO	A	Teacher, Spec Ed	ELDER CREEK ELEMENTARY SCHOOL	5/21/2026	6/30/2026	LOA(PD)ADMIN 5/21-6/30/26
INIGUES	EUGENIO	A	Teacher, Elementary BCLAD	CESAR CHAVEZ INTERMEDIATE	6/1/2026	6/10/2026	LOA(PD)FMLA/CFRA/BB 6/1-10/26
RIDENOUR	CRISTINA-ANGELITA	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	8/11/2026	5/27/2027	LOA(UNPD)PARENTAL 8/11/26-5/27/27
LECLAIRE	NICHOLAS	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	5/27/2026	6/30/2026	RT FR EXT LOA (PD) FMLA/CFRA/BB 5/27/26
ANDERSON	JACQUELINE	B	Teacher, High School	ROSEMONT HIGH SCHOOL	6/4/2026	6/30/2026	RT FR LOA (PD) ADM 6/4/26
ANDERSON	JACQUELINE	B	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2026	6/30/2027	RT FR LOA (PD) ADM 6/4/26
SAGAR	PRASHIKA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	6/12/2026	6/30/2026	RT FR LOA (PD) FMLA/CFRA/HE 6/12/26
SAGAR	PRASHIKA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2026	6/30/2027	RT FR LOA (PD) FMLA/CFRA/HE 6/12/26
EBSWORTH	JODY	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	6/13/2026	6/30/2026	RT FR LOA (UNPD) PARENTAL 6/13/26
EBSWORTH	JODY	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2026	6/30/2027	RT FR LOA (UNPD) PARENTAL 6/13/26
BUSTAMANTE	STEPHANIE	B	Teacher, Elementary Spec Subj	VAPA SECTION	6/11/2026	6/30/2026	RTN LOA(PD)PDL/HE 6/11/26
REASIGN/STCHG							
SANDBERG	MELISSA	A	Counselor, High School	ROSEMONT HIGH SCHOOL	1/26/2026	4/30/2026	SEP/RESIGN 4/30/26
OLSON	CAMERON	B	Coordinator II, 504 EdSupports	HEALTH SERVICES	7/1/2025	6/30/2026	SEP/RESIGN 6/30/26
REESE	DORIS	A	Coord. Child Devl Programs	EARLY LEARNING & CARE PROGRAMS	7/1/2025	6/30/2026	SEP/RETIRE 6/30/26
DUNKLEY	KELLY	B	Principal, Middle School	CAPITAL CITY SCHOOL	7/1/2026	7/31/2026	SEP/RETIRE 7/31/26
CLARIDAD	MELISA	B	School Nurse	HEALTH SERVICES	7/1/2026	6/30/2027	STCHG FR .90 7/1/26
MARTINEZ	FIDEL	B	Teacher, High School	CAPITAL CITY SCHOOL	8/1/2026	6/30/2027	STCHG TO 1.0 FTE 8/1/26
SEPARATE / RESIGN / RETIRE							
WATTERS	JOHN	A	Teacher, Middle School	SAM BRANNAN MIDDLE SCHOOL	7/1/2025	6/12/2026	SEP/RETIRE 6/12/26

Attachment 1: CLASSIFIED 6/18/2026

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/ REEMPLOY							
ANTWINE	RAYGINA	B	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	5/18/2026	6/30/2026	EMPLOY PROB 5/18/26
ANTWINE	RAYGINA	B	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	7/1/2026	6/30/2027	EMPLOY PROB 5/18/26
JACOBO	VIANEYT	B	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	5/18/2026	6/30/2026	EMPLOY PROB 5/18/26
JACOBO	VIANEYT	B	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	7/1/2026	6/30/2027	EMPLOY PROB 5/18/26
JONES	JAHI	B	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	5/18/2026	6/30/2026	EMPLOY PROB 5/18/26
LEAVES							
GORDON	DARELL	A	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	5/29/2026	6/30/2026	LOA (PD) ADM 5/26-6/30/26
BROWN	KEITH	A	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	6/3/2026	6/30/2026	LOA (PD) ADM 6/3/26
BARRAZA	ELLA	B	Inst Aid, Spec Ed	LEONARDO da VINCI ELEMENTARY	5/23/2026	6/4/2026	LOA (PD) HE 5/23-6/4/26
DIOSDADO-CORRAL	MARINA	A	Construction/Bond Accntng Spec	ACCOUNTING SERVICES DEPARTMENT	5/16/2026	6/30/2026	LOA (PD)/HE 5/16-6/30/26
RASHADA	BRAJONA	A	Benefits Analyst	RISK MANAGEMENT	6/14/2026	6/28/2026	LOA (PD)FMLA/CFRA/BB 6/14-6/28/26
TAO	CINDY	A	Asst Supt, Business Services	BUSINESS SERVICES	6/2/2026	6/30/2026	LOA (PD)HE 6/2-6/30/26
DOYLE	TIFFANY MARIE	A	Clerk II	GENEVIEVE DIDION ELEMENTARY	6/2/2026	6/30/2026	LOA RTN (UNPD) FM/CF/HE/FM 6/2/26
TAO	CINDY	A	Asst Supt, Business Services	BUSINESS SERVICES	5/26/2026	6/1/2026	LOA RTN(PD)ADMIN 5/26/26
PERRY	AARON	A	Coord I Learning Support Srvs	STUDENT SUPPORT&HEALTH SRVCS	5/30/2026	6/30/2026	LOA RTN(PD)FMLA/CFRA/BB/HE 5/30/26
GILL	MANJINDER	A	Bus Driver	TRANSPORTATION SERVICES	6/12/2026	6/30/2026	LOA RTN(PD)FMLA/CFRA/FM/HE 6/12/26
JOHNSON	CHYANNE	A	Inst Aid, Spec Ed	JAMES W MARSHALL ELEMENTARY	5/20/2026	5/31/2026	LOA(PD)ADMIN 5/20/26
LLOYD	AHMAD	A	Inst Aid, Spec Ed	JAMES W MARSHALL ELEMENTARY	5/20/2026	6/30/2026	LOA(PD)ADMIN 5/20/26
POWERS	RUCHA	A	School Office Manager I	A. M. WINN - K-8	6/12/2026	6/30/2026	RT FR LOA (PD) HE 6/12/26
PATTERSON JR	GILFORD	A	Inst Aid, Spec Ed	MATSUYAMA ELEMENTARY SCHOOL	6/5/2026	6/30/2026	RTN LOA(PD)ADMIN 6/5/26
STATUS CHANGE							
MELCHOR	LEONARDO	B	Bus Driver	TRANSPORTATION SERVICES	5/12/2026	6/30/2026	STCHG FR .75 EFF. 5/12/26
SEPARATE / RESIGN / RETIRE							
CORTEZ	ELENA	A	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	8/18/2025	5/30/2026	SEP/39MO RR 5/30/26 \\ REA/STCHG/TR 8/18/25
CANTY	ANDRENECIA	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	7/1/2025	5/11/2026	SEP/RESIGN 5/11/26
CULP	TRAVIS	B	Electrician	FACILITIES MAINTENANCE	9/9/2025	5/15/2026	SEP/RESIGN 5/15/26 \\ EMPLOY PROB 9/9/25
RUIZ	JOHN	A	Custodian	ALICE BIRNEY WALDORF - K-8	7/1/2025	6/4/2026	SEP/RESIGN 6/4/26
AMICK	KELSEY	A	Office Tchncn III	JOHN H. STILL - K-8	7/1/2025	6/5/2026	SEP/RESIGN 6/5/26
STRUHS	MARY	A	Coord I Learning Support Srvs	STUDENT SUPPORT&HEALTH SRVCS	7/1/2025	6/23/2026	SEP/RETIRE 6/23/26

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1g

Meeting Date: June 18, 2026

Subject: Approve Staff Recommendation for Expulsion Readmissions 4-12 of the 2025-26 school year

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Deputy Superintendent's Office; Student Hearing and Placement Department

Recommendation: Approve Staff Recommendation for Expulsion Readmissions 4-12 of the 2025-26 school year

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready Students

Documents Attached: N/A

Estimated Time of Presentation: N/A
Submitted by: David Van Natten, Director, Student Hearing and Placement
Approved by: Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1h

Meeting Date: June 18, 2026

Subject: Approve Minutes for the May 21, 2026 Regular Board of Education Meeting

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Superintendent's Office

Recommendation: Approve Minutes for the May 21, 2026, Regular Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:
1. Minutes of the May 21, 2026, Regular Board of Education Meeting

Estimated Time of Presentation: N/A
Submitted by: Cancy McArn, Superintendent
Approved by: Cancy McArn, Superintendent

Sacramento City Unified School District | Putting Children First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members
Tara Jeane, President (Trustee Area 1)
Taylor Kayatta, Vice President (Trustee Area 6)
April Ybarra, Second Vice President (Trustee Area 4)
Jasjit Singh (Trustee Area 2)
Jose Navarro (Trustee Area 3)
Chinua Rhodes (Trustee Area 5)
Michael Benjamin (Trustee Area 7)
Maggie Kemper, Student Board Member

Thursday, May 21, 2026
4:45 p.m. Closed Session
6:15 p.m. Open Session

Serna Center
Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2025/26-28

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 5:00 p.m.

Members Present:
Member Benjamin
Member Jeane
Member Kayatta
Member Navarro
Member Rhodes
Member Singh
Member Ybarra
Student Member Kemper

Members Absent:
None

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

No public comment

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

3.1 Government Code 54956.9 - Conference with Legal Counsel:

a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)

3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (Cancy McArn)

3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint

3.4 Government Code 54957- Public Employee Appointment
(a) Approve- Assistant Superintendent, Special Education, Innovation, and Learning
(b)Approve- Principal, Isador Cohen

3.5 Government Code section 54957—Public Employment, Evaluation, Appointment Title: Superintendent

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 7:09 p.m.

4.1 The Pledge of Allegiance

4.2 Broadcast Statement

4.3 Stellar Student introduced by Board Member Taylor Kayatta

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

There were 2 announcements that came out of closed session.
- *By a vote of 7-0, the Board approved the appointment of Katrina Ramos as Principal of Isador Cohen Elementary School.*
- *By a vote of 7-0, the Board approved the appointment of Francis English as the Assistant Superintendent of Special Education, Innovation, and Learning.*

6.0 AGENDA ADOPTION

A request was made to move the Student Advisory Council Presentation ahead of Public Comment to accommodate students who had exams tomorrow. A motion to adopt the agenda as amended was made and seconded, with all in favor.

7.0 PUBLIC COMMENT ***15 minutes***

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Public comment may be (1) emailed to publiccomment@scusd.edu; (2) submitted in writing through the district's website at https://www.scusd.edu/submit-public-comment; or (3) provided in-person at the meeting. The submission deadline for written public comments shall be no later than noon on the day of the meeting. If you intend to address the Board in-person, please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Garrett Kirkland
Lozen Miranda-Brightman
Yessica Torres
Justine Chueh-Griffith
Daniel Spinka
Eliazar De La Cruz
Michael Weirs
Koryn Calvert
Owen Naqica
Suria Sookprasert
Jason Cook-Harvey
Elizabeth Turner
Monica Tarbuskouich
Tim Gamble
Dahlia Green
Jessica Martin
Valery Walsh
Nate
Lucy Lewis
Nate Dob
Terrence Gladney
Steve Bruno

8.0 CONSENT AGENDA — *Action*

2 minutes

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

8.1 Items Subject or Not Subject to Closed Session:

8.1a Approve/Ratification of Other Agreements, Bid Awards, Declared Surplus Materials and Equipment, Change Notices, and Notices of Completion (Lisa Grant-Dawson)

8.1b Approve Purchase Order Board Report for the Period of March 15, 2026, through April 14, 2026 (Lisa Grant-Dawson)

8.1c Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of March 1-31, 2026 (Lisa Grant-Dawson)

8.1d Approve Resolution No. 3587: 2026-2027 Temporary lnterfund Transfers of Special or Restricted Fund Moneys (Lisa Grant-Dawson)

8.1e Approve Personnel Transactions (Jake Hansen)

8.1f Approve Resolution No. 3588: Adopting Specifications of the Election Order and for Consolidation with Statement General Election of November 3, 2026 (Superintendent Cancy McArn)

8.1g Approval of CIF Form to Record District and/or School Representatives to Leagues (David Parsh)

8.1h Approve Facilities Use Agreement with The Language Academy of Sacramento for the property at 2850 49th Street (Amanda Goldman, Ed.D & Nathaniel Browning)

8.1i Approve Memorandum of Understanding Between the City of Sacramento and Sacramento City Unified School District for the Joint Use of a 4th R Classroom at Leonardo da Vinci K-8 (Nathaniel Browning)

8.1j Approve California Middle School field trip to Ashland, OR from June 5-7, 2026 (Mary Hardin Young & Tuan Duong)

8.1k Approve John F. Kennedy High School field trip to Washington DC and New York from May 24-30, 2026 (Mary Hardin Young & Tuan Duong)

8.1l Approve Job Description (Dan Schallock)

8.1m Annual Employee Demographics Report (Jake Hansen)

8.1n Approval of CTE Advisory Board Members (Erin Findley & Daniel Spinka)

This is an action item.

Public Comment:
No public comment

Board Comment:
No Board comment

Member Rhodes made a motion to approve the consent agenda with a second from Member Ybarra. The Board voted 7-0 with a student preferential "yes" vote.

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

- *SCTA - Nikki Davis-Milevsky, President of the Sacramento City Teachers Association (SCTA), addressed the Board during public comment to criticize the district's fiscal recovery plan report, calling it inadequate and severely lacking in detail. She expressed deep concern over ongoing budget inaccuracies, highlighting conflicting student enrollment data and a recently discovered $23 million error in special education funding within the second interim budget. Furthermore, Davis-Milevsky accused the Interim Chief Business Officer (CBO) of being non-responsive and acting in direct insubordination to the Board and Superintendent. She stated that multiple reports allege the CBO urged district administrators to lobby the Board in favor of entering state receivership—a path both the Board and Superintendent have actively worked to avoid. Concluding her remarks, she noted that while the Governor's May Revision brought positive fiscal news, she had no confidence the business office would provide an accurate or transparent update on its impact.*

- *SEIU- SEIU strongly criticized the district's top-heavy restructuring plan, urging the Board to protect classified staff and uphold the Administrative Law Judge's (ALJ) decision regarding nearly 90 classified layoff appeals. They highlighted how the restructuring disproportionately impacts frontline workers—such as stripping benefits from Transitional Kindergarten (TK) aides by slashing their hours and cutting vital clerical support in Human Resources and new teacher programs—while the Curriculum and Instruction department expanded to over 63 positions. Additionally, the representative read an anonymous letter from concerned HR staff alleging that they are being secretly forced to reapply for their own positions under new "confidential" designations, a move they argue strips them of their union protections and raises serious ethical questions. The speaker closed by standing in solidarity with Hiram Johnson High School students advocating for a mascot change and demanding that the Board lead by example, collaborate transparently with labor partners, and make budget cuts at the executive level rather than balancing the fiscal crisis on the backs of dedicated, underrepresented school workers.*

- *TCS- No update*
- *Teamsters- No update*
- *UPE*
  AFSA Local 154-AFL-CIO- No update

9.2 Student Member Report (Maggie Kemper)- Member Kemper reported that the Student Advisory Council completed all interviews for the upcoming term, with final selection notices for committee representatives and the new student board member scheduled to be sent out by May 28th. She commended the potential student board member candidates for delivering impactful public comments during the meeting and acknowledged that this was a vital step in ensuring youth representation across the district. Member Kemper also honored the graduating seniors of the SAC cohort, publicly listing each by name and school site, and shared a special expression of gratitude for former student board member and three-year SAC veteran Justine Chueh-Griffith. Reflecting on the council's end-of-year presentation, Kemper noted that while this year's research methodology shifted away from traditional resolutions, it represented months of rigorous work. She concluded by urging the Board to continuously uplift the council's initiatives and to keep student needs at the center of every district decision.

9.3 President's Report (Tara Jeane)-President Jeane recognized Asian-American, Native Hawaiian, and Pacific Islander (AAPI) Heritage Month, celebrating the vibrant cultures, languages, and traditions of the over 70 distinct ethnic groups represented across the district. Looking ahead to the nation's upcoming 250th anniversary, she urged the community to prevent the erasure of AAPI history, noting that their contributions stretch back further than the Gold Rush and the transcontinental railroad, with individuals even participating in the Revolutionary War. She concluded by honoring the incredible impact of AAPI communities, acknowledging both the historic and ongoing discrimination they continue to overcome, and thanking them for fundamentally enriching Sacramento's school communities.

9.4 Information Sharing by Board Members- Member Singh opened by strongly commending the brave Native American community members and students leading the effort to remove the Hiram Johnson High School mascot. Expressing deep disappointment in site leadership for failing to thoughtfully execute the Board's clear, unequivocal directive to retire the mascot, he noted that this lack of administrative support has placed students at risk of harm. He emphasized that the problematic nature of the school's imagery has been known for years, and highlighted that the upcoming legal deadline is only six weeks away. Finally, he rejected public commentary attempting to use the district's fiscal challenges as an excuse to avoid resolving pressing legal and equity issues, assuring Hiram Johnson students that their cultural pride is rooted in their collective outcomes and inclusivity rather than harmful imagery.

Member Ybarra delivered a heartfelt comment focused on leadership, accountability, and the impact of systemic choices on students. Applying the district's core values of restorative justice and social-emotional learning to her own role, she publicly apologized for making previous generalized statements that may have caused unintended harm to district principals, reiterating her deep respect for their weekly collaboration and hard work. Shifting to the Hiram Johnson mascot discussion, she detailed the school's demographics, noting that the student population is nearly 94% non-white, with over half identifying as Latino or Hispanic—communities that possess substantial indigenous ancestry. She warned that letting adult egos interfere with necessary changes directly harms students, praised student advocate Lozen for her inspiring leadership, and underscored the vital importance of integrating robust ethnic studies into district spaces.

Member Kayatta briefly took the floor to wish his son, Torsten, a happy 12th birthday.

Member Rhodes reaffirmed the Board and Superintendent's definitive directive regarding the Hiram Johnson mascot, stating clearly that the imagery will be taken down prior to the July 1st deadline and that the matter is officially resolved. Transitioning to positive district updates, he praised the Community Schools department, specifically thanking Saralyn Bienvenue and Brian Heap for organizing a joyful field trip for students from six community schools to attend a baseball game. He urged all community school liaisons to aggressively pursue these kinds of access opportunities for their campuses, noting that while district students possess immense self-confidence, providing greater access builds the self-efficacy they need to succeed.

President Jeane thanked Member Singh and Member Ybarra for their powerful and moving remarks.

10.0 SPECIAL PRESENTATION

10.1 Annual Student Advisory Council Presentation (Student Advisory Council)

The Student Advisory Council (SAC) presented their 2025–2026 end-of-year proposal, which utilized Youth Participatory Action Research (YPAR) and data from over 1,000 district-wide student survey responses. The data revealed widespread student concerns regarding physical and emotional unsafety, minority barriers, and resource scarcity across campuses. To address these findings, the council introduced three primary policy initiatives: expanding inclusive peer-to-peer mentorship programs within special education, integrating student representation onto specialized district committees, and launching school-based SAC chapters at five comprehensive high schools for the 2026–2027 school year. The presentation concluded with a preview of their newly selected, highly diverse 2026–2027 student cohort and an invitation to follow their advocacy work on social media. This was an information item.

Public Comment:
No public comment

Board Comment:
Member Ybarra commended the Student Advisory Council for their dedication and hard work representing their respective communities, noting how proud she is to serve as their liaison. She highlighted that the true power lies in the student voices brought to the space rather than her board seat. She praised the students' determination to elevate youth perspectives across various platforms, recognized the diverse backgrounds of the cohort, and thanked them for their continuous community advocacy before passing the floor to her colleagues.

President Jeane expressed great appreciation for the expansion of the council's student survey to include all district high schools, noting that the data was no longer dominated by a single campus. She commended the students for their bravery in stepping up as advocates and praised their ability to transform complex, real-world problems into structured, actionable recommendations using both qualitative and quantitative data. Additionally, she recognized SAC Advisor Vanessa Reyes for navigating complex systems alongside the students, and thanked Board Member Ybarra for her dedicated weekly attendance and impactful advocacy as the board's SAC liaison.

Member Singh wrapped up the board's comments by expressing strong support for the council's recommendations and highlighting the critical value of centering student voices on the Restorative Justice Committee. He emphasized that their current involvement would directly shape a safer, more welcoming, and more equitable environment for future generations of students. He concluded by celebrating the shifted diversity of the council over recent years and wishing the students good luck on their upcoming exams.

10.2 Approve Contracts Report > $15,000 (Lisa Grant-Dawson)

President Jeane asked the Board if they had any questions regarding the Contracts Report prior to making a motion to approve. This was an action item.

Public Comment:
No public comment

Board Comment:
No Board comment

Member Kayatta made a motion to approve the Contracts Report > $15,000 with a second from Member Benjamin. The Board voted 7-0 with the student member absent.

11.0 PUBLIC HEARING

11.1 Public Hearing on Adoption of Resolution 3589 to Adopt 2026 Developer Fee Justification Study and Developer Fee Increase (Ben Wangberg & Doug Floyd)

Facilities Planning Manager Ben Wangberg introduced Doug Floyd of Koppel & Gruber Public Finance, who presented findings justifying an increase in the district's statutory Level 1 developer fees to the maximum limits allowed by the State Allocation Board. Mr. Floyd explained that these fees mitigate the facility impacts of local growth, with revenues legally restricted to construction, modernization, and interim housing to bridge gaps in unreliable state funding. The fee justification

study analyzed the district's priority capital pipeline alongside local growth projections, identifying nearly 7,000 active or pipeline residential units that are expected to generate roughly 1,400 new students. Factoring in $1.6 billion in eligible capital needs, the actual facility cost impact was calculated at $7.67 per square foot for residential housing, while commercial and industrial growth similarly yielded impacts exceeding statutory limits. Because these true impacts surpass state caps, the district is legally justified in increasing residential fees from $5.13 to $5.38 per square foot and commercial/industrial fees from $0.84 to $0.87 per square foot. Following the public hearing, the Board will consider a resolution to adopt the new rates, which would take effect 60 days after approval.

Public Comment:
No public comment

Board Comment:
President Jeane concluded the item by emphasizing that schools are the heart of the community and that because districts do not receive ongoing state funding for facilities, they must rely entirely on local bonds, state bonds, and developer fees. She noted that robust school infrastructure is vital to the collective thriving of the community, influencing everything from home values to business development, and framed these developer fees as an essential partnership to ensure the district can do right by its students and neighborhoods.

Member Kayatta made a motion to approve Resolution 3589 to Adopt 2026 Developer Fee Justification Study and Developer Fee Increase with a second from Member Benjamin. The Board voted 6-0 with Members Singh and Kemper absent.

12.0 BOARD WORKSHOP/ STRATEGIC INITIATIVE

12.1 2026-27 Governor's May Revision Update (Leilani Aguinaldo)

Leilani Aguinaldo of School Services of California presented an overview of the Governor's May Revision for the 2026–27 state budget, highlighting a $6.4 billion increase to the Proposition 98 minimum guarantee over the three-year budget window. The revised state budget sets the statutory cost-of-living adjustment (COLA) at 2.87% for non-LCFF programs, while state preschool and childcare programs will receive a lower rate of 2.01%. Crucially for the district, the Governor proposed expanding the Local Control Funding Formula (LCFF) by an additional 1.44% above the statutory COLA for a total state-level increase of 4.31%, driven largely by a groundbreaking mandate requiring districts to provide up to 14 weeks of fully funded paid pregnancy disability leave for certificated and classified employees. This LCFF increase could bring up to $20 million to the district, alongside a projected 46% increase to the special education base rate that could add another $14 million, with both figures subject to local average daily attendance (ADA) calculations. In one-time funding, the Governor expanded a fully discretionary student support and professional development block grant to $5 billion—estimated at $937 per ADA or up to $31 million for the district—though Ms. Aguinaldo cautioned that final legislative negotiations could alter this amount or divert it to fund outstanding state mandates like ethnic studies. Finally, the district is slated to receive a firm $5.3 million from the full restoration of the Learning Recovery Emergency Block Grant, and the Governor's proposal of $1 billion in ongoing community schools funding will offer a permanent revenue source to sustain and expand the district's 17 existing, grant-dependent community school programs. This was an information item.

Public Comment:
No public comment

Board Comment:
Member Ybarra asked if the projected funding increases would be absorbed by cost-of-living adjustments (COLA) and programmatic mandates. Leilani Aguinaldo clarified that the standard 2.87% statutory COLA applies to non-LCFF programs, but the additional 1.44% proposed for the LCFF is specifically intended to help districts absorb rising costs, declining enrollment impacts, and the expenses of the new paid pregnancy disability leave mandate. Without this extra investment, districts would have to absorb the leave costs entirely out of their unrestricted general funds. Member Ybarra then sought clarification on the community schools proposal, asking if the district could sustain its existing 17 grantee schools while also expanding the model to other eligible campuses matching the 65% unduplicated pupil threshold. Ms. Aguinaldo confirmed this, noting that the Governor's proposal transitions the program from one-time competitive grants to ongoing funding. She added that an additional $400 million pot would be distributed statewide via the California Department of Education (CDE) to provide planning grants as new schools come online, which would likely involve a non-rigorous onboarding process rather than a complex application cycle. Member Ybarra urged district staff to ensure the district officially opts into this program when it becomes available, noting that eligible campuses like Leataata Floyd Elementary should be prioritized for expansion. She requested that staff provide specific data during the upcoming June 4th budget presentation regarding how the lower childcare COLA of 2.01% will impact the district's already tight preschool budgets. While she celebrated the fully funded paid pregnancy disability leave as a long-overdue victory for educators, she noted that framing mandate-tied funds as general COLA increases can obscure the true pressure of rising operational costs. Highlighting that 80% of the district's special education costs are currently encroaching on unrestricted funds, she emphasized that even with the state's proposed 46% base rate increase, federal and state support remains structurally inadequate. Regarding the one-time discretionary and learning recovery block grants, Member Ybarra cautioned against using these funds to restore past cuts, advocating instead that creative staff strategically deploy the $31 million and $5.3 million one-time allocations to cover expenses that currently drain the unrestricted general fund, thereby preserving district solvency.
Superintendent McArn and Interim Chief Business Officer Lisa Grant-Dawson validated Member Ybarra's fiscal approach, confirming that staff is preparing multi-year projections that balance these highly conditional, one-time, and ongoing revenue streams. They noted that because federal funding has declined while student needs and operational costs have risen, the strategy must focus on fiscal sustainability and maximizing existing resources rather than expanding programming.

Member Kayatta asked whether the proposed special education base rate increase is calculated using district-wide average daily attendance (ADA) or specifically by the number of students with an Individualized Education Program (IEP). He suggested that urban districts facing disproportionately high special education enrollment would benefit more from a per-IEP funding model and asked if there were advocacy avenues through organizations like the California School Boards Association (CSBA) to shift this formula. Ms. Aguinaldo explained that a per-IEP funding model might actually generate less overall revenue for the district compared to the total district-wide funded ADA model. She noted that using the "funded ADA" metric—which relies on a rolling three-year average—serves as a middle-ground compromise to buffer urban districts against immediate funding drops caused by post-pandemic declines in actual attendance. Superintendent McArn added that a per-ADA model also critical protects districts by funding early intervention resources for students who are currently being evaluated but do not yet have a formalized IEP count.

Member Singh recommended advocating for a tiered system where urban districts with special education percentages well above the state average receive supplemental funding on top of the

base ADA rate. He expressed frustration with the complexity of school finance and criticized the state's celebratory rhetoric, noting that public education remains structurally underfunded while local boards are forced to make painful budget cuts. He asked how the state's outstanding $3.9 billion Proposition 98 "settle" obligation would impact the district long-term if the Governor chose to direct those funds into a restricted state reserve rather than releasing them to schools. Ms. Aguinaldo replied that if the state puts the settle-up billions into a rainy day fund, it would provide zero budget relief to districts for the 2026–27 fiscal year. Alternatively, if the legislature successfully negotiates to free those funds into the discretionary block grant, it could boost funding by an estimated $644 per ADA, though the final distribution mechanism remains entirely dependent on upcoming legislative budget choices. Member Singh concluded by noting that it is incredibly difficult for the community and staff to hear about state budget surpluses and billions in "accessible" funds when those dollars are structurally restricted or withheld, leaving local boards in the hot seat to reduce vital student programming.

Member Benjamin requested clarification on the specific ADA and enrollment thresholds required to maximize the estimated "up to $20 million" in new LCFF revenue. Ms. Aguinaldo explained that the estimate is highly sensitive to local attendance rates, noting that while pre-pandemic statewide attendance averaged 95% to 96%, it dropped to 91% immediately following COVID-19, meaning a district with 1,000 enrolled students would only be funded for 910. Although statewide attendance rates are gradually recovering, local data will dictate the final total. Member Benjamin shared that district staff has already calculated these preliminary declines for the upcoming school year, determining that Sacramento City Unified's actual projected LCFF increase will be closer to $15 million. He concluded by noting that the district is currently waiting on the reapplication status of an attendance-improvement grant to ensure that vital student attendance tracking and outreach can continue.

12.2 Fiscal Solvency Plan Update (Cabinet Members)

Sacramento City Unified School District has exceeded its initial $67.7 million fiscal recovery target, achieving $96.6 million in cumulative savings through strategic fund sweeps, lower year-end spending, an approved state deferral waiver, and a negotiated agreement with SCTA to sweep an inactive medical billing balance. To preserve classroom resources and achieve $26.6 million in net savings, the district is executing a top-down reorganization of its central office (Serna Center) for the 2026–27 school year, eliminating 155 net positions. These reductions disproportionately impact leadership—including shrinking the Superintendent's Cabinet from six members to four and cutting various director and chief positions—with administrative units absorbing 48% of total cuts despite representing only 28% of the workforce. Leadership cautioned that operating with fewer staff just 11 weeks before the new school year will result in slower central office response times and narrower operational priorities, forcing the district to manage immediate next steps like finalized departmental budgets, optimized bus routes, and ongoing vacancies. This was an action item.

Public Comment:
Rebecca Stevens
Laurie Stevens
Stella Marez
Krista Mahoney
Steve Bruno
Jennifer Kretschman

Board Comment:

Member Ybarra expressed appreciation for the presentation's transparency but urged the district to critically reflect on repeating identical, harmful budget-cutting strategies year after year. She noted that despite board directives to keep cuts as far away from the classroom as possible, the proposed plan directly harms the district's youngest learners and lowest-paid workers. Member Ybarra emphasized that a truly transparent analysis would show overall employee compensation rather than flat percentages, adding that the district owes the employees currently in Transitional Kindergarten (TK) roles absolute clarity regarding what their positions will look like. She stated that reducing positions to fewer than four hours to cut health care benefits is structurally damaging, and vowed to continue forcing these uncomfortable conversations to lead the district toward better fiscal practices.

Member Benjamin strongly aligned with Member Ybarra's sentiments, stating that it is completely contradictory to cut TK instructional aides when the board previously agreed that the primary strategy for driving Average Daily Attendance (ADA) recovery relies on investing in early learners. He expressed deep confusion over the decision to target TK classrooms after promising the community that students would be shielded. Turning to slide nine, Member Benjamin requested clarification on whether the projected budget numbers included the $111 million advanced property tax cash flow.

Interim Chief Business Officer (CBO) Lisa Grant-Dawson clarified that the $111 million property tax advance is strictly a cash-flow stabilizer for July and does not resolve the structural budget deficit, which requires sustained revenue growth or an expenditure decline. She added that slide nine isolates the 2025–26 fiscal year, meaning it does not incorporate the new May Revision figures, which apply exclusively to the 2026–27 budget.

Member Singh sought specific operational details regarding the magnitude of the proposed cuts to early education staff, asking for the total number of impacted instructional aides, their current hours, and the proposed reductions.

Superintendent McArn responded that while she did not have the exact figures memorized, the district maintains a TK aide in every TK classroom, noting that the instructional day is 200 minutes and aides are currently scheduled for six hours per day.

Member Singh emphasized the necessity of balancing legal mandates with programmatic realities, stating that while the district must satisfy state staffing ratios, the community deserves a clear explanation of how these adjustments will function on the ground. He cautioned that entering into a state receivership would catastrophically worsen the conversation and diminish local control over student services.

Member Kayatta echoed his colleagues' concerns regarding the preservation of staff benefits, asserting that the district should never attempt to solve a structural budget deficit by converting full-time positions into part-time roles to strip healthcare coverage. He emphasized that the administration must balance three critical goals: maintaining employee full-time status, meeting structural budget obligations, and fulfilling legally mandated student service levels. Member Kayatta noted that while the 2025–26 structural modifications are beginning to materialize positively in the district's cash position, the 2026–27 outlook remains highly volatile. He supported utilizing aggressive, precise projections ahead of the Third Interim report, advising that if a state loan becomes a necessity to stabilize the district, it must be executed at the last possible moment to delay or prevent the far worse alternative of an outright state receivership.

Member Benjamin requested a follow-up on the financial profile of the 56 impacted TK aides, asking for their exact wage ranges and the minimum hourly threshold required to qualify for district healthcare benefits.

No action was taken by the Board.

12.3 Adopt Resolution 3585: Regarding Alternative to Proposed Decision of ALJ and Implementing Certificated/Preschool Layoffs (Jake Hansen)

Seth Eckstein presented an update on the preschool administrator layoff process initiated under Education Code Section 8303 following the board's February and March reduction approvals. Of the 93 certificated employees who originally requested a layoff hearing, 92 withdrew following negotiated settlements, leaving one preschool administrator who declined settlement. Because preschool layoff laws are a niche area of the education code that lacks the structural development of standard classified or certificated statutes, the district historically paired preschool processes with classified frameworks and proactively granted the employee a right to an Administrative Law Judge (ALJ) hearing on April 22nd. The ALJ's subsequent advisory decision validated that the district demonstrated a legitimate lack of work and funds and provided proper statutory notice, but interpreted the narrow statute as affording the administrator specific displacement ("bumping") rights, leading the ALJ to recommend a recision of the individual's layoff notice. Scott Donald clarified that the board holds final statutory authority to accept, reject, or amend the ALJ's non-binding advisory findings. Based on a legal analysis of the specialized education code section and the surrounding structural changes, Scott Donald formally recommended that the board vote to reject the ALJ's advisory decision to rescind the layoff. This was an action item.

Public Comment:
Dr. Angélle Carson

Board Comment:
Member Ybarra requested clarification regarding the district's legal representation costs for the hearing updates, emphasizing the importance of public transparency regarding expenditures. She noted that both litigation and advisory council are retained at significant expense to the district and highlighted the necessity of keeping the public accurately informed about fiscal outlays. Legal Counsel (Donald) offered an apology for the earlier remark, which Member Ybarra accepted.

Member Kayatta made a motion to approve Resolution No. 3585 Regarding Alternative to Proposed Decision of ALJ and Implementing Certificated/Preschool Layoffs with a second from Member Rhodes. The Board voted 6-1 with Member Ybarra voting "no".

12.4 Adopt Resolution 3586: Regarding Alternative to Proposed Decision of ALJ and Implementing Classified Layoffs (Jake Hansen)

Seth Eckstein presented an update regarding the classified layoff process, noting that the board previously approved the elimination of 567 Full-Time Equivalent (FTE) classified positions. Of those, 102 employees requested a statutory hearing, which was conducted before an Administrative Law Judge (ALJ) on April 16th and 17th to evaluate the district's justification regarding lack of work or funds, notice delivery, seniority tracking, and displacement ("bumping") procedures. The ALJ's advisory order validated that the layoffs were necessitated by a legitimate lack of work and funds; however, the judge excluded the district's evidence and testimony concerning statutory

notices and seniority mapping, leading to an advisory recommendation to rescind the layoffs for the 102 employees. Scott Donald provided an analysis of the administrative hearing transcripts and evidence, explicitly identifying critical errors in the ALJ's advisory decision. Donald highlighted that the ALJ incorrectly determined that the district's primary witness lacked personal knowledge regarding notice delivery, an assertion directly contradicted under oath by the witness's own transcribed testimony and corroborated by the fact that the affected employees received notices in time to request hearings. Furthermore, counsel noted that the ALJ erroneously applied a rigid, standard court-of-law evidentiary framework to an administrative hearing, which by law is governed by relaxed admissibility standards. Because the ALJ's decision to recommend recision was legally unsupported by the factual record, counsel recommended that the board reject the advisory findings and adopt Resolution No. 3586 to move forward with the necessary classified structural reductions. This was an action item.

Public Comment:
Ana Rios-Andrade
Gretchen Viglione
Jason Cook-Harvey
Tiffany Colasanti
Steve Bruno

Board Comment:
Member Kayatta asked the Superintendent to confirm whether the district maintains the legal authority to rescind layoff notices on an individual, case-by-case basis if positions are later reinstated, even if the board votes to proceed with the resolution today. He cautioned his colleagues against making extensive comments that could complicate the formal record and expose the district to additional legal liability, noting that affected individuals have further statutory legal avenues available. Turning back to the legal team, he requested a brief summary of the specific errors of fact or law identified in the Administrative Law Judge's decision, and asked district staff to provide the exact budget impact of the 102 positions in question. He expressed frustration at receiving a broad estimate rather than a firm financial figure.

Superintendent McArn confirmed that layoff notices can absolutely be rescinded at any time moving forward if the district chooses to reinstate a position.

Scott Donald reiterated that the ALJ made an incorrect legal determination regarding the district's witness, failing to acknowledge that the witness established proper firsthand knowledge, answered all foundational questions under oath, and was integral to the notice process. He noted that the ALJ's decision contained unsupportable findings regarding counsel that were completely unrefuted by the evidence, especially given that the employees explicitly acknowledged receiving notifications by appearing at the proceedings. He added that because the individuals were unrepresented, the notice verification process became unnecessarily elongated and burdensome for both sides, and that the judge permitted extensive testimony that bore no relevance to notice or seniority parameters.

Interim Chief Business Officer Lisa Grant-Dawson stated that the total compensation for the array of positions tied to the 102 employees is approximately $12 million to $15 million, confirming that these figures are already incorporated into the current reorganization charts and fiscal solvency plan.

Member Ybarra sought clarification from litigation counsel regarding the preparation of the district's witness prior to the hearing, noting that the human resources department is currently

navigating a complex transitional period following leadership changes under a previous administration. She expressed dissatisfaction with the legal team's framing of the hearing outcomes. Member Ybarra concluded by expressing exhaustion over navigating a prolonged fiscal crisis with incomplete information, noting that the options presented did not provide a clear, comprehensive path toward stabilizing next year's budget.

Donald apologized for any misunderstanding, clarifying that his remarks were intended to defend the district's witness rather than criticize him. He emphasized that the witness successfully laid the proper evidentiary foundation and answered all questions, but that the ALJ chose to reject the testimony anyway, meaning the error rested entirely with the judge's determination rather than the employee's performance.

Member Kayatta made a motion to approve staff's recommended action of approving Resolution No. 3586 with a second from Member Rhodes. The Board voted 4-2 with President Jeane and Member Benjamin voting "no".

13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS Receive Information

13.1 Business and Financial Information: Enrollment and Attendance Report, Month 7, Ending Friday, March 13, 2026 (Lisa Grant-Dawson)

Public Comment:
Steve Bruno

14.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *May 27, 2026, 5:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Rooms, Special Board of Education Meeting*
- ✓ *June 4, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *June 18, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

15.0 ADJOURNMENT

The meeting adjourned at 11:23 p.m.

_____

Cancy McArn, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education relating to an open session item will be available for public inspection at the Serna Center, at 5735 47th Avenue, Sacramento, during normal business hours or on the District's website at www.scusd.edu.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1i

Meeting Date: June 18, 2026

Subject: Approve 2026-27 School Plan for Student Achievement

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: State and Federal Programs Office

Recommendation: Approve the 2026-27 School Plans for Student Achievement (SPSA)

Background/Rationale: Each school participating in state and federally funded programs, per the Consolidated Application (ConApp), is required to develop or update its SPSA on an annual basis. The SPSA is a plan of actions to raise the academic performance of all students. The plan also addresses funding and proposed expenditures related to state and federal categorical programs.

Financial Considerations: Site plans outline goals and actions that will be supported with state and federal funds, as allocated to each respective site, and evaluated for effectiveness.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; growth toward mastering English language arts and mathematics

Documents Attached:

1. Copies of the SPSAs are available for review on our District website.

Estimated Time of Presentation:
Submitted by: Mary HardinYoung, Deputy Superintendent, Kelley Odipo, Ed.D., State and Federal Programs Director
Approved by: Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1j

Meeting Date: June 18, 2026

Subject: Approve Labor Partner Agreements

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Human Resources Services

Recommendation: The recommendation is to approve Labor Partner Agreements.

Background/Rationale: The District has an immediate need to ensure there is no disruption to services provided to students. The District has worked with the SCTA, SEIU, and UPE to ensure we are recruiting staff to reduce the use of outside agencies to meet the needs of students.

Financial Considerations: The District will continue to work to recruit and retain employees in the areas of need identified in the MOU.

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached: Labor Partner Agreement

1. Temporary Use of Outside Contractors to fill vacancies in the position of Health Aide, who provide direct care support to students with identified health conditions.

Estimated Time of Presentation: N/A

Submitted by: Dan Schallock, Director II, Employee Relations

Approved by: Cancy McArn, Superintendent

Memorandum of Understanding
Between
Sacramento City Unified School District (SCUSD)
&
Service Employees International Union Local 1021 (SEIU)

Temporary Use of Outside Contractors to fill vacancies in the position of Health Aide who provide direct care support to students with identified health conditions.

May 29, 2026

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District ("District" or "SCUSD") and the Service Employees International Union local 1021 ("SEIU"), collectively "the Parties," regarding utilizing the services of outside contractors to fill vacant Health Aide I and Health Aide III (LVN) positions, to provide direct care services to students with those services identified in their IEP or their 504. The Parties hereby agree as follows:

1) For a period of 213 days, starting on July 1, 2026, and through June 30, 2027, the District may utilize the services of outside contractors to fill 40.71875 FTE in the position of Health Aide.

    a) Currently, the District has:

        i) 72 total positions, 65.875 FTE allocated in the positions of Health Aide I and Health Aide III.

        ii) 24.25 FTE are currently filled, and

        iii) 41.625 FTE are currently vacant

2) The District will continue to actively recruit for the vacancies in the position of Health Aide I and Health Aide III and anticipates the number of vacancies to decrease over time. The District will proportionately reduce the use of contracted services as new positions are filled.

3) The total, up-to amount for these combined contracted services will not exceed $4,195,800 **This total is calculated from the following:**

- *41.625 vacant FTE x8 hours/day = 333 service hours per day.*
- *333 Health Aide service hours per day x $70/hour (highest agency rate) = ($23,310 / per day)*
- *$23,310 x 180 academic calendar days = $4,195,800 for the 2026-2027 school year.*

4) Vendors for the contract will be selected from those listed in Appendix A listed below. If the Vendors listed in Appendix A are unable to provide the required staff, the Parties agree to meet to discuss alternatives.

5) The Parties agree to meet by March 15, 2027, to review the Health Aide I and Health Aide III (LVN) vacancies at that time and determine whether there is a continued need to utilize the services of outside contractors to fill those vacancies and to ensure that students receive direct care service. Any new agreement reached between the Parties will be memorialized in writing or through electronic communication.

6) At the request of SEIU, the Parties agree to meet and discuss ongoing Health Services staffing needs. These meetings can take place up to once a month and be held during the Problem Solving/Liaison Committee meetings scheduled by the Parties

7) In the event that student's 504 or IEP necessitates utilizing the services of outside contractors beyond the number specified in Paragraph 1 above, the Parties agree to meet and discuss additional student needs. Any new agreement reached between the parties will be memorialized in writing or through electronic communication.

8) This MOU is limited to only using outside contractors to fill Health Aide I and Health Aide III (LVN) vacancies, for the term specified herein or any term subsequently agreed to in writing by the Parties.

9) This MOU is a non-precedent setting and shall automatically terminate on June 30, 2027 unless extended by mutual written agreement of the Parties.

Appendix A: Health Aide I and Health Aide III Vendor List

1. 125900 {ACTION SUPPORTIVE CARE SERVICE}
2. 108282 {AMERGIS HEALTHCARE STAFFING}

For the District:

Director of Employee Relations
Dan Schallock

Date: 6/9/26

For SEIU:

President
Karla Faucett

Date: 6/9/26

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1k

Meeting Date: June 18, 2026

Subject: Approve Job Descriptions

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Human Resources Services

Recommendation: The recommendation is to approve new and/or revised job descriptions.

Background/Rationale: In alignment with the reorganization of the District's central office, the job descriptions below have been revised to meet the District's fiscal and organizational needs. These updates reflect current realignment, responsibilities and operational needs, and have gone through the appropriate internal district steps and processes.

Financial Considerations: The job description/s below have gone through an internal District review process that includes approval by Business Services, Cabinet, and Human Resources.

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached: Job Descriptions:

Revised Job Description:

• Administrator, Early Learning & Care	Early Learning & Care
• Administrator, Special Education Services and Inclusion	Special Education
• Human Resource Services Recruitment & Technology Analyst	Human Resource Services
• Manager III, Information Systems	Technology Services
• Supervisor II, Multi-Site	Nutrition Services
• Supervisor I, Safety Officer	Office of Safe Schools

Estimated Time of Presentation: N/A

Submitted by: Dan Schallock, Director II Employee Relations

Approved by: Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Administrator, Early Learning and Care	**CLASSIFICATION:**	Certificated Management (UPE)
SERIES:	None	**FLSA:**	Exempt
JOB CLASS CODE:	TBD	**WORK YEAR:**	12 Months
DEPARTMENT:	Early Learning Care	**SALARY:**	Range 58 Salary Schedule B
REPORTS TO:	Assigned Supervisor	**BOARD APPROVAL:** **HR APPROVAL:**	TBD, 09-21-06 6-4-2026, 01-19-11

BASIC FUNCTION:

Plan, organize, coordinate, supervise, and support the development and implementation of Early Learning & Care Programs.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Provide leadership to the Child Development Program staff, define and clarify educational objectives, and stimulate high levels of job performance; assist teachers in maintaining the optimum learning environment for preschool children. **E**

Provide direct assistance to teachers on curriculum, instruction, assessment, and classroom management to ensure that every child will have high quality experiences to ensure success in school. **E**

Ensure that teachers focus their instruction on building children's language and literacy skills to support reading readiness. **E**

Assign, train, supervise, evaluate, and hold accountable the performance and professionalism of assigned certificated and classified staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions. **E**

Coordinate and provide professional learning opportunities for classified and certificated staff; conduct demonstration lessons and focused observations; and provide specific feedback to staff. **E**

Develop and implement plans for supporting student behavior; assist teachers with programs and problems relating to students and instruction; provide guidance to visiting central office staff regarding current problems and needs of the center. **E**

Identify and attempt to meet special needs of students, and initiate referrals as necessary; counsel with teachers, students, and parents, and provide other social services as required. **E**

Assist teachers in meeting federal/state standards and guidelines as required; maintain records, and prepare reports as required by program regulatory agencies. **E**

Ensure proper maintenance, operation, and safety in the center; obtain substitutes to serve in the absence of staff. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Work cooperatively with the principal and other district administrators in planning and implementing the child development. **E**

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; operate a computer. **E**

Attend meetings called by order of the Director of Early Learning & Care, Superintendent, or other administrator authorized to call meetings; serve on, as requested, school and district-wide committees and project teams; plan and conduct parent education meetings. **E**

Maintain enrollment at or near maximum capacity and is responsible for registration and orientation for students and parents; may be required to supervise more than one site and/or other aspect of the Early Learning & Care Program. **E**

Communicate and collaborate with other administrators, district personnel, outside organizations, parents, and community groups to coordinate activities and programs, resolve issues and conflicts, and exchange information; model district standards of ethics and professionalism. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree with specialized course work in the area of child development and/or liberal studies, and five years' experience teaching Early Childhood Programs and/or early elementary, preferably working in Head Start, State, Title I, and/or Bilingual, and experience in professional learning and leadership roles.

LICENSES AND OTHER REQUIREMENTS:

Administrative Services Credential or intern eligibility evidence required. Valid California driver's license, provide personal automobile, and proof of insurance; possession of a California teaching credential and/or Children's Center Supervision Permit required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Sound child development principles of early childhood education, Head Start performance standards, and/or State preschool standards.
- Current research-based effective practices on child development teaching strategies, curriculum, and classroom management techniques.
- Effective practices to support children with special needs.
- Culture, life styles, educational, and social needs of ethnic minority students and children of poverty.
- Licensing requirements.
- Community resources and programs that serve at-risk children and their families.
- Budget preparation and control.
- Applicable laws, codes, and regulations.
- School district organization, operations, policies, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Operation of a computer and related software.

ABILITY TO:

- Monitor and evaluate the quality of child development programs for students.
- Develop and conduct in-service training programs.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Communicate effectively, both orally and in writing.
- Communicate Licensing Title 22 requirements.
- Establish and maintain cooperative relationships with parents and community groups.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work to meet schedules and deadlines.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:
Office and school environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:
Make presentations, and exchange information in person and communicate on the telephone; operate a computer keyboard and other office productivity machinery ability to observe details at close range; ability to prepare a variety of financial and statistical documents, records and reports, perform essential job functions that involve working with digital information displayed on computer systems; remain stationary for extended periods of time; retrieve and store files; move light objects.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

(Former Classification: Coordinator, Child Development)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Administrator, Special Education Services and Inclusion	**CLASSIFICATION:**	Certificated Management, United Professional Educators (UPE)
SERIES:	None	**FLSA:**	Exempt
JOB CLASS CODE:	TBD	**WORK YEAR:**	12 Months
DEPARTMENT:	Special Education	**SALARY:**	Range 58 Salary Schedule B7
REPORTS TO:	Assigned Supervisor	**CABINET APPROVAL:** **HR APPROVAL:** **BOARD APPROVAL:**	6-1-2026 6-4-2026 TBD

BASIC FUNCTION: The Administrator provides strategic leadership, supervision, and oversight of various special education programs in the district to ensure the delivery of high-quality, compliant, and equitable services for students with disabilities. This role is responsible for advancing best practices in special education, strengthening inclusive service delivery models that support students in the Least Restrictive Environment (LRE), supporting families, overseeing contracted services, and managing budgets and fiscal resources for assigned service lines. The administrator works closely with school site leaders, program specialists, district administrators, legal counsel, and community partners to address complex student needs, ensure on-time IEPs, manage risk, and continuously improve outcomes for students with disabilities.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below E. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Leadership & Supervision

- Lead, supervise, and evaluate related service providers (Speech and Language Pathologists, Occupational Therapists, Psychologists, etc.) to ensure high-quality service delivery and professional growth. **E**
- Provide leadership to the program specialists in supporting IEP Teams and site leaders to institute effective practices and collaborate and problem solve with parents/guardians and families. **E**
- Define educational objectives and foster a culture of accountability, collaboration, and continuous improvement across all service teams. **E**
- Design and deliver professional learning and coaching focused on evidence-based, inclusive practices and district goals. **E**

Service Delivery & Student Outcomes

- Oversee the planning and delivery of related services and the Special Education Extended School Year (ESY) program, ensuring alignment with IEPs and student needs. **E**
- Build team capacity to implement service models that prioritize the Least Restrictive Environment (LRE) and successful transitions from restrictive settings. **E**
- Use data to monitor placement patterns, service effectiveness, and student outcomes to inform systemic changes. **E**

Compliance, Legal, & Risk Management

- Ensure on-time completion of IEPs, triennial evaluations, and accurate documentation of service minutes and procedural safeguards. **E**

- Provide consultation and facilitation for complex or contentious IEPs; collaborate with legal counsel on mediations, due process hearings, and settlement agreements. **E**
- Analyze compliance data to support school leaders in developing and implementing corrective action plans. **E**

Contracted Services & Fiscal Oversight

- Oversee contracted providers to ensure performance, productivity, and integration with district-operated programs. **E**
- Under the direction of the Director/Assistant Superintendent, develop and monitor budgets for related services, tracking expenditures and staffing costs to ensure fiscal sustainability. **E**
- Analyze service utilization and cost data to inform staffing and resource decisions. **E**

Placement & Specialized Support

- Oversee the placement and monitoring of students in Non-Public Schools (NPS) and County Office of Education programs, focusing on regular reviews and returns to district programs. **E**
- Support positive relationships with families by addressing concerns related to placement and service delivery through effective communication and procedural safeguards. **E**

Systems Collaboration

- Collaborate with district administrators, site leaders, and families to address complex student needs, improve student services, and align special education services with district-wide priorities. **E**
- Regularly assess service models and programs to ensure they remain equitable, defensible, and sustainable. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree in related field with a minimum of five (5) years of certificated experience; Masters degree preferred. Other professional experiences should include at least three (3) years of experience working in an administrative position and supervising special education programs on a school site or within the central office. Demonstrated experience leading related services teams and improving student outcomes. Experience overseeing contracted services, budgeting, and fiscal monitoring.

Preferred Experience:

- Prior experience providing services within the service line supervised (e.g., speech-language pathology, occupational therapy, behavior services, mental health, or similar related services).
- Experience leading multidisciplinary teams in a large or complex educational organization.
- Experience partnering closely with legal counsel and district leadership on compliance, LRE, and service delivery matters.

LICENSES AND OTHER REQUIREMENTS:
Hold a current Administrative Services and a valid Teacher Credential with an English Language Authorization from the State of California Commission on Teacher Credentialing. Hold a valid Education Specialist authorization or Education Specialist credential. Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Special education law, compliance requirements, and Least Restrictive Environment (LRE) requirements.
- Effective service delivery models and continuous improvement frameworks within an MTSS.
- Curriculum for Special Education Programs.

- Multicultural community and demographics.
- District educational goals, objectives, policies, procedures, and organization structure.
- Effective management principles, practices, and supervision techniques.
- Report writing and presentation.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Computer hardware and related software applications.

ABILITY TO:

- Monitor IEP timelines, support complex IEPs, and manage legal and high-risk cases.
- Strong collaboration, communication, and problem-solving skills.
- Demonstrate a strong belief in high academic achievement for all students and holds self and others accountable for results.
- Addresses issues of equity, race, disability, and bias in decision-making and promotes inclusive practices for all students.
- Develop, coordinate, and oversee Special Education programs aligned with the District's vision, mission, and a multi-tiered system of support (MTSS).
- Implement data-driven problem-solving and innovative instructional practices to improve outcomes for all students, including students with disabilities.
- Interpret and apply special education laws, policies, and procedures, and provides professional learning to ensure compliance and effective implementation.
- Build strong relationships with diverse stakeholders, communicates effectively with multiple audiences, and supervises and supports staff to achieve program goals.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:
Office and school site environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:
Make presentations, and exchange information in person and communicate on the telephone; operate a computer keyboard and other office productivity machinery ability to observe details at close range; ability to prepare a variety of financial and statistical documents, records and reports, perform essential job functions that involve working with digital information displayed on computer systems; remain stationary for extended periods of time; retrieve and store files; move light objects.

SAMPLE HAZARDS:
Occasional contact with dissatisfied or abusive individuals.

(Former Classification: Administrator of Teaching and Learning)

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Human Resource Services Recruitment & Technology Analyst	**CLASSIFICATION:**	Classified Confidential
SERIES:	None	**FLSA:**	Exempt
JOB CLASS CODE:	TBD	**WORK YEAR:**	12 Months
DEPARTMENT:	Human Resource Services	**SALARY:**	Range 63 Salary Schedule F
REPORTS TO:	Assigned Supervisor	**HR APPROVAL:**	TBD
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Under direction of the assigned Human Resources Administrator, the Human Resource Services (HRS) Recruitment & Technology Analyst will coordinate and perform a variety of highly responsible and professional personnel administration duties. The HRS Recruitment and Technology Analyst will require independent judgment and analysis for the smooth and efficient operation of Human Resource (HR) Services Department and oversee human resources technology projects from pre-inception to successful completion.

The Analyst will perform system analyses of human resources software programs, applications, and HR District web services; determine HR system efficiency and functionality by liaising with internal departments and end-users; ensure end-user proficiency with HR's new systems, programs, and applications across departments; and report and advise HR leadership on the efficiencies and performances of programs, applications, and technology advancements. The Analyst will work with HR leadership, project sponsors, stakeholders, and other participants while planning, organizing, providing communications; manage resources, timelines, and risks to bring about the successful completion of specific project goals and objectives; and understand the purpose and intent of District initiatives and the context within which they are deployed and leverage this knowledge to maximize outcomes and optimize efficiency.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Perform HR system analyses on software programs, applications, and HR District web services. **E**

Determine HR system efficiency and functionality by liaising with internal departments and end-users; report to HR leadership and obtain approval for system development projects. **E**

Efficiently maintain current and integrated HR new systems, programs, and applications with in collaboration with HR leadership, business operations, and stakeholders; work with HR staff developing and maintaining business processes. **E**

Coordinate with staff assigned to projects to ensure work is completed on time and within budget; ensure that project deliverables are of acceptable quality; and mitigate risks, bringing significant risks to the attention of HR leadership in a timely manner. **E**

Analyze and improve the performance of HR web-based District systems, portals, and support services. **E**

Ensure end-user proficiency with HR's new systems, programs, and applications across District school sites and departments. **E**

Report and advise HR leadership on the efficiencies and performances of programs, applications, and technology advancements. **E**

Provide leadership on project communication ensuring that project sponsor, stakeholders, members, vendors, and other related project staff are kept apprised of status, issues, and near term coordination of tasks and needs to keep the project on track. **E**

Make recommendations and provide advice to HR leadership over interpretation and application of provisions of labor agreements related to technology; ensure District compliance with laws, policies, and labor agreements. **E**

Provide all necessary documentation for the project, including meeting agendas and summaries, communication plans, project plans, action items, and status reports; disseminate project information to appropriate project stakeholders and team members. **E**

Monitor product licenses in collaboration with information services and compliance with IT industry regulations. **E** Ensuring that computer hardware remains compatible with system enhancements and updates; implement new system advancements. **E**

Work with the business sponsor(s), develop business cases, project charters, Requests for Proposals (RFPs), Requests for Information (RFIs), Requests for Quotations (RFQs), and other materials identifying the scope, purpose, budget, risks, and success criteria for the project, obtaining all necessary approvals. **E**

Organize and compile documents and coordinate activities related to data gathering, report preparation, special project assignments and human resource technologies. **E**

Gather and compile statistics and other data; research a variety of sources to provide reports including applicable legal provisions related to personnel and technology. **E**

Create, maintain, and share project work plan(s), timelines, Gantt charts, process maps, InformedK12 application, business process, website organization and updates, database development, Google documentation application to streamline processes, Hour-Zero system upkeep, complaint database development, and other artifacts which convey key project information such as milestones, tasks, responsibilities, and timeframes for successful completion of the project. **E**

Manage vendors and act as the primary point of contact within HR to ensure completion of project tasks within schedule and budget, including regular communications/meetings, compliance with statement of work, joint vendor project plan, and invoice reviews; brings significant vendor issues and concerns to business sponsor for appropriate resolution. **E**

Identify, recommend, and promote approaches, standards, practices and tools/resources supporting the effective and efficient execution of HR and District projects; provide leadership in all areas of the project including direction, meeting preparation, scheduling and facilitation, developing and adhering to the agenda, provide supporting documentation, and ensuring desired meeting outcomes. **E**

Provide oversight in documentation development and refinement of business requirements, business processes, and training materials. **E**

Research and analyze data utilizing computer database management programs, coordinate the collection and preparation of data through computer-generated reports required by District personnel, or state and federal agencies. **E**

Prepare extensive, frequent, detailed, and accurate bargaining unit reports; compose statistical and narrative reports independently; and assemble confidential and sensitive information related to human resource technologies. **E**

Prepare and store documents using standard office equipment and technology including computers, scanners, copiers, and electronic storage devices. **E**

Participate in training programs and activities inside the District and with outside agencies, as related to human resource technologies, to maintain current knowledge of human resource laws, court decisions, rules, regulations, and trends affecting both the private and public sector. **E**

Promote and support a culture of collaboration, accountability and active engagement to move the project forward, leverage resources, resolve issues, and reach consensus; support the goals and objectives of the District and the department. **E**

Recognize the importance of acknowledging milestones, successes, and group and individual contributions to ensure the team works in the most effective manner, consistent with the District's code of ethics. **E**

Lead and work with District improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to human resource technologies and the utilization of tools, resources, and services that support the District. **E**

Participate in the construction and revision of interview assessment forms; administer the interview and selection process; provide guidelines and direction to administrators regarding hiring practices; facilitate screening and interview panels; coordinate the examination process; and ensure security of all recruitment and selection materials and related information. **E**

Perform assigned duties for recruitment/retention, hiring, paper screening, interviewing, consulting with job applicants, reference checking, and preparing results of interviews. **E**

Conduct exit interviews, intention to return surveys, and maintain statistical data for use in developing effective recruitment strategies. **E**

Assist with coordination of classified, certificated, management, and non-represented staffing at sites and departments including the layoff/surplus process; develop staffing reports and information as requested. **E**

Perform related duties consistent with the scope and intent of the position.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: a bachelor's degree or an accredited certification in computer science, information technology, business administration, or related field. A minimum of six (6) years of experience in extensive technical business analysis or project management of large-scale business systems solutions, development, implementation, and maintenance. Preferred expertise performing complex projects and business systems in a K-12 environment and experience with various Project Management and Information Technology methodologies and industry-standard benchmarks and practices.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Project Management Professional (PMP) Certification preferred. Overall scores in computer software testing program preferred as follows:

Keyboarding	60 Correct WPM
Word	95% Overall Score
Excel	95% Overall Score

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Sound human resources terminology, policies, practices, and procedures.
- Functions of personnel and contract interpretation.
- Human Resource Services policies.
- Methods and processes of statistical analysis and data reporting.
- Operations, procedures, specific rules, and precedents of the department.
- Presentation, communication, and public speaking techniques.
- Technical aspects of field of specialty.
- Applicable sections of the State Education Code, other laws, rules, and regulations related to assigned activities.
- District organization, operations, policies, and procedures.
- Operation of a computer, related software, and standard office equipment.
- Paperless electronic filing systems.
- Research methods, and report writing and recordkeeping techniques.
- Correct oral and written usage of English, grammar, spelling, punctuation, vocabulary, and composition.
- Interpersonal skills using tact, patience, and courtesy.
- Proficiency with Microsoft Project, Word, Excel, PowerPoint, Visio, and software tools and resources supporting the execution of complex projects.
- Strong knowledge of the utilization and deployment of technology solutions including large-scale database-driven applications such as: enterprise resource (ERP) systems; web-based applications, instructional systems, InformedK12 application, business process, website organization, database development, Google application to streamline processes, Hour-Zero system, and cloud-based software and other applications used to support the instructional mission and operations of a K-12 school district.
- Database systems and data management.
- Computer software applications relevant to educational assessment and research.
- State and federal laws, regulations, and codes dealing with the reporting of educational programs.

ABILITY TO:

- Coordinate and perform the basic function of the position.
- Execute complex projects in a K-12 environment.
- Prepare and maintain statistical and other records and files.
- Compose correspondence and written materials independently.
- Prepare extensive, frequent, detailed, and accurate bargaining unit reports, and assemble confidential and sensitive information related to human resource technology efforts.
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change.

- Demonstrate strong verbal, written, and graphical communication skills: interpersonally, in consultative and facilitative roles, and as a presenter.
- Produce reports and recommendations that are evidence-based and compliant.
- Create and maintain strong relationships interdepartmentally to advance the District's mission and ensure positive outcomes.
- Coordinate logistics as well as ability to be flexible and problem-solve.
- Operate a computer, related software, and standard office equipment.
- Research, analyze, compile, and verify data, and prepare reports.
- Exercise analytical and independent judgment.
- Analyze situations accurately, and adopt an effective course of action.
- Work confidentially with discretion, and complete work with many interruptions.
- Communicate effectively, both orally and in writing.
- Work in a team environment; organize, coordinate, and oversee team activities.
- Lift light objects according to safety regulations.
- Meet state and District standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:
Office environment; drive a vehicle to conduct work; constant interruptions.

SAMPLE PHYSICAL ABILITIES:
Sit or stand for extended periods of time; reach overhead, above the shoulders and horizontally, bend at the waist, and kneel or crouching to retrieve files from cabinets and shelves; hear and speak to exchange information and make presentations; see to monitor various activities and read documents; lift light objects.

SAMPLE HAZARD:
Contact with dissatisfied or abusive individuals.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

NOTE: This job class has been designated "Confidential" by the Board of Education in accordance with the Rodda Act.

(Former Title: Human Resource Services Technology Analyst, CARES Act)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Manager, Information Systems	**CLASSIFICATION:**	Non-Represented Management, Classified
SERIES:	Manager III	**FLSA:**	Exempt
JOB CLASS CODE:	TBD	**WORK YEAR:**	12 Months
DEPARTMENT:	Assigned Location	**SALARY:**	Range 13 Salary Schedule A
REPORTS TO:	Assigned Supervisor	**CABINET APPROVAL:** **HR APPROVAL:** **BOARD APPROVAL:**	 6-4-2026 6-8-2026 TBD

BASIC FUNCTION:
Under the direction of the Assigned Supervisor. the Manager, Information Systems, plans, organizes, coordinates, and supervises the District's student information systems (SIS), enterprise resource planning (ERP), and enterprise application portfolio. This position provides leadership for the administration, integrity, and continuous improvement of District data systems; ensures accurate and timely state and federal data reporting including CALPADS; oversees application support, vendor relationships, and system integrations; and serves as the District's operational lead for data governance and compliance. The Manager III, Information Systems works collaboratively with Technology Leadership and the Technology Operations team, and cross-functional District departments to align information systems with District priorities and legal obligations.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Plan, organize, direct, and oversee the administration, operation, and maintenance of the District's student information systems (SIS), enterprise resource planning (ERP) systems, and related enterprise application platforms. **E**

Oversee the accurate and timely preparation and transmission of data files for state and federally mandated reports; direct and manage the dissemination of student information to outside agencies and ensure the quality and integrity of information shared with external parties, in compliance with FERPA, CIPA, and applicable California Education Code. **E**

Supervise and evaluate assigned Information Systems staff, provide coaching, mentoring, and professional development to sustain a high-performing team. **E**

Coordinate, inform, and manage the development, implementation, and communication of District student achievement and educational planning data, including state reporting systems (CALPADS, CBEDS) and federal reporting (Civil Rights Data Collection). **E**

Serve as the District's operational lead for data governance; develop and implement change management procedures for SIS, ERP, and data information systems to maintain data integrity, security, and regulatory compliance. **E**

Manage all support, development, and training related to the District's SIS, ERP, and enterprise applications; provide or coordinate technical assistance for end users across departments and school sites. **E**

Coordinate with database staff and serve as a documented backup for critical database functions, including the ability to write and execute SQL queries to support CALPADS reporting, SIS data integrity checks, and ad hoc data requests; ensure continuity of database operations in the absence of the database staff. **E**

Oversee the facilitation and data processing required for state and local reporting mandates, including the Local Control Funding Formula (LCFF), ADA reporting, and special education data submissions. **E**

Coordinate with District departments and divisions to develop integration solutions between SIS, ERP, and other enterprise systems; manage data flows, APIs, and interoperability across the application portfolio. **E**

Monitor and support compliance with data reporting requirements for external contracts, state and federal agencies, and internal governance systems; assist with internal and external research, data analysis, and public records requests. **E**

Research, compile, generate, prepare, analyze, and review District data, correspondence, analytical studies, and reports related to Information Systems functions; write comprehensive reports and present findings to a wide range of audiences. **E**

Monitor the budget for Information Systems operations and make recommendations regarding expenditures, vendor contracts, licensing, and changes to SIS and ERP-related processes and policies. **E**

Research and keep well-informed about advancements in student information systems, ERP platforms, and data management practices; maintain a current understanding of changes in SIS capabilities, state reporting requirements, and data privacy regulations. **E**

Review all hardware and software requests related to the District's student information systems and enterprise applications; assist in developing and implementing the District technology plan as it relates to Information Systems. **E**

Serve as a resource and liaison for District leadership, school and District staff, advisory committees, and state and federal agencies on issues related to student data, CALPADS, ERP systems, and enterprise application functions. **E**

Provide a positive climate of interaction and communication between Technology Services, district and school staff, families, and the community as related to Information Systems functions. **E**

Align SIS, ERP, and data system infrastructure, utilization, design, and practice to District norms, strategy, and vision; support the District's efforts to close student achievement gaps through accurate and timely data. **E**

Develop and create quality communications to a variety of stakeholders on Information Systems projects and District initiatives; maintain documentation and training materials for SIS, ERP, and enterprise application procedures. **E**

Other duties as assigned, reasonably related to the position.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: a bachelor's degree in information technology, computer science, business administration, data management, or a related field; a master's degree is preferred. A minimum of four (4) years of progressively responsible experience administering student information systems (SIS), enterprise resource planning (ERP) in a K–12 or comparably complex environment, including at least two (2) years in a lead or supervisory capacity. Experience with database systems, SQL querying, application server deployment and maintenance, and state data reporting (CALPADS preferred) is strongly preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Student information systems (SIS) and enterprise resource planning (ERP) in a school district environment.
- State and federal data reporting requirements, including CALPADS, CBEDS, Civil Rights Data Collection (CRDC), and Local Control Funding Formula (LCFF) data processes.
- Data privacy regulations and applicable law, including FERPA, CIPA, COPPA, and California Education Code provisions governing student data.
- Database systems and data management, including SQL query writing and relational database administration concepts.
- Application integration practices, including APIs, data exchange standards, and interoperability between enterprise systems.
- Change management practices for information systems implementation and upgrades.
- Budget preparation, resource planning, and cost-effective purchasing practices.
- District organization, operations, and educational equity priorities.
- Interpersonal skills using tact, patience, and courtesy.
- Effective communication techniques.
- Principles and practices of supervision, evaluation, and professional development.
- Use of reporting tools and data to support operational and strategic planning.
- California Education Code and state and federal laws, regulations, and codes dealing with the reporting of educational programs and student information.

ABILITY TO:

- Plan, organize, and manage District-wide student information systems (SIS), ERP, and enterprise application operations.
- Write and execute SQL queries to perform data integrity checks, support CALPADS reporting, and fulfill ad hoc data requests; serve as a documented backup to the Database Administrator.
- Oversee accurate and timely preparation of state and federal data submissions, including CALPADS, CBEDS, and CRDC.
- Coordinate cross-departmental data integrations and ensure SIS and ERP systems are aligned with District operational and reporting needs.
- Maintain a high standard of service and responsiveness to District staff, school administrators, and external stakeholders regarding Information Systems functions.
- Research, compile, analyze, and present data reports, analytical studies, and compliance documentation to District leadership and external agencies.

- Communicate clearly and effectively in both technical and non-technical terms.
- Interpret and apply applicable laws, policies, and procedures.
- Supervise, evaluate, and support assigned Information Systems personnel, including Applications Specialists and the Database Administrator.
- Work effectively with diverse school communities to support equity and inclusion goals.
- Meet schedules, deadlines, and professional expectations as outlined in District policies.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:
Office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:
Stationary for extended periods of time; operate a computer keyboard; retrieve and store files from cabinets and shelves; communicate to exchange information and make presentations; assure accuracy of financial and fiscal records and reports; move light objects.

SAMPLE HAZARDS:

Contact with dissatisfied or abusive individuals.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Supervisor, Multi-Site	**CLASSIFICATION:**	Classified Represented Supervisor (TCS)
SERIES:	Supervisor II	**FLSA:**	Non-Exempt
JOB CLASS CODE:	TBD	**WORK YEAR:**	10 Months or 12 Months
DEPARTMENT:	Nutrition Services	**SALARY:**	Range 16 Salary Schedule G
REPORTS TO:	Assigned Supervisor	**HR APPROVAL:** **HR REVISION:** **BOARD APPROVAL:**	11-10-25, 05-07-12 6-25-25, 08-26-16; 02-1-18 TBD

BASIC FUNCTION:

Multi-Site Supervisor's play a critical role in ensuring the consistent and efficient operation of meal service programs at multiple designated sites. Multi-Site Supervisors supervise, plan, organize, coordinate, and inspect the food service activities and daily operations of any combination of designated high school, middle school, and/or elementary school cafeteria, and non-public agency meal programs. The duties listed below require independent judgment and analysis on an ongoing basis.

DISTINGUISHING CHARACTERISTICS:
Multi-Site Supervisors oversee the daily food service activities at designated sites, supervise daily operations that include coordination of staffing, approve menu substitutions, transport product as needed, draft staff evaluations, monitor and oversee the daily food preparation ensuring compliance of Federal Meal Programs, and assist in the development of department planning, trainings, and strategic objectives.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Supervise, train, monitor, and evaluate the performance of Food Service Assistants, Food Service Leads and other assigned staff; may provide immediate employee feedback, assistance, and tools as needed; may participate in the interview and selection of new employees; and make recommendations concerning staffing. Support and develop assigned staff in collaboration with department leadership. **E**

Assist in the development of department menus, ensure timely meal distribution, proper portioning, adherence to nutritional guidelines, and compliance with federal and state meal program regulations. Assist in the quality and cost control of the Nutrition Services Program in accordance with federal and state regulations, guidelines, and procedures, as well as department policy. **E**

Participate in meetings, classes, workshops, and training sessions to enhance and develop leadership skills. **E**

Monitor site inventory and supplies; reconcile discrepancies, and coordinate storage, supplies, and deliveries with Nutrition leadership at the Central Kitchen. **E**

Identify training and development needs, and conduct training with assigned staff at sites. **E**

Prepare, review, and maintain a variety of reports and records including, but not limited to, daily and monthly reports, United States Department of Agriculture (USDA) and California Department of Education (CDE) guidelines, health inspections, and conduct monitoring and ensure compliance through meal observations. . **E**

Serve as a liaison for Nutrition Services in establishing positive relations with students, school staff, the community, and other nutrition services programs. **E**

Partner with assigned supervisor regarding program needs and conditions; jointly develop creative strategies and methods to create a successful program. **E**

Monitor department operations at designated sites to ensure compliance with federal, state, and local laws, rules, and regulations; ensure all related documentation is completed accurately and in a timely manner. **E**

Operate a computer to maintain records and provide reports. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Provide excellent customer service by establishing positive relationships with district personnel, vendors, representatives from external organizations and others; respond to phone calls, e-mails, letters, and other communications. **E**

Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals and objectives of the district and division; attend supervisor meetings. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: graduation from high school, and three years of increasingly responsible food service experience equivalent to a Food Service Lead in a school food service program or beyond experience in a large school district, and/or any combination of education/supervisor/management experience in larger institutional food services, restaurant and hospitality, or other high-volume food service experience would suffice in lieu of large school district experience. Coursework in Nutrition, Culinary Arts, Food Management, and/or a related field preferred.

Note: In-district employees must obtain a General Educational Development (GED) certificate within one year of placement in position.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license, and provide ability to be insured; employee entrance evaluation (lifting test); current ServSafe Certificate issued by the National Restaurant Association Educational Foundation or other food safety certification recognized by the California Uniform Retail Food Facilities Law.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Principles and practices of supervision, training, evaluation, and leadership.
- Planning, organization, and operation of a large, multi-site school food service program.
- State and federal child nutrition program regulations and procedures.
- Applicable laws, rules, regulations, and standards related to assigned activities.
- Basic budget preparation, control, and recordkeeping.
- Operation of a computer, related software, and standard office equipment.
- Interpersonal skills using tact, patience, and courtesy.
- Safe working methods and procedures.
- Food safety and sanitation practices.
- Quantity food preparation, menu design, and progressive cooking techniques.
- Hazards, health and safety regulations, and standards related to job duties.

ABILITY TO:

- Perform the basic function of the position.
- Meet the requirements and perform the duties of a Food Service Lead position classification.

- Supervise, train, monitor, and evaluate the performance of assigned staff.
- Prioritize, schedule, and assign work to meet timelines.
- Perform mathematical computations quickly and accurately.
- Operate and demonstrate the use of standard food service equipment.
- Operate a computer, related software, and standard office equipment to maintain records and prepare reports.
- Communicate effectively, both orally and in writing.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities related to work.
- Establish and maintain cooperative working relationships with others.
- Analyze situations accurately, and adopt an effective course of action.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Understand and follow oral and written directions.
- Lift, carry, push, or pull moderately heavy objects.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:
Food service environment; subject to heat from ovens, cold from walk-in refrigerators and freezers; noise from equipment operation; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:
Lift, carry, push, or pull moderately heavy objects; stand and walk for extended periods of time; dexterity of hands and fingers to operate kitchen equipment and a computer; carry, push, or pull food trays, carts, materials, and supplies; reach overhead, above the shoulders, and horizontally; see to monitor activities, view a computer monitor, and assure proper quantities of food; bend at the waist and knees to retrieve objects and equipment.

SAMPLE HAZARDS:
Occasional contact with dissatisfied individuals; exposure to very hot foods, equipment, and metal objects; subject to burns from hot water, cooking, steam, and warmers; exposure to sharp knives and slicers; exposure to fumes from gas ovens and oven cleaners, sanitation cleaning agents, and pesticides; exposure to loud noises; slips and falls due to wet floors; repetitive hand and shoulder movement; standing on cement floors for extended periods of time; eye strain from detailed paperwork and computer use.

(Former Classifications: Site Supervisor I, Site Supervisor II, Site Supervisor III, Multi-Site Supervisor*)*

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Safety Officer	**CLASSIFICATION:**	Classified Non-Represented Supervisor
SERIES:	Supervisor I	**FLSA:**	Exempt
JOB CLASS CODE:	9826	**WORK YEAR:**	12 Months
DEPARTMENT:	Office of Safe Schools	**SALARY:**	Range 13 Salary Schedule G2
REPORTS TO:	Assigned Supervisor	**BOARD APPROVAL:**	TBD
		HR APPROVAL:	TBD, 4-5-2022
		CABINET APPROVAL:	TBD, 3-8-2022

BASIC FUNCTION:

Supervise, plan, organize, coordinate, and direct resources at district sites; requiring independent judgment and analysis; assure the safety and security of district personnel and students. Follow-up and investigate incidents and crimes; assure protective services are provided to district sites. Oversee and coordinate the responsibilities of staff and safety team members according to the intervention/prevention strategy to address safety concerns. Develop and foster positive working relationships with local law enforcement and stakeholders.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Supervise, intervene and prevent incidents that threaten the safety of our students and staff. **E**

Work professionally, under the direction of the Office of Safe Schools and in collaboration with site administration, staff, and community stakeholders. **E**

Carry the out functions associated with safe ingress and egress of students, monitor, observe and communicate safety concerns. **E**

Analyze, document and acquire the necessary resources in emergency situations. **E**

Operate district camera system and other tools and resources for the surveillance and detection of violence and crime associated with our students and school sites. **E**

Identify and coordinate security initiatives and standards across the district consistent with the strategic plan. **E**

Develop and implement security methods, processes, and procedures at district sites; review and evaluate security activities to assure compliance with established policies and procedures. **E**

Guide the development and continued enhancement of school safety and security planning by providing technical expertise regarding safety and security measures within and between various district departments and staff. **E**

Collaborate and facilitate crime prevention programs, and implement techniques to deter criminal or delinquent activities. **E**

Inspection and monitoring of school campuses; develop and implement security solutions; conduct routine inspections of physical security equipment to ensure correct function (i.e., security cameras, alarms, and doors). **E**

Advise the Director of Safe Schools on all matters related to district safety and security including, but not limited to, emergency operations and response, assess needs and make data informed recommendations, or any other identified trend or problem requiring corrective action. **E**

Assist school administrators in emergency crisis planning and safety matters; provide training for school personnel in handling crisis situations which may arise at the school in accordance with the Ed Code as related to Comprehensive School Safety Plan. **E**

Respond to calls for safety and security, during emergency and disaster situations at district sites; address immediate safety concerns; act as an after-hours, district contact person for local law enforcement and other emergency responders when necessary: as a part of a command/tactical team during crisis response. **E**

Maintain relationships, and coordinate efforts and district resources with outside law enforcement agencies; serve as a liaison between parents, students, district personnel, law enforcement agencies, and the community; communicate and/or receive information regarding situations that may affect safety and/or security within the school environment. **E**

Address safety concerns directed at school site security personnel from district staff, parents, students, and members of the community; initiate effective and timely response to incidents; conduct investigations; investigate allegations of criminal incidents; implement preventive measures to prevent incidents; enforce laws, rules, policies, and regulations as appropriate. **E**

Perform special assignments as directed by assigned supervisor, such as, but not limited to, responding to a particular school site where there is student unrest or potential problems with parents or community members; deliver legal documents and letters from the district offices to employees and other citizens. **E**

Prepare and maintain a variety of records and reports related to security operations, incidents, personnel, equipment, and assigned activities to provide written support and/or convey information; testify in court proceedings to provide information and documentation of illegal activity or other incident. **E**

Operate a computer and other office equipment as assigned; operate a two-way radio; operate tactical security equipment; drive a vehicle to conduct work. **E**

Represent the district on committees, task forces, and ad hoc groups as required to coordinate functions of assigned areas of responsibility; attend school and community functions and events as a district security representative as required. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: high school diploma, two years as school campus monitor, knowledge and/or experience in police science, investigative techniques, community engagement, prevention and intervention, crisis response, or working with parents and school-age students in a multicultural setting is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Successfully pass an employee entrance evaluation (lifting test). Acquire and maintain a valid First Aid and CPR Certificate within six months of employment. Must be available for evening and weekend student supervision.
Required to acquire and appropriately apply tools associated with behavioral management and control, as identified and approved by the district. The incumbent, when appointed must successfully complete required training and pertinent job-related training as assigned/prescribed by the Education Code Section.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Planning and organization of safety and security activities, programs, and operations.
- Security and investigative procedures, equipment, and techniques.
- Emergency preparedness programs.
- Crowd and campus control procedures.
- Ability to physically intervene in an altercation.
- Operation of a two-way radio system and tactical security equipment.
- Student behavior and techniques for supervising students.
- Applicable sections of the California Education Code, Penal Code, and school and district policies, rules, regulations, and procedures concerning campus control, security, and appropriate student behavior.
- District organization, operations, policies, and objectives.
- Research methods, report writing techniques, and record-keeping techniques.
- Presentation, communication, and public speaking techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Reading and writing English communication skills.
- Interpersonal skills sufficient to deal with normal and possible confrontational situations.
- Knowledge of basic California Education and Penal Codes.
- Operation of a computer, related software, and standard office equipment.
- Principles and practices of effective supervision.
- Basic first aid and safety practices.
- Health and safety regulations.

ABILITY TO:

- Supervise, plan, organize, coordinate, and direct safety services at district sites requiring independent judgment and analysis.
- Coordinate with Security Services to supervise, plan, organize, coordinate, and monitor the safety and security of district personnel and students.
- Diffuse situations calmly and with confidence.
- Operate a two-way radio system and tactical security equipment.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Exercise strict confidentiality of campus, law enforcement and student issues.
- Investigate safety concerns and assess threat credibility.
- Administer the concepts associated with restorative practices.
- Oversee and administer tactical plans, train, mentor, evaluate, and direct resources toward a strategy for intervention and prevention against safety threats.
- Maintain statistical records, and prepare comprehensive statistical reports, analyses, and recommendations. Write clear and concise descriptive reports of problems, students, or situations that required investigation and

intervention.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Understand and follow oral and written directions, procedures, functions, and limitations of assigned duties.
- Operate a computer, related software, and standard office equipment.
- Establish and maintain effective professional relationships with a diverse group of individuals, both internal and external.
- Analyze situations accurately, and make good decisions under stressful situations
- Compose correspondence and written materials independently.
- Utilize effective leadership skills that work well in a team setting.
- Acquire and maintain related certifications.
- Perform evening and weekend student supervision services as necessary
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:
Outdoor and indoor school site environment; drive a vehicle to conduct work; subject to seasonal hot and cold or adverse weather conditions; constant interruptions.

SAMPLE PHYSICAL ABILITIES:
Hear and speak to exchange information, make presentations, and hear conversations and other sounds that could cause a potential hazard or disturbance; see near and far with enough visual acuity to recognize a potential hazard or disturbance; walk or stand for extended periods of time; climb stairs and ramps; break up fights, and move in a swift manner to intervene in situations; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files and supplies.

SAMPLE HAZARDS:
Exposure to verbal abuse and harassment; potential physical hazards involved in intervening in anti-social, illegal, and violent behavior; possible intervention of fights and confrontations; driving in congested traffic and school zones.

HEALTH BENEFITS: District pays a portion of the employee's health benefits with District-offered plans.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1I

Meeting Date: June 18, 2026

Subject: Approve Salary Schedules

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Human Resources Services

Recommendation: Approve 2025/2026 Salary Schedule, updated June 9, 2026: TCS
Background/Rationale: The District has a need to ensure salary schedules are updated, as needed, to align with job descriptions in order to meet evolving district needs. Given the creation of additional and revised job descriptions, the associated salary schedules have been updated to incorporate revised salary rates and position classifications.

Financial Considerations: N/A

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached:

Salary Schedules:

- **TCS** – Updated the salary schedule to reflect the revised compensation range for Multi-Site Supervisors.

Estimated Time of Presentation: N/A

Submitted by: Dan Schallock, Director II, Employee Relations

Approved by: Cancy McArn, Superintendent

Teamsters Classified Supervisors (TCS)

Placement of Classes on Ranges

2024-25 School Year

(Effective July 1, 2024)

Job Class Code	Salary Range	Series	Position Classification Title
tbd	16	--	Multi-Site Supervisor
9866	21	Supervisor IV	Warehouse
1660			Vehicle Maintenance
9750	22	Supervisor IV	District Grounds
1460			Electrical
9758			Facilities Maintenance Glazier
9853			Industrial Food Production Equipment Contractor
0481			Hazardous Materials
0449			HVAC and Refrigeration
1412			Painter
1418			Printing
1480			Plumber
9906	23	Supervisor IV	Electronics, Access Control, Locksmith and Fire Alarm
9907			Carpenter, Roofing, and Welding
1461	24	--	Transportation Fleet Specialist §

§ Exempt from overtime.

Revisions and Updates:

• 1598 Multi-Site Supervisor, (Range 9) Classification reclassified to tbd Multi-Site Supervisor, (Range 16), as of 7/1/2024.

• 0445 Supervisor IV, Carpenter (Range 22) Classification reclassified to 9907 Supervisor IV, Carpenter, Roofing, and Welding (Range 23), as of 7/1/2024.

• 1470 Supervisor IV, Electronics (Range 22) Classification reclassified to 9906 Supervisor IV, Electronics, Access Control, Locksmith and Fire Alarm (Range 23), as of 7/1/2024.

Longevity Steps: Commencing with the 2023-24 school year, TCS members will be eligible for longevity steps at the following years:

10 years of service = 3% of employee's base salary
16 years of service = 4.5% of employee's base salary
19 years of service = 6% of employee's base salary
22 years of service = 7.5% of employee's base salary
25 years of service = 9% of employee's base salary
30 years of service = 10.5% of employee's base salary

Effective 7/1/2024, 2% Increase Applied.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Salary Schedule for Teamsters Classified Supervisors (TCS)

2024-25 School Year, 10 Months - Multi-Site Supervisor, 207 Days (199 Days + 8 SBE Waiver Days)

(Effective July 1, 2024)

SALARY	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5		STEP 6	
RANGE	Month	Hour	Month	Hour	Month	Hour	Month	Hour	Month	Hour	Month	Hour
9	$5,510	$36.60	$5,714	$37.95	$5,940	$39.45	$6,164	$40.94	$6,407	$42.56	$6,660	$44.24
10	$5,297	$35.19	$5,496	$36.51	$5,709	$37.92	$5,929	$39.38	$6,162	$40.93	$6,404	$42.54
11	$5,393	$35.82	$5,606	$37.24	$5,817	$38.64	$6,047	$40.17	$6,285	$41.74	$6,537	$43.42
12	$5,502	$36.54	$5,712	$37.94	$5,937	$39.43	$6,164	$40.94	$6,410	$42.57	$6,666	$44.28
13	$5,607	$37.24	$5,819	$38.65	$6,048	$40.17	$6,288	$41.77	$6,540	$43.44	$6,803	$45.19
14	$5,713	$37.94	$5,938	$39.44	$6,166	$40.95	$6,415	$42.61	$6,669	$44.30	$6,938	$46.09
15	$5,824	$38.69	$6,050	$40.19	$6,289	$41.78	$6,543	$43.46	$6,806	$45.21	$7,083	$47.05
16	$5,940	$39.46	$6,167	$40.97	$6,417	$42.62	$6,671	$44.31	$6,947	$46.14	$7,226	$47.99
17	$6,059	$40.24	$6,294	$41.81	$6,545	$43.47	$6,808	$45.22	$7,084	$47.05	$7,373	$48.97
18	$6,170	$40.98	$6,419	$42.64	$6,674	$44.33	$6,948	$46.15	$7,229	$48.02	$7,528	$50.00
19	$6,297	$41.83	$6,547	$43.48	$6,810	$45.23	$7,087	$47.07	$7,380	$49.02	$7,681	$51.02
20	$6,422	$42.66	$6,680	$44.37	$6,949	$46.16	$7,234	$48.05	$7,533	$50.04	$7,848	$52.13
21	$6,683	$44.39	$6,952	$46.18	$7,237	$48.07	$7,535	$50.05	$7,849	$52.13	$8,177	$54.31
22	$7,083	$47.05	$7,370	$48.96	$7,671	$50.95	$7,989	$53.06	$8,321	$55.27	$8,668	$57.57
23	$6,819	$45.29	$7,094	$47.12	$7,384	$49.05	$7,689	$51.07	$8,011	$53.21	$8,349	$55.46
24	$6,954	$46.19	$7,240	$48.09	$7,537	$50.06	$7,854	$52.17	$8,179	$54.33	$8,525	$56.63

Longevity Increment: See Page 1.

In-Service Growth: Effective July 1, 2022, a stipend of $5.00 per month, per semester unit of credit may be earned after 18 months of service, for up to a total of 55 units. Effective July 1, 1998, the compensation per unit of allowable credit and maximum number of units shall be increased as follows: 0 - 6.5 units = $5; 7 - 13.5 units = $6; 14 - 20.5 units = $7; 21 - 47 units = $8; 48 - 55 units = $9 (added effective July 1, 2004). District and/or union sponsored training programs will receive credit of one unit per 16 hours of training.

Hourly Rates: 2024-25, 2025-26 school years are based on 150.55 average work-hours per month (paid August - June). Effective July 1, 2014, computed on the basis of 159.20 average work-hours per month.

Salary Schedule: G-H/V10

Includes 8 SBE (School Board of Education) Waiver Days

Effective 7/1/2024, 2% Increase Applied.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Salary Schedule for Teamsters Classified Supervisors (TCS)

2023-24 School Year (Multi-Site Supervisor, 207 Days 199 Days + 8 SBE Waiver Days, 10 Months)

(Effective July 1, 2024)

Hourly	Time 1/2	Daily	Monthly	Yearly
$35.18	$52.78	$281.47	$5,297	$58,267
$35.82	$53.73	$286.58	$5,393	$59,323
$36.51	$54.76	$292.05	$5,496	$60,456
$36.55	$54.82	$292.37	$5,502	$60,522
$36.60	$54.90	$292.79	$5,510	$60,610
$37.24	$55.86	$297.89	$5,606	$61,666
$37.24	$55.87	$297.95	$5,607	$61,677
$37.92	$56.88	$303.37	$5,709	$62,799
$37.94	$56.91	$303.53	$5,712	$62,832
$37.95	$56.92	$303.58	$5,713	$62,843
$37.95	$56.93	$303.63	$5,714	$62,854
$38.64	$57.96	$309.11	$5,817	$63,987
$38.65	$57.98	$309.21	$5,819	$64,009
$38.68	$58.03	$309.48	$5,824	$64,064
$39.38	$59.07	$315.06	$5,929	$65,219
$39.44	$59.15	$315.48	$5,937	$65,307
$39.44	$59.16	$315.54	$5,938	$65,318
$39.46	$59.18	$315.64	$5,940	$65,340
$40.17	$60.25	$321.33	$6,047	$66,517
$40.17	$60.26	$321.38	$6,048	$66,528
$40.19	$60.28	$321.49	$6,050	$66,550
$40.25	$60.37	$321.97	$6,059	$66,649
$40.93	$61.39	$327.44	$6,162	$67,782
$40.94	$61.41	$327.55	$6,164	$67,804
$40.96	$61.43	$327.65	$6,166	$67,826
$40.96	$61.44	$327.71	$6,167	$67,837
$40.98	$61.47	$327.86	$6,170	$67,870
$41.75	$62.62	$333.98	$6,285	$69,135
$41.77	$62.65	$334.13	$6,288	$69,168
$41.77	$62.66	$334.19	$6,289	$69,179
$41.81	$62.71	$334.45	$6,294	$69,234
$41.83	$62.74	$334.61	$6,297	$69,267
$42.54	$63.81	$340.30	$6,404	$70,444
$42.56	$63.84	$340.46	$6,407	$70,477
$42.58	$63.87	$340.62	$6,410	$70,510
$42.61	$63.92	$340.88	$6,415	$70,565
$42.62	$63.94	$340.99	$6,417	$70,587
$42.64	$63.96	$341.10	$6,419	$70,609
$42.66	$63.99	$341.26	$6,422	$70,642
$43.42	$65.13	$347.37	$6,537	$71,907
$43.44	$65.16	$347.53	$6,540	$71,940
$43.46	$65.19	$347.69	$6,543	$71,973
$43.47	$65.21	$347.79	$6,545	$71,995
$43.49	$65.23	$347.90	$6,547	$72,017
$44.24	$66.36	$353.90	$6,660	$73,260
$44.28	$66.42	$354.22	$6,666	$73,326
$44.30	$66.45	$354.38	$6,669	$73,359
$44.31	$66.47	$354.49	$6,671	$73,381
$44.33	$66.50	$354.65	$6,674	$73,414
$44.37	$66.56	$354.97	$6,680	$73,480
$44.39	$66.59	$355.12	$6,683	$73,513

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Salary Schedule for Teamsters Classified Supervisors (TCS)

2023-24 School Year (Multi-Site Supervisor, 207 Days 199 Days + 8 SBE Waiver Days, 10 Months)

(Effective July 1, 2024)

Hourly	Time 1/2	Daily	Monthly	Yearly
$45.19	$67.78	$361.50	$6,803	$74,833
$45.21	$67.81	$361.66	$6,806	$74,866
$45.22	$67.83	$361.77	$6,808	$74,888
$45.23	$67.85	$361.87	$6,810	$74,910
$45.29	$67.94	$362.35	$6,819	$75,009
$46.08	$69.13	$368.67	$6,938	$76,318
$46.14	$69.22	$369.15	$6,947	$76,417
$46.15	$69.23	$369.21	$6,948	$76,428
$46.16	$69.24	$369.26	$6,949	$76,439
$46.18	$69.27	$369.42	$6,952	$76,472
$46.19	$69.29	$369.53	$6,954	$76,494
$47.05	$70.57	$376.38	$7,083	$77,913
$47.05	$70.58	$376.43	$7,084	$77,924
$47.07	$70.61	$376.59	$7,087	$77,957
$47.12	$70.68	$376.96	$7,094	$78,034
$48.00	$72.00	$383.98	$7,226	$79,486
$48.02	$72.03	$384.14	$7,229	$79,519
$48.05	$72.08	$384.40	$7,234	$79,574
$48.07	$72.11	$384.56	$7,237	$79,607
$48.09	$72.14	$384.72	$7,240	$79,640
$48.95	$73.43	$391.63	$7,370	$81,070
$48.97	$73.46	$391.79	$7,373	$81,103
$49.02	$73.53	$392.16	$7,380	$81,180
$49.05	$73.57	$392.37	$7,384	$81,224
$50.00	$75.00	$400.03	$7,528	$82,808
$50.04	$75.05	$400.29	$7,533	$82,863
$50.05	$75.07	$400.40	$7,535	$82,885
$50.06	$75.09	$400.50	$7,537	$82,907
$50.95	$76.43	$407.63	$7,671	$84,381
$51.02	$76.53	$408.16	$7,681	$84,491
$51.07	$76.61	$408.58	$7,689	$84,579
$52.13	$78.19	$417.03	$7,848	$86,328
$52.14	$78.20	$417.08	$7,849	$86,339
$52.17	$78.25	$417.35	$7,854	$86,394
$53.07	$79.60	$424.52	$7,989	$87,879
$53.21	$79.82	$425.69	$8,011	$88,121
$54.31	$81.47	$434.51	$8,177	$89,947
$54.33	$81.49	$434.62	$8,179	$89,969
$55.27	$82.91	$442.17	$8,321	$91,531
$55.46	$83.18	$443.65	$8,349	$91,839
$56.63	$84.94	$453.01	$8,525	$93,775
$57.58	$86.36	$460.60	$8,668	$95,348

Includes: 8 SBE (School Board Of Education) Waiver Days

Effective 7/1/2024, 2% Increase Applied.

TCS 24-25 10 Mo - Updated 12-19-2024

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Salary Schedule for Teamsters Classified Supervisors (TCS)

2024-25 School Year (12 Months)

(Effective July 1, 2024)

SALARY	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5		STEP 6	
RANGE	Month	Hour	Month	Hour	Month	Hour	Month	Hour	Month	Hour	Month	Hour
9	$5,993	$34.58	$6,234	$35.97	$6,485	$37.41	$6,747	$38.93	$7,024	$40.52	$7,319	$42.23
10	$5,765	$33.26	$5,997	$34.60	$6,241	$36.01	$6,496	$37.48	$6,766	$39.03	$7,049	$40.67
11	$5,882	$33.93	$6,122	$35.32	$6,367	$36.73	$6,631	$38.26	$6,906	$39.84	$7,196	$41.52
12	$6,000	$34.62	$6,244	$36.02	$6,498	$37.49	$6,769	$39.05	$7,052	$40.68	$7,348	$42.39
13	$6,125	$35.34	$6,373	$36.77	$6,636	$38.28	$6,913	$39.88	$7,199	$41.53	$7,503	$43.29
14	$6,250	$36.06	$6,503	$37.52	$6,771	$39.06	$7,056	$40.71	$7,351	$42.41	$7,662	$44.20
15	$6,377	$36.79	$6,638	$38.30	$6,917	$39.91	$7,202	$41.55	$7,505	$43.30	$7,824	$45.14
16	$6,506	$37.53	$6,778	$39.10	$7,058	$40.72	$7,354	$42.43	$7,666	$44.23	$7,997	$46.14
17	$6,642	$38.32	$6,920	$39.92	$7,209	$41.59	$7,507	$43.31	$7,832	$45.18	$8,165	$47.11
18	$6,780	$39.12	$7,060	$40.73	$7,358	$42.45	$7,668	$44.24	$8,000	$46.15	$8,343	$48.13
19	$6,922	$39.93	$7,212	$41.61	$7,512	$43.34	$7,838	$45.22	$8,169	$47.13	$8,521	$49.16
20	$7,066	$40.77	$7,362	$42.47	$7,673	$44.27	$8,002	$46.17	$8,346	$48.15	$8,708	$50.24
21	$7,365	$42.49	$7,680	$44.31	$8,005	$46.18	$8,352	$48.18	$8,713	$50.27	$9,091	$52.45
22	$7,807	$45.04	$8,140	$46.96	$8,485	$48.95	$8,853	$51.08	$9,234	$53.27	$9,636	$55.59
23	$8,197	$47.29	$8,547	$49.31	$8,909	$51.40	$9,296	$53.63	$9,696	$55.94	$10,118	$58.37
24	$7,682	$44.32	$8,008	$46.20	$8,354	$48.20	$8,717	$50.29	$9,094	$52.47	$9,495	$54.78

Longevity Increment: See Page 1.

In-Service Growth: Effective July 1, 2022, a stipend of $5.00 per month, per semester unit of credit may be earned after 18 months of service, for up to a total of 55 units. Effective July 1, 1998, the compensation per unit of allowable credit and maximum number of units shall be increased as follows: 0 - 6.5 units = $5; 7 - 13.5 units = $6; 14 - 20.5 units = $7; 21 - 47 units = $8; 48 - 55 units = $9 (added effective July 1, 2004). District and/or union sponsored training programs will receive credit of one unit per 16 hours of training.

Salary Schedule: G-MV, G-HV

Effective 7/1/2024, 2% Increase Applied.

TCS 24-25 12 Month Updated 12-19-2024

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Salary Schedule for Teamsters Classified Supervisors (TCS)
2024-25 School Year (12 Months)
(Effective July 1, 2024)

Hourly	Time 1/2	Daily	Monthly	Yearly
$33.26	$49.89	$266.08	$5,765	$69,180
$33.93	$50.90	$271.44	$5,882	$70,584
$34.58	$51.87	$276.64	$5,993	$71,916
$34.60	$51.90	$276.80	$5,997	$71,964
$34.62	$51.93	$276.96	$6,000	$72,000
$35.32	$52.98	$282.56	$6,122	$73,464
$35.34	$53.01	$282.72	$6,125	$73,500
$35.97	$53.96	$287.76	$6,234	$74,808
$36.01	$54.02	$288.08	$6,241	$74,892
$36.02	$54.03	$288.16	$6,244	$74,928
$36.06	$54.09	$288.48	$6,250	$75,000
$36.73	$55.10	$293.84	$6,367	$76,404
$36.77	$55.16	$294.16	$6,373	$76,476
$36.79	$55.19	$294.32	$6,377	$76,524
$37.41	$56.12	$299.28	$6,485	$77,820
$37.48	$56.22	$299.84	$6,496	$77,952
$37.49	$56.24	$299.92	$6,498	$77,976
$37.52	$56.28	$300.16	$6,503	$78,036
$37.53	$56.30	$300.24	$6,506	$78,072
$38.26	$57.39	$306.08	$6,631	$79,572
$38.28	$57.42	$306.24	$6,636	$79,632
$38.30	$57.45	$306.40	$6,638	$79,656
$38.32	$57.48	$306.56	$6,642	$79,704
$38.93	$58.40	$311.44	$6,747	$80,964
$39.03	$58.55	$312.24	$6,766	$81,192
$39.05	$58.58	$312.40	$6,769	$81,228
$39.06	$58.59	$312.48	$6,771	$81,252
$39.10	$58.65	$312.80	$6,778	$81,336
$39.12	$58.68	$312.96	$6,780	$81,360
$39.84	$59.76	$318.72	$6,906	$82,872
$39.88	$59.82	$319.04	$6,913	$82,956
$39.91	$59.87	$319.28	$6,917	$83,004
$39.92	$59.88	$319.36	$6,920	$83,040
$39.93	$59.90	$319.44	$6,922	$83,064
$40.52	$60.78	$324.16	$7,024	$84,288
$40.67	$61.01	$325.36	$7,049	$84,588
$40.68	$61.02	$325.44	$7,052	$84,624
$40.71	$61.07	$325.68	$7,056	$84,672
$40.72	$61.08	$325.76	$7,058	$84,696
$40.73	$61.10	$325.84	$7,060	$84,720
$40.77	$61.16	$326.16	$7,066	$84,792
$41.52	$62.28	$332.16	$7,196	$86,352
$41.53	$62.30	$332.24	$7,199	$86,388
$41.55	$62.33	$332.40	$7,202	$86,424
$41.59	$62.39	$332.72	$7,209	$86,508
$41.61	$62.42	$332.88	$7,212	$86,544
$42.23	$63.35	$337.84	$7,319	$87,828
$42.39	$63.59	$339.12	$7,348	$88,176
$42.41	$63.62	$339.28	$7,351	$88,212
$42.43	$63.65	$339.44	$7,354	$88,248

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Salary Schedule for Teamsters Classified Supervisors (TCS)
2024-25 School Year (12 Months)
(Effective July 1, 2024)

Hourly	Time 1/2	Daily	Monthly	Yearly
$42.45	$63.68	$339.60	$7,358	$88,296
$42.47	$63.71	$339.76	$7,362	$88,344
$42.49	$63.74	$339.92	$7,365	$88,380
$43.29	$64.94	$346.32	$7,503	$90,036
$43.30	$64.95	$346.40	$7,505	$90,060
$43.31	$64.97	$346.48	$7,507	$90,084
$43.34	$65.01	$346.72	$7,512	$90,144
$44.20	$66.30	$353.60	$7,662	$91,944
$44.23	$66.35	$353.84	$7,666	$91,992
$44.24	$66.36	$353.92	$7,668	$92,016
$44.27	$66.41	$354.16	$7,673	$92,076
$44.31	$66.47	$354.48	$7,680	$92,160
$44.32	$66.48	$354.56	$7,682	$92,184
$45.04	$67.56	$360.32	$7,807	$93,684
$45.14	$67.71	$361.12	$7,824	$93,888
$45.18	$67.77	$361.44	$7,832	$93,984
$45.22	$67.83	$361.76	$7,838	$94,056
$46.14	$69.21	$369.12	$7,997	$95,964
$46.15	$69.23	$369.20	$8,000	$96,000
$46.17	$69.26	$369.36	$8,002	$96,024
$46.18	$69.27	$369.44	$8,005	$96,060
$46.20	$69.30	$369.60	$8,008	$96,096
$46.96	$70.44	$375.68	$8,140	$97,680
$47.11	$70.67	$376.88	$8,165	$97,980
$47.13	$70.70	$377.04	$8,169	$98,028
$47.29	$70.94	$378.32	$8,197	$98,363
$48.13	$72.20	$385.04	$8,343	$100,116
$48.15	$72.23	$385.20	$8,346	$100,152
$48.18	$72.27	$385.44	$8,352	$100,224
$48.20	$72.30	$385.60	$8,354	$100,248
$48.95	$73.43	$391.60	$8,485	$101,820
$49.16	$73.74	$393.28	$8,521	$102,252
$49.31	$73.97	$394.48	$8,547	$102,565
$50.24	$75.36	$401.92	$8,708	$104,496
$50.27	$75.41	$402.16	$8,713	$104,556
$50.29	$75.44	$402.32	$8,717	$104,604
$51.08	$76.62	$408.64	$8,853	$106,236
$51.40	$77.10	$411.20	$8,909	$106,912
$52.45	$78.68	$419.60	$9,091	$109,092
$52.47	$78.71	$419.76	$9,094	$109,128
$53.27	$79.91	$426.16	$9,234	$110,808
$53.63	$80.45	$429.04	$9,296	$111,550
$54.78	$82.17	$438.24	$9,495	$113,940
$55.59	$83.39	$444.72	$9,636	$115,632
$55.94	$83.91	$447.52	$9,696	$116,355
$58.37	$87.56	$466.96	$10,117	$121,409

Effective 7/1/2024, 2% Increase Applied.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Salary Schedule for Teamsters Classified Supervisors (TCS)

2024-25 School Year (12 Months), Second Shift, 5% Differential

(Effective July 1, 2024)

SALARY	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5		STEP 6	
RANGE	Month	Hour	Month	Hour	Month	Hour	Month	Hour	Month	Hour	Month	Hour
9	$6,293	$36.31	$6,546	$37.77	$6,809	$39.28	$7,084	$40.87	$7,375	$42.55	$7,685	$44.34
10	$6,053	$34.92	$6,297	$36.33	$6,553	$37.81	$6,821	$39.35	$7,104	$40.98	$7,401	$42.70
11	$6,176	$35.63	$6,428	$37.08	$6,685	$38.57	$6,963	$40.17	$7,251	$41.83	$7,556	$43.59
12	$6,300	$36.35	$6,556	$37.82	$6,823	$39.36	$7,107	$41.00	$7,405	$42.72	$7,715	$44.51
13	$6,431	$37.10	$6,692	$38.61	$6,968	$40.20	$7,259	$41.88	$7,559	$43.61	$7,878	$45.45
14	$6,563	$37.86	$6,828	$39.39	$7,110	$41.02	$7,409	$42.74	$7,719	$44.53	$8,045	$46.41
15	$6,696	$38.63	$6,970	$40.21	$7,263	$41.90	$7,562	$43.63	$7,880	$45.46	$8,215	$47.39
16	$6,831	$39.41	$7,117	$41.06	$7,411	$42.76	$7,722	$44.55	$8,049	$46.44	$8,397	$48.44
17	$6,974	$40.23	$7,266	$41.92	$7,569	$43.67	$7,882	$45.47	$8,224	$47.45	$8,573	$49.46
18	$7,119	$41.07	$7,413	$42.77	$7,726	$44.57	$8,051	$46.45	$8,400	$48.46	$8,760	$50.54
19	$7,268	$41.93	$7,573	$43.69	$7,888	$45.51	$8,230	$47.48	$8,577	$49.48	$8,947	$51.62
20	$7,419	$42.80	$7,730	$44.60	$8,057	$46.48	$8,402	$48.47	$8,763	$50.56	$9,143	$52.75
21	$7,733	$44.61	$8,064	$46.52	$8,405	$48.49	$8,770	$50.60	$9,149	$52.78	$9,546	$55.07
22	$8,197	$47.29	$8,547	$49.31	$8,909	$51.40	$9,296	$53.63	$9,696	$55.94	$10,118	$58.37
23	$8,607	$49.66	$8,974	$51.77	$9,356	$53.98	$9,760	$56.31	$10,181	$58.74	$10,624	$61.29
24	$8,066	$46.53	$8,408	$48.51	$8,772	$50.61	$9,153	$52.81	$9,549	$55.09	$9,970	$57.52

Longevity Increment: See Page 1.

In-Service Growth: Effective July 1, 2022, a stipend of $5.00 per month, per semester unit of credit may be earned after 18 months of service, for up to a total of 55 units. Effective July 1, 1998, the compensation per unit of allowable credit and maximum number of units shall be increased as follows: 0 - 6.5 units = $5; 7 - 13.5 units = $6; 14 - 20.5 units = $7; 21 - 47 units = $8; 48 - 55 units = $9 (added effective July 1, 2004). District and/or union sponsored training programs will receive credit of one unit per 16 hours of training.

Hourly Rates: Computed on the basis of 173.333 average work-hours per month.

Salary Schedule G-M/V2, G-H/V2

Effective 7/1/2024, 2% Increase Applied.

TCS 24-25 12 Mo - Updated 12-19-2024

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Salary Schedule for Teamsters Classified Supervisors (TCS)

2024-25 School Year (12 Months) Second Shift, 5% Differential

(Effective July 1, 2024)

Hourly	Time 1/2	Daily	Monthly	Yearly
$34.92	$52.38	$279.36	$6,053	$72,636
$35.63	$53.45	$285.04	$6,176	$74,112
$36.31	$54.47	$290.48	$6,293	$75,516
$36.33	$54.50	$290.64	$6,297	$75,564
$36.35	$54.53	$290.80	$6,300	$75,600
$37.08	$55.62	$296.64	$6,428	$77,136
$37.10	$55.65	$296.80	$6,431	$77,172
$37.77	$56.66	$302.16	$6,546	$78,552
$37.81	$56.72	$302.48	$6,553	$78,636
$37.82	$56.73	$302.56	$6,556	$78,672
$37.86	$56.79	$302.88	$6,563	$78,756
$38.57	$57.86	$308.56	$6,685	$80,220
$38.61	$57.92	$308.88	$6,692	$80,304
$38.63	$57.95	$309.04	$6,696	$80,352
$39.28	$58.92	$314.24	$6,809	$81,708
$39.35	$59.03	$314.80	$6,821	$81,852
$39.36	$59.04	$314.88	$6,823	$81,876
$39.39	$59.09	$315.12	$6,828	$81,936
$39.41	$59.12	$315.28	$6,831	$81,972
$40.17	$60.26	$321.36	$6,963	$83,556
$40.20	$60.30	$321.60	$6,968	$83,616
$40.21	$60.32	$321.68	$6,970	$83,640
$40.23	$60.35	$321.84	$6,974	$83,688
$40.87	$61.31	$326.96	$7,084	$85,008
$40.98	$61.47	$327.84	$7,104	$85,248
$41.00	$61.50	$328.00	$7,107	$85,284
$41.02	$61.53	$328.16	$7,110	$85,320
$41.06	$61.59	$328.48	$7,117	$85,404
$41.07	$61.61	$328.56	$7,119	$85,428
$41.83	$62.75	$334.64	$7,251	$87,012
$41.88	$62.82	$335.04	$7,259	$87,108
$41.90	$62.85	$335.20	$7,263	$87,156
$41.92	$62.88	$335.36	$7,266	$87,192
$41.93	$62.90	$335.44	$7,268	$87,216
$42.55	$63.83	$340.40	$7,375	$88,500
$42.70	$64.05	$341.60	$7,401	$88,812
$42.72	$64.08	$341.76	$7,405	$88,860
$42.74	$64.11	$341.92	$7,409	$88,908
$42.76	$64.14	$342.08	$7,411	$88,932
$42.77	$64.16	$342.16	$7,413	$88,956
$42.80	$64.20	$342.40	$7,419	$89,028
$43.59	$65.39	$348.72	$7,556	$90,672
$43.61	$65.42	$348.88	$7,559	$90,708
$43.63	$65.45	$349.04	$7,562	$90,744
$43.67	$65.51	$349.36	$7,569	$90,828
$43.69	$65.54	$349.52	$7,573	$90,876
$44.34	$66.51	$354.72	$7,685	$92,220
$44.51	$66.77	$356.08	$7,715	$92,580
$44.53	$66.80	$356.24	$7,719	$92,628
$44.55	$66.83	$356.40	$7,722	$92,664
$44.57	$66.86	$356.56	$7,726	$92,712

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Salary Schedule for Teamsters Classified Supervisors (TCS)

2024-25 School Year (12 Months) Second Shift, 5% Differential

(Effective July 1, 2024)

Hourly	Time 1/2	Daily	Monthly	Yearly
$44.60	$66.90	$356.80	$7,730	$92,760
$44.61	$66.92	$356.88	$7,733	$92,796
$45.45	$68.18	$363.60	$7,878	$94,536
$45.46	$68.19	$363.68	$7,880	$94,560
$45.47	$68.21	$363.76	$7,882	$94,584
$45.51	$68.27	$364.08	$7,888	$94,656
$45.56	$68.34	$364.48	$7,897	$94,764
$46.41	$69.62	$371.28	$8,045	$96,540
$46.44	$69.66	$371.52	$8,049	$96,588
$46.45	$69.68	$371.60	$8,051	$96,612
$46.48	$69.72	$371.84	$8,057	$96,684
$46.52	$69.78	$372.16	$8,064	$96,768
$46.53	$69.80	$372.24	$8,066	$96,792
$47.29	$70.94	$378.32	$8,197	$98,364
$47.39	$71.09	$379.12	$8,215	$98,580
$47.45	$71.18	$379.60	$8,224	$98,688
$47.48	$71.22	$379.84	$8,230	$98,760
$47.52	$71.28	$380.16	$8,237	$98,844
$48.44	$72.66	$387.52	$8,397	$100,764
$48.46	$72.69	$387.68	$8,400	$100,800
$48.47	$72.71	$387.76	$8,402	$100,824
$48.49	$72.74	$387.92	$8,405	$100,860
$48.51	$72.77	$388.08	$8,408	$100,896
$49.31	$73.97	$394.48	$8,547	$102,564
$49.46	$74.19	$395.68	$8,573	$102,876
$49.48	$74.22	$395.84	$8,577	$102,924
$49.52	$74.28	$396.16	$8,584	$103,008
$50.54	$75.81	$404.32	$8,760	$105,120
$50.56	$75.84	$404.48	$8,763	$105,156
$50.60	$75.90	$404.80	$8,770	$105,240
$50.61	$75.92	$404.88	$8,772	$105,264
$51.40	$77.10	$411.20	$8,909	$106,908
$51.62	$77.43	$412.96	$8,947	$107,364
$51.68	$77.52	$413.44	$8,958	$107,496
$52.75	$79.13	$422.00	$9,143	$109,716
$52.78	$79.17	$422.24	$9,149	$109,788
$52.81	$79.22	$422.48	$9,153	$109,836
$53.63	$80.45	$429.04	$9,296	$111,552
$53.92	$80.88	$431.36	$9,346	$112,152
$55.07	$82.61	$440.56	$9,546	$114,552
$55.09	$82.64	$440.72	$9,549	$114,588
$55.94	$83.91	$447.52	$9,696	$116,352
$56.26	$84.39	$450.08	$9,752	$117,024
$57.52	$86.28	$460.16	$9,970	$119,640
$58.37	$87.56	$466.96	$10,118	$121,416

Effective 7/1/2024, 2% Increase Applied.

TCS 24-25 Updated 12-19-2024

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 8.1m

Meeting Date: June 18, 2026

Subject: Approve Extended Compliance Monitoring Timeline for the Black Parallel School Board Settlement Agreement

- ☐ Information Item Only
- X Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office

Recommendation: Approve Extended Compliance Monitoring Timeline for the Black Parallel School Board Settlement Agreement

Background/Rationale:
The Black Parallel School Board vs. SCUSD Settlement Agreement provided for a five-year implementation period to commence upon the Parties' joint approval of the Action Plan. The original Action Plan was approved by the Parties in September 2024, which set the implementation period to run through September 2029.

In October 2025, the Parties agreed to development of an updated Action Plan and a District Implementation Plan as part of the transition of Dr. Jaime Hernandez into the role of independent monitor ("IM"). This update was deemed necessary by all Parties to resolve challenges encountered during the first year of Action Plan implementation. Given those challenges, the Parties also agreed to a one-year extension of the implementation monitoring period to September 30, 2030. The Parties believed that substantive work on priority Action Plan goals could continue during the Action Plan update process.

The updated Action Plan was finalized on May 7, 2026, and the Implementation Plan is projected for completion in August 2026. Both the Parties and the IM agree that the update process was necessary and will further assist the District in meeting the

objectives of the Settlement Agreement. The update process did require more time and effort than initially expected, however, and involved extensive data collection and District staff engagement in IM interviews and focus groups. Accordingly, the Parties had less opportunity to address priority goals during the 2025-2026 school year than expected.

Given the Parties' focus on updating the Action Plan during the 2025-2026 school year and the timeline for Implementation Plan completion, Plaintiffs, the IM, District staff, and legal counsel agree that an additional, one-year extension of the implementation monitoring period to September 30, 2031 is warranted. This extension aligns with the Parties' original intention of a five-year implementation period following finalization of the Action Plan and will help ensure the updated Action Plan is implemented with full fidelity.

Proposed Settlement Addendum Language

Should the Board agree to extend the monitoring timeline, the Parties intend to formalize the extension via addendum to the Settlement Agreement. The District proposes the following addendum language for Board review and approval:

The Parties hereby agree and affirm that, through the fault of no Party, the Settlement Agreement monitoring period should be extended to ensure full implementation of the updated Action Plan finalized on May 7, 2026. The Parties therefore agree and affirm that the Independent Monitor shall continue to monitor District progress in achieving the outcomes of the Settlement Agreement until September 30, 2031; or until the date by which the District fully implements all provisions and fulfills all obligations under the Settlement Agreement and any addenda to the same, whichever is earlier.

Financial Considerations

Approval of this request will extend the fees associated with the Independent Monitor contract and related legal costs through September 30, 2031, or until the District fulfills all obligations under the Settlement Agreement, whichever comes first. This extension aligns with the Parties' original expectation of a full five-year implementation period following the finalization of the Action Plan, meaning these monitoring and legal costs would likely be incurred over a five-year span regardless of the update process. Combined fees for the Independent Monitor and legal counsel are projected at approximately $1.2M for the 2026-27 school year, with costs expected to decrease each subsequent year as the District successfully advances toward full Action Plan implementation.

LCAP Goal(s):
Goal 1
Goal 2
Goal 3

Documents Attached:

1.Updated BPSB Action Plan

Estimated Time of Presentation: N/A
Submitted by: Erin Findley, Interim Chief Academic Officer
Approved by: Cancy McArn, Superintendent

Office of the Independent Monitor
B.P.S.B v. SCUSD
Updated Action Plan
May 7, 2026

Introduction

In September 2019, the Black Parallel School Board, along with three students, filed a lawsuit against the Sacramento City Unified School District (SCUSD or District) on behalf of all students with disabilities (SWDs). The lawsuit alleged that the District engaged in discriminatory practices towards these students, including segregation into more restrictive settings, inappropriate disciplinary removals, insufficient provision of required supports and services, and instances of bullying and harassment. The complaint specifically highlighted concerns regarding these practices affecting Black students with and without with disabilities.

In May 2023, the parties agreed to a Settlement Agreement which included specific terms to guide systemic reform, including but not limited to 22 directives to address systemic issues, a five-year monitoring period, appointment of an Independent Monitor (IM), and an Action Plan developed by the IM with performance baselines and data-based outcomes to guide reform efforts.

In September 2023, Dr. Gregory Peters was designated as IM and subsequently developed an Action Plan in September 2024. The Plan primarily addressed procedural actions, lacked baseline measurements, and did not establish data-driven outcomes, resulting in limited progress. In November 2025, the Parties mutually decided to appoint a new monitor, Dr. Jaime E. Hernandez. During this transition, the IM was assigned responsibility for establishing baselines, formulating outcome measures based on data, and conducting a comprehensive review of both progress and the sufficiency of the existing Action Plan.

The Updated Action Plan fulfills the mandate of the transition period and provides the results of an extensive review of district policies, procedures, and practices, along with established baselines and 21 data-driven outcomes.

These outcomes are structured to enhance district performance to acceptable standards, using benchmarks such as state or federal averages. The proposed outcomes intentionally do not address reductions in risk ratio due to the impact an intervention aimed at reducing a specific event may have on risk ratio measures. For example, if reductions in OSS occur for all groups similarly, disproportionate overrepresentation will persist. In addition, an unintended consequence for reducing outcomes with risk ratio is to observe an increase in OSS for underrepresented groups, which is unethical and undesirable.

Furthermore, the Updated Action Plan incorporates disengagement criteria intended to guide the removal of court oversight, particularly when the district does not meet certain targets but demonstrates significant progress.

The Updated Action Plan is organized into seven sections to report baselines, data-based outcomes, and Action Plan requirements in each area. The sections address the following:

- Section 1. Disciplinary Removals, Law Enforcement Referrals, Restraints and Seclusions and Provision of Behavioral and Mental Health Supports
- Section 2. Disproportionate Representation in Special Education and Specific Eligibility Categories
- Section 3. Least Restrictive Environment – Placements in more restrictive settings of 40% or less in the general education setting and Separate Schools
- Section 4. Compliance with IEP Timelines, Parent Participation at IEP Meetings, and Interpretation and Translation of IEP Meetings and Documentation
- Section 5: Multi-tiered Systems of Supports (MTSS), including Reading Intervention Teachers (RITs) and Bullying and Prevention Programs
- Section 6: Recruitment and Retention of Staff
- Section 7: Data Governance and Accountability

The purpose and objectives of each item are detailed in the table, ensuring alignment with the overarching aim of enhancing systemic capacity through the methods outlined below.

- Develop new policies and procedures, or modify existing policies and procedures, to ensure compliance with federal and state laws and regulations and employ best practices;
- Establish a reliable data system that documents, stores, and tracks data in all areas outlined in the Action Plan;
- Implement accountability mechanisms for staff, who inappropriately and/or disproportionately impact SWDs and Black SWDs in all areas outlined by the Action Plan;
- Implementing mechanisms to timely notify parents and guardians of the removal, restraint and referrals to law enforcement;
- Substantially reduce the number of removals and the disproportionate rates of disciplinary removals, including disciplinary transfers, of SWD and Black SWDs;
- Substantially reduce the number of referrals and disproportionate rates of referrals of SWDs and Black SWDs to law enforcement;
- Substantially reduce the number of incidents involving restraints and the disproportionate rates of restraints on SWDs and Black SWDs
- Substantially increase behavioral and mental health supports, services, and assessments offered to SWDs to address disability-related behaviors, such as Behavior Intervention Plans (BIPs), counseling services, and Functional Behavioral Assessments (FBAs)

- Substantially reduce rates of more restrictive placements in the 40% or less in general education LRE category and separate schools
- Develop capacity by establishing a training program that includes the identification of competent trainers and training schedule for all relevant staff.

The timeframe of September 30, 2031, included on proposed outcomes, are based on the negotiated extension of the compliance period agreed to by the Parties. Although the previous iteration of the Action Plan did not require the district to develop an Implementation Plan, district leadership committed to this mechanism prior to the transition to the IM. This mechanism is a sound method for planning the development and implementation of actions based on shorter timeframes enabling closer monitoring of progress as well as adjustments to strategies that may not yield intended progress. It is critical that the district submits a sound and well-thought-out Implementation Plan within the required timelines to maximize implementation of initiatives early in the 2026-27 school year.

All Action Plan requirements are contingent upon IM approval, and the Implementation Plan must include adequate timeframes for thorough review and authorization.

The district is required to prepare an 18-month Implementation Plan within 90 days following the issuance of this Updated Action Plan. Upon submission, the Plaintiffs will be allotted 10 days to provide feedback to the IM. After receiving Plaintiff feedback, the IM will have 10 days to review and either provide further comments or approve the Implementation Plan. To ensure prompt approval, it is recommended that the district submit draft sections of the Implementation Plan for IM review and input during the 90-day development period. Throughout the compliance period, the district must also provide updated Implementation Plans, which will undergo the same review and feedback procedures as described above.

The initial Implementation Plan should concentrate on establishing core capabilities and systems by formulating and updating policies, procedures, program frameworks, data governance protocols, and a comprehensive training schedule. Additionally, it should support the progression of ongoing implementation initiatives.

The IM will utilize the following criteria for determining disengagement from court oversight in instances where the district has made demonstrable progress on meeting outcome targets and implementation of Action Plan requirements as well as the commitments made in its Implementation Plan but failed to meet all performance targets prescribed. The following criteria are consistent with generally acceptable standards of investigation and resolution used for complaints under Section 504 and IDEA.

The district must demonstrate the following:

- Data system capable of monitoring key compliance and performance indicators at the District and school level
- Process for monitoring compliance and performance at the school level
- Management and administrative structure with the authority to monitor and enforce compliance

The district must also demonstrate clear standards for the correction of deficiencies or noncompliance identified that:

- Call for the immediate cessation of the violation
- Initiate steps to prevent recurrence
- Identify actions to correct the violation
- Identify documentation and timeline for correction
- Eliminate or cure any harmful effects of the violation

Methods Overview

The comprehensive review utilized both quantitative and qualitative data to guide the development of the Action Plan, establish current baseline performance, identify data-based outcomes, and determine additional requirements. To provide clarity on the review process, the following section summarizes the methods employed.

The review assessed a wide array of data sources to evaluate whether areas—such as removals, restraints, law enforcement referrals, special education identification, and the delivery of special education supports, services, and assessments—to determine the impact on students with disabilities (SWDs) and Black students. Additionally, data were disaggregated by race and ethnicity to determine the presence of disproportionality within these areas.

The primary sources of data included the student information system known as Infinite Campus (IC) and the special education data system SEIS. These systems were used to establish baseline performance metrics. To ensure the reliability and accuracy of the information, central office and site-level documents were also reviewed. These additional documents served to validate the records maintained in IC and SEIS and, when necessary, supplemented the data to provide the most precise counts of relevant events.

The review examined the following data but was not limited to:

- End-of-year (EOY) enrollment file with 40,502 total population, with 32,916 general education students and 7,586 SWDs. These enrollment figures were used for establishing baselines and calculating overrepresentation and disproportionality for Sections 1, 2 and 3.
- Out-of-school suspension data reported in the student information system Infinite Campus for a total of 2,147 students and 3,535 suspension events.
- In-school suspension data reported in the student information system IC*,* for a total of 644 students and 933 suspension events.
- Other means of correction data for 1,998 instances
- Expulsion and disciplinary transfer data for 890 students
- Law enforcement referral data reported in IC and other documentation provided, such as the Safe School's Call Tracking and Logs totaling 132 referral events
- Restraint data from various sources, including IC, for a total of 105 restraint events
- Seclusion data from various sources, including IC, for a total of 30 seclusion events
- A file review of 71 behavioral emergency reports (BERs)
- A file review of 123 manifestation determination review IEPs for 123 students
- A review of select school-level Safety Plans
- A telephone survey of 91 families out of a sample of 180 special education students regarding the disciplinary experiences of their child, as well as their perceptions of the effectiveness of the suspension and the equitable treatment of students when administering suspensions.
- A telephone survey of 83 families out of a sample of 195 special education students regarding IEP meeting practices, their level of involvement, interpreter and translation services, as well as parent satisfaction with their child's schooling.
- Staffing information related to behavioral and mental health providers, including school psychologists and social workers providing ERMHS.

Qualitative data for this review were gathered through a comprehensive process that included document analysis, site visits, and interviews with both central office and site-level staff. Eight site visits were conducted, covering a range of educational settings: three elementary schools, two middle schools, two comprehensive high schools, and the John Morse Therapeutic Center, which serves as the district's special education center. These visits took place over two periods, January 27–29, 2026, and April 13–17, 2026.

The purpose of these site-visit interviews was to gain an in-depth understanding of school-level practices relating to disciplinary removals, including out-of-school suspension (OSS) and in-school suspension (ISS). In addition, the interviews explored practices

concerning law enforcement referrals, the use of restraints, the roles and responsibilities of Safe Schools staff, and documentation procedures. The discussions also examined the process for Student Success Team (SST) referrals and special education referrals, as well as the implementation of Multi-Tiered System of Supports (MTSS). These efforts included analysis of social-emotional, behavioral, and academic interventions available at the sites.

Four focus groups were held with teams at the school level. Each group was composed of a special education coordinator, a department chair or case carrier, a school psychologist, and a counselor or social worker responsible for providing social-emotional and behavioral support. The focus groups included representatives from elementary, middle, and high schools.

These discussions aimed to learn about a range of site-level practices, including handling disciplinary removals such as in- and out-of-school suspensions, expulsions and transfers, law enforcement referrals, and the use of restraints. The focus groups also addressed issues related to Individualized Education Program (IEP) meetings, specifically compliance with timelines for initial, annual, and triennial reviews, service delivery, Manifestation Determination Reviews (MDR), and efforts to increase participation of students with disabilities alongside their general education peers. Additional topics included language access, parent participation, the implementation of MTSS and Positive Behavioral Interventions and Supports (PBIS), overall intervention programs, and procedures for data recording and utilization to inform and improve school practices.

A total of 164 central office and site-level staff participated in structured interviews and focus groups that were conducted over several days during January, February, and April. These sessions focused on a variety of topics relevant to both general and special education, including data management and reporting, disciplinary removals such as out-of-school suspension (OSS), in-school suspension (ISS), expulsions, and disciplinary transfers.

Additional areas of discussion included bullying, the roles and responsibilities of Safe Schools staff, efforts related to Multi-Tiered System of Supports (MTSS), the use of restraints, timely completion of Individualized Education Programs (IEPs), parent participation in educational processes, as well as special education and mental health services.

Central-level interviews and focus groups included staff from a broad range of departments, such as Bully Prevention, Student and Hearing Placement, the Discipline Reform Committee, Technology Services, Special Education/SELPA, Human Resources, MTSS, College and Career Readiness, Student Support and Health Services, Multilingual Literacy, the Matriculation and Orientation Center, Curriculum and Instruction, and Safe Schools. Site-level interviews and focus groups involved staff in various positions, including Resource Specialist Program (RSP) teachers, Special Day Class (SDC) teachers, reading intervention teachers, Safe School leads, occupational therapists, speech and language pathologists, school psychologists, Board Certified

Behavior Analysts (BCBAs), Behavior Intervention Specialists, and social workers or providers of Educationally Related Mental Health Services (ERMHS). Principals from elementary, middle, and high schools also participated in focus group discussions.

To gain further insight into site-level practices and experiences of students who had undergone disciplinary removal—including at least one OSS, as well as ISS, law enforcement referrals, or the use of restraints—a telephone survey was conducted with 91 families during the week of March 16–20, 2026. The survey aimed to gather families' perspectives on the effectiveness and fairness of the disciplinary procedures implemented by schools.

A phone survey was conducted to better understand the level of parent engagement during the Individualized Education Program (IEP) meetings and the decision-making process concerning students' special education services and placement. Out of a sample of 195 families of special education students, 83 parents participated in the survey. The focus of this survey was to capture parents' experiences and perspectives regarding their involvement in the IEP process, including how decisions about their child's educational services and placement were made.

The review encompassed a broad range of documents, including but not limited to, district policies and regulations, training materials, procedural manuals, materials produced by the MTSS design team, and memoranda of understanding (MOUs) between the District and the Sacramento City Teachers Association (SCTA).

Methods for Examining Overrepresentation and Disproportionality

To examine disproportionality, District data were reviewed to determine whether specific racial/ethnic groups were more susceptible to overrepresentation in various aspects of the Settlement Agreement. To calculate disproportionality, good-quality and accurate enrollment data are necessary to obtain the best estimates of overrepresentation. Inflated enrollment figures can impact disproportionality measures since the denominator used to determine proportionate representation results in lowering the risk and risk ratio of a specific student group, potentially minimizing the impact of the overrepresentation. Conversely, an underestimated number of students in the enrolled population can result in higher risk and risk ratios, leading to the appearance of greater disproportionality.

In addition, data were analyzed to examine if disparities existed for SWDs and Black SWDs and the extent of the overrepresentation found. Although the primary focus was on SWDs, general education student data were also reviewed to enable comparisons between SWDs and general education students, as well as determining if disproportionality exists.

The Action Plan requires the establishment of baseline performance, which includes the identification of disparities between SWDs and nondisabled students, as well as Black SWDs and non-Black SWDs. To determine if disproportionality exists and its extent, a review of general and special education data was conducted. Determining overrepresentation and disproportionate overrepresentation requires comparisons of outcomes for one racial/ethnic student group against another student group, or in many cases, all other racial/ethnic student groups combined.

The California Department of Education (CDE) defines disproportionality as the overrepresentation of a specific race or ethnicity identified in one or more of four areas: identification of a disability in general, identification of a specific race or ethnicity in a specific disability category, discipline, and placement.

The State set the relative risk ratio threshold for determining significant disproportionality at 3.0 meaning that a risk ratio that meets or exceeds the 3.0 threshold indicates significant disproportionality. For example, if SWDs demonstrate a n out-of-school suspension (OSS) risk ratio of 3.0, this means that SWDs are three times more likely to experience an out-of-school suspension than nondisabled students. For the purpose of this review, findings of risk ratio thresholds of 2.0 are referred to as disproportionate overrepresentation.

The State also may find school districts with Significant Disproportionality (capitalized), when districts demonstrate a risk ratio of 3.0 or more after three consecutive years. This designation triggers specific interventions and redirection of special education funding to address disproportionality.

To determine if disproportionate representation exists with special education identification for different racial/ethnic groups, three measures were used to calculate disproportionality: composition index, relative risk, and relative risk ratio.
The composition index (CI) is a basic measure to indicate whether over- or underrepresentation is present. It refers to the proportion of a group with the same characteristics, such as demographics, within a population.
The risk or relative risk is a within-group comparison that identifies the risk or odds that students within that racial/ethnic group will be identified for special education.

The last measure used is the relative risk ratio, which compares the risk of one student group to the risk of all other student groups. This measure best shows the extent and impact of disparities between racial/ethnic groups experiencing an outcome—in this case, a special education identification. For a more precise view of disproportionate overrepresentation, risk ratios are reported to two decimal places.

This review applies the Washington Department of Education's[1] thresholds to identify disproportionate over- and underrepresentation and significant disproportionality. These thresholds are also consistent with literature that identifies risk ratios of 2.0 and over as being disproportionate (Parrish, 2002).

- Disproportionate underrepresentation: ≤ 0.5
- At risk for disproportionate underrepresentation: >0.5 to <0.67
- No disproportionate representation: ≥0.67 to ≤1.5
- At risk for disproportionate overrepresentation: >1.5 to <2.0
- Disproportionate overrepresentation: ≥ 2.0 to <3.0
- Significant disproportionality: ≥3.0

The Action Plan considers risk ratios of 2.0 and over as indicative of disproportionate overrepresentation and risk ratios of 3.0 and over as being significantly disproportionate.

Risk ratios are determined by dividing the risk of the target group (e.g., Black SWDs) by the risk of the comparison group (e.g., all other non-Black SWDs) for a specific event (e.g., suspension), as shown below:

Risk of Target Group:

# of Black SWDs suspended
---------- (x 100)
# of Black SWDs enrolled

Risk of Comparison Group:

# of all other non-Black SWDs suspended
----------(x 100)
# of all other non-Black SWDs enrolled

[1] https://www.k12.wa.us/student-success/special-education/program-improvement/significant-disproportionality

Section 1. Disciplinary Removals, Law Enforcement Referrals, Restraints and Seclusions and Provision of Behavioral and Mental Health Supports

This section encompasses three parts related to disciplinary actions and behavioral and mental health supports provided to students with disabilities (SWDs) and Black SWDs. This first part provides a thorough analysis of exclusionary disciplinary removals affecting both general education and special education students. The scope of the review encompasses a variety of disciplinary actions, including out-of-school suspensions (OSS), in-school suspensions (ISS), long-term removals that total ten or more cumulative days, expulsions, and both involuntary and voluntary disciplinary transfers.

The analysis also evaluates the implementation of manifestation determination reviews (MDR) for students who are subject to long-term removals. Specifically, it examines whether schools adhered to required procedures to assess if a student's misconduct was a manifestation of their disability or was directly related to the school's failure to implement the student's Individualized Education Program (IEP). The review further considers whether any additional supports were recommended or added to the student's IEP as a result of the MDR process.

Additionally, this section includes a review of disciplinary school removals such as expulsions, as well as disciplinary transfers (voluntary/involuntary) and changes in student placement following behavior hearings. The intent is to identify and understand disparities in disciplinary outcomes between general and special education students, and particularly between Black students with and without disabilities as compared to their non-Black peers.

The district reports a high rate of disciplinary referrals and removals across student populations, with students with disabilities (SWDs) and Black students—both with and without disabilities—experiencing a disproportionate share of these actions. Discipline data indicate that these groups are overrepresented across the areas reviewed, including out-of-school suspensions (OSS), in-school suspensions (ISS), other means of correction (OMCs), disciplinary transfers, and long-term removals totaling ten or more cumulative days. These patterns indicate persistent disparities in disciplinary outcomes, with SWDs and Black students removed from the educational environment at higher rates than their peers.

Although risk ratios in some areas signal disproportionate overrepresentation and significant disproportionality for SWDs, and Black students with and without disabilities, these measures were tempered due to high rates of removals observed for most student groups. Therefore, overrepresentation and disproportionate impact must be viewed by comparing rates or risk of student groups and targeting interventions that aim to reduce the risk of SWDs and Black SWDs.
The district's elevated suspension rates reveal significant structural challenges and inefficiencies within the educational system. The frequent reliance on out-of-school removals as a primary response to student misconduct highlights administrative

shortcomings, particularly in staff training and the provision of essential structural supports. A lack of sufficient alternative interventions and corrective strategies exacerbates this issue, leading to the overuse of suspensions and failing to promote more effective approaches for addressing student behavior.

Across multiple areas, the review identified limitations in data accuracy and gaps in districtwide data collection, maintenance, and reporting. There was significant underreporting or a lack of centralized data regarding law enforcement referrals, restraints, behavior hearings, discipline transfers (including both voluntary and involuntary), and manifestation determination reviews. These deficiencies in data management further hinder the district's ability to accurately assess and address disciplinary practices.

Interviews with both central office and site-level staff revealed that the district has developed a culture that heavily depends on disciplinary removals. Staff attributed this tendency to several underlying factors, including the absence of policies and procedures in the district. Additionally, staff noted that available tiered supports are both limited and underdeveloped, restricting their ability to provide effective behavioral interventions. The lack of comprehensive staff training and capacity in areas such as classroom management, implementing non-punitive interventions, and distinguishing between disability-related behaviors and general misconduct further exacerbates the reliance on exclusionary practices.

Staff also acknowledged notable inaccuracies in discipline data reporting. There is a prevalent culture of underreporting disciplinary actions and removals, driven by a desire to avoid negatively impacting a student's record and to keep school discipline rates artificially low, particularly for Black students. As a result, there is likely significant underreporting of disciplinary removals and actions throughout the district.

Staff expressed concerns regarding the district's requirement to conduct manifestation determination reviews (MDRs) for students with disabilities (SWDs) who reach six days of suspension. Several interviewees reported that additional training is needed to conduct MDRs consistently and in accordance with requirements. Limited training may affect the team's ability to make well-supported determinations and may increase the risk of inappropriate disciplinary actions or changes in placement for behaviors related to disability. Administrators also cited a lack of guidance for when the MDR determination concludes that the misconduct was related to the student's disability and the suspension had already been served, resulting in changes to the student's disciplinary record from offender to participant, to not affect their disciplinary record.
Administrators noted insufficient guidance on updating disciplinary records when the MDR finds misconduct was due to a student's disability after suspension has already occurred, resulting in changes from offender to participant or removing the offense from the record.

The review of MDR IEPs identified notably low rates of behavioral and mental health supports, such as counseling and BIPs, included in the IEP of SWDs who experienced disciplinary removals and had an MDR. These low rates of behavioral and mental health interventions in IEPs reflect prevailing practices and an underlying culture that favors punitive disciplinary measures over meeting students' needs through appropriate support and interventions.

The review of the manifestation determination process revealed several concerning practices related to student discipline. One incident found a student being suspended and referred to a behavioral hearing for vaping which resulted in a disciplinary transfer or a change in the student's educational placement. Additionally, there were two cases where students faced suspension for refusing to comply with searches conducted by school staff. The review also found that the manifestation determination review process was used to justify referring students with chronic absenteeism to the School Attendance Review Board (SARB). These practices raise important questions regarding the consistent and appropriate application of disciplinary procedures, as well as the use of exclusionary measures for behaviors that may warrant alternative approaches.

To determine the number of expulsions and disciplinary transfers, several data sources were analyzed. These included discipline files, enrollment files, behavior hearing request forms, and what appeared to be a running list of behavior hearings held. Although the district provided 202 behavior hearing request forms, it could not be determined with certainty which requests resulted in a behavior hearing and what the outcomes were. The district also noted that the requests were incomplete because the electronic request form was only implemented starting in mid-October 2024.

A review of voluntary and involuntary transfer data also was conducted. These transfers are coded in CALPADS with a T 165 indicator which is designated for students who receive a disciplinary transfer while those coded with T167 are transferred to alternative placement such as a continuation school or independent study program for non-disciplinary as well as disciplinary reasons.

When cross-referencing these data sources, it became clear that the expulsion and transfer data was incomplete. For example, enrollment data revealed that 66 students accounted for the 69 disciplinary transfers identified, but only 31 of those transfers were linked to a behavior hearing request form. District staff explained that hearing outcomes can be found in folders managed by the Placement and Hearing Department. A review of these documents was underway by the district but had not been completed by the time of this report. This incomplete data leaves too many assumptions, such as the possibility that school administrators might circumvent the behavior hearing process to transfer students to different schools.

A detailed review of behavior hearing request forms and the corresponding records of hearings conducted indicated that not every submitted request resulted in an actual behavior hearing. This finding highlights a disconnect between the formal process and its implementation, suggesting variability in how requests are processed and acted upon.

Interviews with school staff provided insight into differing perspectives regarding the behavior hearing process. One staff member expressed the view that submitting a behavior hearing request form almost guarantees that the student will be moved, implying that outcomes may be predetermined and the process lacks objectivity. Conversely, another staff member characterized the process as fair to students, indicating a belief in its impartiality and proper procedural conduct.

The differing perspectives among staff members regarding the behavior hearing process highlight the pressing need for increased clarity, consistency, and transparency in the district's approach to student discipline. These variations in perception suggest that current procedures may not be uniformly understood or applied, potentially affecting the equitable treatment of students and undermining trust in disciplinary outcomes. In addition, the district does not have established policies governing both voluntary and involuntary student transfers. This lack of formal guidance may contribute to inconsistencies in practice and result in inadequate documentation of transfer decisions. Addressing these issues is essential to ensure fairness in the disciplinary process and to support a culture of accountability and trust within the school community.

Analysis of expulsion data indicates that the district's expulsion rates for both students with disabilities (SWDs) and general education students are lower than the state average of 0.1%. This suggests that expulsions are not a primary disciplinary measure within the district. However, disciplinary transfer rates present a significant area of concern. Special education students face a disciplinary transfer risk of 2.4%, while general education students have a risk of 1.7%.

Although risk ratios do not currently indicate disproportionality between student groups, the quality of available data remains insufficient. Poor administrative oversight and numerous reports from staff highlight prevalent practices that result in students being informally transferred without proper documentation or oversight.

Due to these concerns, it is necessary to implement a comprehensive database to track outcomes and ensure accountability. The use of disciplinary transfers will be subject to close monitoring and increased scrutiny to accurately determine the extent of such transfers within the district and to address any underlying issues related to informal and formal disciplinary transfers.

Surveys regarding disciplinary practices were administered to 91 families selected from a sample of 180. Participants were chosen based on whether their student had experienced a disciplinary removal during the 2025-26 school year; however, in cases where parents were unaware of their child's in-school or out-of-school suspension, replacements were made in the sample. When

queried about informal suspensions, 15.4% of respondents indicated their child had been informally removed, while 38.5% expressed uncertainty. Some families described scenarios where they were contacted by the school to pick up their child due to behavioral concerns.

The survey examined instances of students being subjected to restraints and searches on campus. More than one third of parents reported that their child had been searched, with the highest rates observed among Black (36.4%) and Hispanic (41.4%) students. By comparison, 28.6% of White students and 20.0% of students from other racial groups reported being searched. In addition, 26.4% of families indicated that their student had been restrained by school staff. Black students experienced the highest proportion of reported restraints at 36.4%, followed by Hispanic students at 27.6%. Students grouped as other races reported restraints in 20.0% of cases, while White parents reported the lowest incidence at 7.1%.

The survey evaluated parents' perceptions of the effectiveness of the school's disciplinary methods in addressing student behavior or misconduct. Results indicated that 35.2% of parents disagreed, while 19.8% strongly disagreed with the effectiveness of assigning removals as a deterrent. Moreover, 64.8% of respondents did not believe school officials adequately considered their child's disability when implementing disciplinary measures. Additionally, 39.6% of parents felt students were not treated equitably in disciplinary actions regardless of race or ethnicity, and 11% expressed uncertainty regarding fairness.

The Action Plan mandates the creation or revision of policies and procedures that will guide administrators in handling student discipline. Administrators are required to first consider and prioritize alternatives to suspensions or other means of correction (OMCs) as required by law. The plan emphasizes the use of a uniform decision-making process that objectively and equitably determines whether in-school or out-of-school suspensions are appropriate. This process includes the development of a behavior matrix and/or a sequential discipline guide, which employs a progressive approach to discipline. The overall focus is on providing students with behavioral and mental health interventions, rather than relying on punitive measures. Additionally, the plan calls for the establishment of clear policies regarding disciplinary transfers, including both voluntary and involuntary transfers that result from behavior hearings or site-level decisions.

To change culture and practice from punitive measures to address a student’s needs through increased behavioral and mental health supports, schools will be required to hold an IEP when a student has been removed two or more times, or for six or more days. During these IEP meetings, the school must consider and implement additional behavioral and mental health supports for the student. This includes increasing the level of support provided and, when appropriate, initiating referrals for functional behavioral assessments (FBAs). By implementing these measures, schools aim to provide tailored interventions that address the underlying needs of students, reducing reliance on exclusionary disciplinary actions and promoting a supportive educational environment.

The district is required to address structural deficiencies to ensure that students receive the behavioral and mental health support necessary to manage their behavioral and social-emotional challenges. This includes the implementation of well-defined tiered supports, effective instructional programs, and general education interventions. The Action Plan also highlights the importance of structured intervention activities that promote restorative practices, educational programs focused on teaching prosocial skills, and safe spaces where students can de-escalate and self-regulate. The goal is for schools to be adequately equipped to meet students' needs and to facilitate their return to instructional programs as promptly as possible.

To facilitate systemic change and ensure the consistent and equitable application of disciplinary practices, site administrators must be provided with necessary tools and resources. These include clear policies and procedures, standardized forms, and effective systems for data collection, maintenance, and reporting. Additionally, comprehensive training and ongoing support are required to help administrators implement the requirements outlined in the Action Plan.

Baseline Performance

Analysis of removal data from the 2024–25 school year revealed notable patterns of disproportionate overrepresentation and significant disproportionality for students with disabilities (SWDs) and Black students, both with and without disabilities, across multiple disciplinary categories. This data-driven analysis established critical baseline performance measures, serving as reference points for evaluating progress over time and informing the development of data-based outcomes. These outcomes were instrumental in shaping the requirements detailed in the Action Plan, ensuring targeted interventions that address the observed disparities in disciplinary practices.

The following are baseline performance measures related to student discipline:

Out-of-School Suspensions (OSS)

Out-of-school suspensions (OSS) refer to the removal of a student from the school environment for disciplinary reasons, resulting in the student being prohibited from attending school for a specified period. For context, the state average for one-time suspension rates stands at 2.9%. Additionally, the California Department of Education (CDE) employs the Suspension Rate Indicator, classifying any suspension rate exceeding 6.1% as “Very High,” which is the highest designation available.
Overall (Combined General and Special Education) OSS Removals

- During the 2024–25 school year, a total of 2,147 students experienced at least one out-of-school suspension. These suspensions resulted in 3,535 separate disciplinary events

- General education students accounted for 71.3% of all students who experienced at least one removal from school and represented 66.1% of all OSS events
- Special education students comprised 28.7% of all students who experienced at least one OSS and represented 33.9% of all events. This figure demonstrates that special education students are overrepresented in OSS incidents when compared to their overall proportion of the student population (18.7%)
- The district's overall OSS suspension rate stands at 7.9%, which is significantly higher than both the state average of 2.9% and the California Department of Education's "Very High" suspension rate indicator of 6.1%
- Black students, both with and without disabilities, have an OSS rate or risk of 13.7%, which is 42.3% higher than the overall district rate
- American Indian/Alaskan Native students, with and without disabilities, have an OSS rate or risk of 11.7

General Education OSS Removals

- A total of 1,531 general education students received at least one OSS, totaling 2,335 events
- General education students' risk for experiencing at least one OSS is 4.6%, which exceeds the state average of 2.9%
- Black general education students' risk is 12.6%, indicating that 12.6 out of every 100 Black nondisabled students are likely to receive at least one OSS. This risk is the highest among all non-disabled student groups by race or ethnicity
- Black students have a risk ratio of 3.34, which is indicative of significant disproportionality. This means Black general education students are 3.34 times more likely to be removed from school than their non-Black peers.
- American Indian/Alaskan Native general education students' risk for experiencing OSS is 10.6%
- This group demonstrates a risk ratio of 2.29, which is consistent with disproportionate overrepresentation
- In contrast to the high rates of OSS observed among Black and American Indian/Alaskan Native student groups, White, Asian, and Filipino general education students display significantly lower risks. Specifically, White students have a risk of 2.5%, Asian students have a risk of 2.4%, and Filipino students have a risk of 1.7%. Each of these rates is below both the state average of 2.9% and the district rate of 4.6% for general education students

Special Education OSS Removals

- A total of 616 special education students received at least one OSS, totaling 1,200 events
- Special education students have a risk of experiencing an OSS at 8.1%, which exceeds the state's "Very High" indicator of 6.1%
- Students with disabilities (SWDs) have a risk ratio of 1.77, which is consistent with being at risk for disproportionate overidentification
- Black SWDs have an OSS rate or risk of 16.3%, which is more than twice the risk for SWDs overall
- This group demonstrates a risk ratio of 2.59, consistent with disproportionate overrepresentation

- American Indian/Alaskan Native SWDs have a risk of 14.5%
- Their risk ratio is 1.65, consistent with being at risk for disproportionate overrepresentation
- The district's elevated suspension rates impact risk ratio calculations for student groups. Multiple groups exhibit high OSS rates which results in disproportionality remaining comparatively modest. Nevertheless, the composition index and/or identified risk demonstrate distinct overrepresentation of OSS relative to both their enrollment proportions and the state average

In-School Suspensions

In-school suspensions (ISS) are disciplinary actions that remove students from their regular classroom environment and exclude them from participating in school-wide activities, including recess and lunch.

Overall ISS Removals

- During the 2024-25 school year, 644 students received an ISS, resulting in 933 events
- General education students comprised slightly over two-thirds (69.7%) of those who received in-school removals, while students with disabilities (SWDs) accounted for 30.3% of such removals
- The overall rate or risk of experiencing an in-school suspension (ISS) is 1.6%

General Education ISS Removals

- A total of 449 general education students experienced an ISS for a total of 633 events
- The rate or risk for general education students experiencing an ISS is 1.4%
- Black students face a risk of 3.8%, which is more than twice the overall rate
- The risk ratio is 3.46, indicative of significant disproportionality. This demonstrates that Black general education students are nearly 3.5 times more likely to receive an ISS compared to their non-Black peers
- All other student groups have a rate or risk at or below the district rate of 1.4%

Special Education ISS Removals

- A total of 195 SWDs received at least one ISS for a total of 300 events
- Special education students' risk of ISS is 2.6%
- Black SWDs' risk of experiencing an ISS is 5.4%
- Their risk ratio is 2.76, consistent with disproportionate overrepresentation
- American Indian/Alaskan Native students' risk is 9.7%

- Their risk ratio of 3.54, indicative of significant disproportionality

Combined Suspension Rates

The state determines overall suspension rates by incorporating both out-of-school suspensions (OSS) and in-school suspensions (ISS) into a single combined metric. By aggregating these two types of disciplinary removals, the calculation provides a more accurate and comprehensive representation of the number of students excluded from their regular educational setting. This approach ensures that all instances of student removal are counted, whether the disciplinary action results in removal from the school building or placement in an alternative setting within the school itself.

Overall Combined (OSS and ISS) Removals

- A total of 2,488 students experienced an OSS, ISS or both types of removals, for a total of 4,467 combined events
- The district's overall suspension rate is 6.1%, which is more than double the state average of 2.9% and meets the threshold for the "Very High" indicator at 6.1%

General Education Combined Removals

- A total of 1,786 general education students received a disciplinary removal of OSS and/or ISS, for 2,967 events
- General education students report a combined suspension18.7 rate of 5.4%
- Among Black general education students, the suspension rate is 14.6%, with a risk ratio of 3.33, indicative of significant disproportionality
- American Indian/Alaskan Native students' suspension rate is 10.6%, with a risk ratio of 1.96, consistent with being at-risk for disproportionate overrepresentation
- Hispanic, Multiple races, and Native Hawaiian/Other Pacific Islander students exhibit suspension rates at or near or slightly above the district rate of 5.4%, exceeding the state average of 2.9%

Special Education Combined Removals

- A total of 702 special education students received a disciplinary removal of OSS and/or ISS, for 1,500 events
- Special education students show a combined suspension rate of 9.3%
- The risk ratio for special education students is 1.71, consistent with being at risk of disproportionate overrepresentation
- Black students in special education experience a suspension rate of 18.7%, accompanied by a risk ratio of 2.62, also indicative of disproportionate overrepresentation
- American Indian/Alaskan Native special education students report a suspension rate of 17.7% with a risk ratio of 1.77, consistent with being at risk for disproportionate overrepresentation

- Multiracial special education students have a suspension rate of 11.1%, significantly higher than the state average; however, their risk ratio of 1.23 does not indicate overrepresentation
- All student groups aside from Asian students (3.0%) demonstrate a suspension rate above 6.1%, ranging between 6.3% and 8.6%. The Asian student group exceeds the state average of 2.9%

Long-Term Disciplinary Removals of 10 or more days

Students with disabilities are safeguarded from long-term disciplinary removals that may lead to a change in their educational placement. When such removals occur, a manifestation determination review (MDR) IEP meeting is required.
For the purposes of triggering a manifestation determination review, both out-of-school suspension (OSS) and in-school suspension (ISS) must be counted when calculating the cumulative length of disciplinary removals, as required by special education law and state regulations.

Due to the district's current agreement to hold MDRs for SWDs removed 6 or more days, data were reviewed examining student removals at both timeframes of 6 or more days and 10 or more days.

General Education Long-term Removals

- Out of all general education students, 156 individuals (8.7%) experienced long-term removals lasting 10 or more days
- The risk of long-term suspension among general education students stands at 0.4%
- Black general education students face a significantly higher risk of 1.7%
- The risk ratio is 5.02, indicative of significant disproportionality; Black general education students are 5.36 times more likely than their non-Black counterparts to be removed for 10 or more cumulative days

Special Education Long-term Removals

- Among special education students, 103 students (14.7%) experienced long-term removals of 10 or more days. Additionally, 28.1% of suspended SWDs were removed for six or more days, which necessitates a manifestation determination review
- The risk of long-term suspension for special education students is 1.4%
- The risk ratio of 2.86 consistent with disproportionate overrepresentation
- Black SWDs have a removal rate of 3.6% for 10 or more days
- The risk ratio for Black SWDs is 4.25, indicative of significant disproportionality
- All other student groups exhibited a rate or risk of 0.7% or lower

Additional Findings

Loss of Instructional Days from OSS

- Suspensions resulted in a loss of 9,609 instructional days, for a loss of approximately $380,000.00 in ADA revenue
- Special education students represented one-third (33.0%) of days lost (n=3,171), with all student groups (Black, Hispanic, Other) showing an average higher number of days removed than their non-disabled counterparts
- For SWDs, White students were the only group that noted less days of removals compared to their non-disabled counterparts (White SWDs 3.7 days vs. White general education 4.1 days)
- Black SWDs represent 42.0% of all days lost, averaging 5.9 days of removal compared to 4.7 days for non-Black SWDs

Number of Days Issued per OSS Event

- About a third of general (30.0%) and special education (32.3%) students suspension events were issued for one day (n=1,091 total events)
- About one-in-four (26.0%) general education suspension events, and one-in-five (21.4%) events for SWDs, were issued a five-day removal
- Black students with and without disabilities had the highest rates of five-day suspensions issued (Black general education - 27.6% and Black SWDs - 24.3%)
- Conversely, White students with and without disabilities showed the lowest rates of being assigned a 5-day removal (White general education – 22.7% and White SWDs -13.0%)

SWDs with OSS and/or ISS with Behavioral and/or Mental Health Supports, including Counseling, Behavior Intervention Plans (BIPs), Behavior Intervention Services, or Intensive Instructional Support (1:1 aide)

SWDs Removed with Behavioral and/or Mental Health Supports on their IEPs

- Of the SWDs suspended at least once (n=702), 255 (36.3%) had behavioral or mental health support as part of their IEP. This means that the majority of SWDs (63.7%) removed did not have any support in their IEP
- Counseling services were found for 20.5% of all SWDs suspended (OSS and ISS) at least one time
- Of those suspended, about one in four (n=162 or 23.1%) had a BIP as part of their IEP
- Few SWDs suspended at least once had 1:1 aides (8.4%) or behavioral intervention services (10.7%)

SWDs Removed with Behavioral and/or Mental Health Supports on their IEPs by Race/Ethnicity

- Black SWDs (n=258), 65 or 25.2% with counseling
- Hispanic SWDs (n=244), 41 or 16.8% with counseling

- White SWDs (n=79), 19 or 24.1% with counseling
- Multiracial SWDs (n=14), 14 or 19.4% with counseling
- Other SWDs (n=48), 5 or 10.4% with counseling
- Black SWDs (n=259), 69 or 26.7% with BIPs
- Hispanic SWDs (n=244), 42 or 17.2% with BIPs
- White SWDs (n=79), 26 or 32.9% with BIPs
- Multiracial SWDs (n=14), 18 or 25.0% with BIPs
- Other SWDs n=48, 7 or 14.6% with BIPs

Other Means of Correction (OMC)

Other means of correction (OMC) serve as alternatives to suspension and are designed to address student behavior without resorting to exclusionary discipline. These interventions may include referrals to a counselor, Student Study Team (SST) meetings, or assessments for special education eligibility. Students may also participate in restorative sessions or engage in intervention activities such as educational programs focused on alcohol and tobacco prevention, or anti-bullying initiatives.

Overall OMCs

- A total of 1,998 instances of OMC were documented, with 1,014 including accompanying codes for OSS and/or ISS. This means that only 984 (49.2%) OMCs reported involved discipline or interventions serving as alternatives to suspension
- When combined with disciplinary referrals resulting in OSS or ISS, OMCs represented 14.5% of students and accounted for 22% of disciplinary events not leading to exclusionary removal. This indicates that only one in seven students subjected to a disciplinary referral received an alternative to suspension or OMC. Conversely, six out of seven students referred to a disciplinary incident received a removal

General Education OMCs

- The risk of experiencing an OMC among general education students is 1.1%
- For Black students, the risk is 3.3%, with a risk ratio of 4.12, indicative of significant disproportionality

Special Education OMCs

- Special education students have a risk of 2.1%, accompanied by a risk ratio of 1.99, which is consistent with being at risk for disproportionate overrepresentation
- Among Black special education students, the risk is 4.1%, with a risk ratio of 2.52, consistent with disproportionate overrepresentation

Manifestation Determination Reviews (MDRs)

The Manifestation Determination Review (MDR) meeting is convened to bring together school staff and the student's family for a collaborative evaluation of the student's misconduct. The primary objective is to determine whether the behavior in question was substantially related to—or a direct manifestation of—the student's disability. The team also assesses whether the student's actions may have resulted from the school's failure to properly implement the IEP.
If the MDR team determines that the misconduct was not a manifestation of the student's disability and confirms that the IEP provided sufficient support and was implemented correctly, the school is permitted to move forward with disciplinary measures, which may include a change in the student's school placement. It is important to note that long-term suspensions have considerable consequences for students, including an extended loss of instructional time and significant disruption to the delivery of IEP services.

Findings from a review of 123 MDRs include:

- More than half of MDRs held were for Black students (n=65, 52.8%)
- Of the MDRs held, parents attend 78% of meetings
- Most were held within 10 days (n=107, 87.0%)
- About a third (n=43, 35.0%) of MDRs determined that the misconduct was a manifestation of the student's disability (42 total) or school's failure to implement their IEP (16 total). Six or 4.9% of the MDRs did not have any information related to the determination
- Of the parents who attended the MDR, 64.6% agreed with the determination made, 11.5% disagreed, while 24.0% of IEPs did not have any information related to a parent's agreement
- About half (52.0%) of students had a BIP prior to the MDR or had one added and/or revised at the meeting
- Half of Black students (50.8%) subjected to an MDR had a BIP
- Only eight students (6.5%) were recommended a functional behavioral assessment (FBA) at the MDR meeting
- About one in ten Black students (n=6, 9.2%) were offered an FBA as a result of the MDR
- For SWDs with 6 or more days of suspension, 61.4% (105 out of 171 students) had an MDR held
- A total of 23 or 18.7% of students had a placement change recommended with 13 or 10.6% recommending placement at a non-public school (NPS)

Expulsion and Voluntary/Involuntary Discipline Transfers

Expulsion data were reviewed; however, efforts to obtain comprehensive disciplinary transfer data were unsuccessful. Despite multiple requests for information regarding disciplinary transfers that resulted from behavior hearing reviews, the district was

unable to provide data detailing student outcomes until the day before the release of the Updated Action Plan. Although baselines are included a full validation of the data could not be performed.

General and Special Education Expulsions

- 23 students were expelled during the 2024-2025 school year consisting of 7 SWDs and 16 general education students
- The expulsion rate for special education students is 0.09%, with a risk ratio of 2.34%, consistent with disproportionate overrepresentation
- 10 Back students (43.5%) were expelled consisting of 4 SWDs and 6 general education students
- 7 Hispanic students (30.4%) were expelled consisting of 2 SWDs and 5 general education students
- 6 students (26.1%) from other race categories were expelled consisting of 1 SWD and 5 general education students
- No White were students
- Of the 23 students expelled only 7 had a behavior hearing request form. No additional data exists regarding the remaining 16 students expelled

Overall Disciplinary Transfers (codes T165 and T167)

- A total of 867 students received a disciplinary transfer consisting of 181 SWDs (20.8%) and 687 (79.2%) general education students
- The risk of a disciplinary transfer for general education students is 1.7%, with a risk ratio of 1.40 not signaling disproportionality
- The risk of a disciplinary transfer for SWDs is 2.4%, with a risk ratio of 1.40 not signaling disproportionality

General and Special Education Disciplinary Transfers (T165)

- Enrollment data identified 66 students having a disciplinary transfer code of T165 for total of 69 transfers due to 3 students having 2 disciplinary transfers during 24-25 school year
- Total of 9 SWDs and 57 general education students received a disciplinary transfer
- Black students represented 31 or 47.0% of disciplinary transfers, consisting of 6 SWDs and 25 general education students
- Hispanic students represented 23 or 34.8% of disciplinary transfers consisting of 2 SWDs and 21 general education students
- Other race categories experienced 10 (15.2%) disciplinary transfers consisting of 1 SWD and 9 general education students
- 3.0% of White general education students (n=2) received a disciplinary transfer
- Of the 69 disciplinary transfer events only 31 had evidence of a behavior review request form

Transfer to Alternative School or Program (referred or voluntary) - In District (T167)

- 801 students experienced a voluntary or involuntary referral to an alternative school or program for a total of 808 events, indicating 7 students were reportedly transferred twice
- A total of 171 SWDs and 630 general education students were transferred
- Black students represent 210 or 26.1% of students who received a voluntary or involuntary transfer consisting of 67 SWDs and 143 general education students
- Hispanic students represent 317 or 29.6% of students who received a voluntary or involuntary transfer consisting of 57 SWDs and 260 general education students
- Other race categories represent 129 or 16.1% of students who received a voluntary or involuntary transfer consisting of 20 SWDs and 109 general education students
- White students represent 145 or 18.1% of students who received a voluntary or involuntary transfer consisting of 27 SWDs and 118 general education students
- Of the 808 transfers, 22 had a behavior review request form submitted

Data-Based Outcomes and Action Plan Requirements

The following outcomes are intended to significantly reduce both the total number and the disproportionate rate of out-of-school (OSS) and in-school (ISS) disciplinary removals for students with disabilities (SWDs) and Black SWDs. These proposed outcomes focus on lowering the risk for each student group—specifically SWDs and Black SWDs—to better align with the state's average suspension rate of 2.9%.

The overarching objective is to ensure that disciplinary referral and removal rates for SWDs and Black SWDs are comparable to those of general education students, as well as to the rates observed in other districts across the state. This comparison is rooted in the expectation that, when schools appropriately identify and address behaviors related to disabilities through effective interventions and supports, students with disabilities should not experience higher rates of disciplinary removals than their nondisabled peers. Instead of punitive measures, the focus should be on implementing supportive strategies that directly address the underlying behavioral and mental health needs associated with a student's disability.

Outcome #1: Reduction in Disciplinary Removals—Combined Suspensions for SWDs
By September 30, 2031, the District will reduce the combined (OSS and ISS) suspension rate for SWDs to match the state average of 2.9% or lower.

Outcome #2: Reduction in Disciplinary Removals—Combined Suspensions for Black SWDs
By September 30, 2031, the District will reduce the combined (OSS and ISS) suspension rate for Black SWDs to 2.0% or lower.

Outcome #3: Reduction in Long-term Disciplinary Removals—10 or more days for SWDs
By September 30, 2031, the District will reduce the long-term suspension rate for SWDs to a level comparable to their nondisabled peers, to 0.4% or lower.

Outcome #4: Reduction in Long-term Disciplinary Removals—10 or more days for Black SWDs
By September 30, 2031, the District will reduce the long-term suspension rate for Black SWDs to 0.2% or lower.

Outcome #5: Increase in Behavioral and Mental Health Supports, Services, and Assessments for SWDs Subjected to Disciplinary Removals
By September 30, 2031, the District will convene an IEP meeting for 95% of all students with disabilities who experience two or more out-of-school suspensions (OSS) or in-school suspensions (ISS), or whose cumulative removals reach six or more days. The purpose of these meetings will be to review and potentially enhance behavioral and mental health supports, services, and assessments, including behavior intervention plans (BIPs), counseling services, and functional behavioral assessments (FBAs).

Outcome #6: Accurate Reporting of Disciplinary Removals
By September 30, 2031, the District will ensure that 98% of all out-of-school suspensions (OSS) and in-school suspensions (ISS) are accurately reported in the student information system. This includes maintaining required documentation, such as suspension notice forms and suspension checklists signed by parents or guardians, for all students with disabilities (SWDs) who experience an OSS or ISS.

Outcome #7: Compliance with Suspension Procedures and Checklist
By September 30, 2031, the District will demonstrate 95% compliance with the elements of the suspension checklist.

Outcome #8: Reduction in Expulsions and Disciplinary Transfers of SWDs and Black SWDs
By September 30, 2031, the District will reduce rates of expulsions and disciplinary transfers of SWDs and Black SWDs to less than 1.0%.

Office of the Independent Monitor
B.P.S.B v. SCUSD
Updated Action Plan
May 7, 2026

The Action Plan items outlined below are required components of the district's Implementation Plan. These measures are designed to strengthen systemic capacity by prioritizing enhancements in training, data collection, maintenance, reporting, and accountability within the school discipline program. Additionally, the district must build its capacity to foster a cultural shift toward addressing behavioral challenges through support for the behavioral and mental health needs of students with disabilities (SWDs), including Black SWDs, rather than through punitive responses.

Section 1A. Removals of SWDs, Including Out-of-School Suspension (OSS) and In-School Suspension (ISS), Expulsions and Disciplinary Transfers, and Manifestation Determination Reviews (MDR)		
Required Actions	Goal(s)	Directives
1A.1 Develop a comprehensive discipline procedural manual incorporating a behavior discipline matrix to support administrative decision-making regarding discipline referrals. The manual should clearly delineate procedures employing a progressive discipline model, ensuring consideration of individual student factors, including behavioral and mental health needs as well as disability-related issues. The manual shall define behaviors and misconduct that constitute appropriate discipline referrals to school administrators, as well as differentiate between misconduct and behaviors that are more appropriately mental health referrals. The manual shall instruct administrators to prioritize and exhaust all available other means of corrections (OMCs) before considering in-school suspension (ISS) or out-of-school suspension (OSS). This practice is particularly relevant for minor infractions, including both first-time and repeated minor offenses, when appropriate. Selected interventions should be directly connected to the nature of the offense. For instance, students involved in vaping violations should participate in tobacco and drug education curricula. By ensuring that interventions are specific and relevant to each offense, the manual fosters supportive, effective responses and reduces reliance on punitive measures. The behavior discipline matrix shall outline appropriate responses to misconduct, emphasizing the use of OMCs, and the application of ISS and OSS in a progressive manner. It should aim to minimize or prohibit the use of suspensions for minor infractions such as habitual profanity or vulgarity, tobacco use/vaping, and/or defiance.	Substantially reduce exclusionary removals of SWDs and Black SWDs, as well as law enforcement referrals; substantially increase the use of nonpunitive interventions (OMCs) rather than punitive measures and promote equitable application of interventions and discipline. Develop systemic capacity and establish best practices to substantially reduce removals of SWDs. Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Implement accountability mechanisms for school administrators who inappropriately and/or demonstrate high rate or disproportionate use OSS and ISS removals.	1, 2, 21

The behavior discipline matrix shall specify the recommended number of days a student may be removed from school through out-of-school suspension (OSS) or in-school suspension (ISS). This guidance is presented in a clear and progressive format, designed to reduce subjective decision-making and ensure equitable application of disciplinary measures. The recommended duration for student removals ranges from 0 to 5 days. It should acknowledge that applying exclusionary removals is not appropriate when responding to disability-related behaviors and that appropriate responses by schools are to review a student's IEP, specifically the behavioral and mental health support, including the frequency and duration, and convene IEP meetings when appropriate. The manual shall prohibit the involvement of law enforcement and Safety Officer in school discipline that can be effectively carried out by administrators, support staff and teachers. The manual shall guide administrators to carry out the following functions when a suspension is issued: a review of previous nonpunitive interventions attempted prior to the removal; hold a pre-suspension conference with the students and appropriate staff; notification requirements to case carriers; identification and timely provision of IEP or 504 Plan supports and services; notification to parents; data collection and entry requirements, including checklist and suspension notice forms; and a tracking mechanism to monitor progress toward outcomes.		
1A.2 Develop a standardized in-school discipline and intervention program that explicitly delineates the roles and operations of the behavior intervention room, student support centers, in-school suspensions, and non-punitive interventions as defined alternatives to suspension. The ISS program should be implemented uniformly across all campuses, employing consistent terminology and data codes for accurate documentation and referencing of in-school removals.	Substantially reduce exclusionary removals of SWDs and Black SWDs, as well as law enforcement referrals; substantially increase the use of nonpunitive interventions (OMCs) rather than punitive	1, 2, 21

ISS must be defined as: *A disciplinary measure involving the temporary reassignment of a student to a designated classroom, for a minimum of half a school day. This action removes the student from their usual classes, separates them from their peers and standard educational setting, and results in a loss of direct instructional time, beginning with their arrival at school. Additionally, this placement leads to segregation from peers during lunch and recess.* The in-school discipline and intervention program shall incorporate procedures for identifying students with disabilities (IEP and 504 Plan) referred for removal; conducting a review of prior nonpunitive interventions implemented before removal; establishing notification protocols for case carriers; ensuring the prompt identification and delivery of IEP or 504 Plan supports and services; providing timely notifications to parents; detailing requirements for data collection and entry; and implementing a systematic tracking mechanism to monitor progress toward defined outcomes.	measures and promote equitable application of interventions and discipline. Develop systemic capacity and establish best practices to substantially reduce removals of SWDs. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability. Implement accountability mechanisms for school administrators who inappropriately and/or disproportionately use OSS and ISS removals.	
1A.3 Develop and update policies and procedures to provide clear direction for school administrators and officials regarding the issuance of OSS and ISS removals (See Appendix A). These policies should offer comprehensive guidance that prioritizes the use of nonpunitive interventions or alternatives to OSS and ISS for minor infractions and disability-related behaviors. This process entails the development of a suspension checklist that obligates school administrators to: accurately complete the suspension notice form; promptly notify parents or guardians of any out-of-school (OSS) or in-school suspension (ISS), as applicable; convene a	Develop systemic capacity and establish best practices to substantially reduce removals of SWDs. Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	1, 2, 21

suspension conference to consider and implement other means of corrections (OMCs) where appropriate; review previous interventions, OMCs, and suspensions, including the cumulative days removed and prior MDRs held in the current school (if applicable); document any concerns or disagreements expressed by parents or guardians; identify students with disabilities (SWDs) who have Individualized Education Programs (IEPs) or 504 Plans; review the student's IEP or 504 Plan, including existing behavioral supports such as Behavior Intervention Plans [BIPs]) and mental health services (such as counseling); evaluate the need for additional behavioral and mental health services or assessments as alternatives to suspension; and inform parents or guardians of their rights to appeal and due process. Additionally, the checklist must include the signature(s) of the parent or guardian. Develop a statement or script that communicates the following information to parents: the District's ongoing initiatives to minimize removals of SWDs and Black SWDs as outlined in the Action Plan and Settlement Agreement; parents' rights to disagree with and appeal any removal decisions; acknowledgment that other means of corrections (OMCs) were reviewed and/or implemented prior to recommending suspension; and an assurance that considerations related to the student's disability, including a review of supports and services detailed in the IEP addressing disability-related behaviors and/or mental health needs, were made. Policies and procedures should incorporate accountability provisions for school administrators who fail to comply with the checklist requirements or who authorize removals that are not aligned with District policy.	Establish practices that substantially increase behavioral supports, services, and assessments offered to SWDs to address disability-related behaviors. Implement mechanisms to notify parents/guardians in a timely manner of disciplinary removals. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability. Implement accountability mechanisms for school administrators who inappropriately and/or disproportionately use removals on SWDs, and Black SWDs.	
1A.4 Develop comprehensive policies and procedures to ensure accurate data collection for OSS and ISS removals (See Appendix A). All collected information, including relevant forms, must record demographic details such as race/ethnicity, age, grade, and disability status, along with documentation of parental notification efforts and methods. Procedures	Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability.	21

should provide detailed step-by-step instructions for entering and maintaining data within the student information system. Schools are required to collect and retain hard copies of suspension notice forms and checklists, which must be accessible to district or OIM staff by the third day of each month. Principals must receive monthly reports regarding OSS and ISS removals no later than the 10th day of each month.	Implement accountability mechanisms for school administrators who inappropriately and/or disproportionately use removals on SWDs.	
1A.5 Develop comprehensive guidelines for schools to fulfill the requirement of convening an Individualized Education Program (IEP) meeting for students who have experienced two or more removals, or six or more days of removals, including out-of-school suspension (OSS) and/or in-school suspension (ISS). These meetings should specifically address the student's behavioral challenges or incidents, review existing supports and services, and evaluate the need for additional or enhanced behavioral interventions (BIPs), mental health supports such as counseling, expanded services (including adjustments to frequency and duration), and assessments like functional behavior assessments (FBA). IEP teams are required to thoroughly document all considerations and provide clear justifications when deciding not to offer behavioral or mental health supports, services, or assessments.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish practices that substantially increase behavioral supports, services, and assessments offered to SWDs to address disability-related behaviors.	1, 2, 10, 11
1A.6 Design a comprehensive training program and schedule for school administrators and other pertinent SCUSD personnel to facilitate the implementation of the Action Plan requirements aimed at reducing OSS and ISS removals. The training will cover topics such as understanding disability and related behaviors, components of the checklist, alternatives to suspension, data entry, maintenance and reporting procedures,	Develop systemic capacity and establish best practices to substantially reduce removals of SWDs.	1, 2, 17, 21

distinguishing between education and penal code violations, as well as implicit and explicit bias.		
1A.7 Revise policies, procedures, and training to ensure that schools conduct Manifestation Determination Reviews (MDRs) with the objective of safeguarding students from discriminatory practices and adhering to established best practices (See Appendix A). Create a checklist that guides schools in the thorough review of all relevant students IEPs and student records (not limited to a specific timeframe), review the number of prior removals and cumulative days removed to identify previous interventions and behavioral patterns, considerations of any recent changes to the student's health, mental health or new areas of suspected disability, reviews information from multiple teachers and/or service providers (if applicable), assess whether the supports, services and placement were appropriate and reasonably calculated, and requires all team members to provide input in the determination of whether the misconduct was a manifestation of the student's disability, or failure to implement the IEP. Develop a letter and script for families outlining the purpose and intent of an MDR. The communication should explain that the team will assess whether the student's misconduct was substantially related to their disability and address potential consequences if such a relationship is established. It should inform families of their rights, including the ability to determine the composition of the IEP team (such as inviting an advocate, medical or mental health professional, or individuals knowledgeable about the student), the right to submit new or additional information pertaining to their child's disability for consideration, clarification that determinations are made collectively by the team rather than by any single individual, and the right to disagree with the outcome and seek due process.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Develop systemic capacity and establish best practices to substantially reduce removals of SWDs. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability. Implement accountability mechanisms for schools and administrators who inappropriately and/or disproportionately use removals on SWDs.	1, 2, 10, 21

Establish a tracking system designed to record, at minimum, the following: MDRs conducted, number of days suspended at the time of MDR, determinations rendered, previous corrective actions taken by other means of corrections (OMCs), outcomes of meetings (such as service additions, new assessments, or changes in placement), and any parent disagreements.		
1A.8 Review, revise or create policies and procedures for behavior hearings, expulsion and disciplinary transfers, including voluntary and involuntary discipline transfers, to comply with education code requirements (See Appendix A). Effective policies should incorporate robust data tracking and oversight mechanisms to promote transparency, fairness, and nondiscrimination. This process involves creating a mechanism to track behavior hearings and their outcomes, as well as student demographics such as age/grade, gender, race/ethnicity, and disability status. The tracker must be updated by the third day of each month and should be accessible to both district and OIM staff.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Develop systemic capacity and establish best practices to substantially reduce removals of SWDs. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability.	TBD
1A.9 Prepare monthly and yearly reports that provide detailed information on disciplinary actions including Out-of-School Suspension (OSS), In-School Suspension (ISS), expulsions, and voluntary and involuntary disciplinary transfers. All data must be broken down at least by race/ethnicity, age or grade level, gender, and disability status. School principals and central office staff are required to examine these OSS, ISS, expulsion, and disciplinary transfer reports every month. This regular review helps maintain ongoing oversight and accountability for discipline procedures involving students with disabilities (SWDs) and	Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability. Implement accountability mechanisms for schools and administrators who inappropriately and/or	1, 2, 21

Black SWDs. If schools are identified as having elevated or disproportionate disciplinary removal rates for SWDs or Black SWDs, corrective actions must be taken. These actions can include targeted interventions and extra staff training as needed.	disproportionately use removals on SWDs.	
1A.10 Comprehensive Safety Plans must incorporate both districtwide and site-specific procedures pertaining to the discipline program, with particular emphasis on Positive Behavior Interventions and Support strategies and programs designed to address, reduce, and prevent disciplinary referrals. Comprehensive Safety Plans should be available to staff, parents, and the community, at minimum, on every school campus and through each school's website.	Develop systemic capacity and establish best practices to substantially reduce removals of SWDs. Implement accountability mechanisms for schools and administrators who inappropriately and/or disproportionately use removals on SWDs.	1, 2, 20

Section 1B. Referrals of SWDs to Law Enforcement and Campus Safety and Supervision Personnel

The second part of this section evaluates referrals of SWDs and Black SWDs to law enforcement and campus safety and supervision personnel, assessing whether these student groups are subject to disproportionate overrepresentation. The findings, outcomes, and requirements for integration into the district's Implementation Plan are also addressed.

Currently, the district does not maintain systematic, centralized data on student referrals to campus safety and supervision personnel, and Safety Officers. As a result, performance baselines and corresponding outcomes could not be established. However, Action Plan requirements are provided to support reorganization of the campus safety and supervision program that requires the district to collect referral data during the 2026–27 school year to determine whether a data-based outcome is warranted for the compliance period.

In 2019, the district made a significant shift in its approach to student safety by moving away from the traditional School Resource Officer program. Instead, the district adopted a new model that prioritizes prevention, intervention, and student support. This change marked the creation of the Safe Schools office, which established a comprehensive safety strategy centered on addressing student needs holistically.

The Safe Schools office promotes a philosophy that places mental health, emotional support, conflict resolution, de-escalation, and restorative justice at the forefront of its safety practices. Rather than relying on conventional disciplinary measures, such as referrals to law enforcement, the office emphasizes proactive and supportive interventions. The focus is on resolving issues through restorative practices and providing students with resources to support their well-being, aiming to foster a safer and more inclusive school environment.

The Safe Schools program is organized into five brackets, each linked to a major high school and its feeder schools. Each bracket has a Safety Officer and two Lead Campus Supervisors who handle safety and intervention. Safety Officers manage operations, assess threats, and deter incidents, responding to crises like parent disputes, large student altercations, and threats. They are based at high schools and serve as law enforcement liaisons.

Lead Campus Supervisors are part of the Prevention and Intervention team, overseeing students from the "Golden List" identified by Safe Schools using discipline data. They provide tiered interventions such as check-ins, mentoring, goal setting, restorative circles, conflict mediation, and SEL skill development. Students can also be referred through a formal process with a referral form. Besides supporting students directly, Lead Campus Supervisors attend Coordination of Services Team (COST) meetings and connect families with school and community resources.

A recently added Security Services unit patrols the campuses in the evenings and on weekends. As part of the facilities team, they have limited student contact and do not handle school crises.

While the Safe Schools program lacks a formal board policy, it follows established procedures to handle crises consistently. These include a service flow chart and School Administrative Guidance, which help staff respond effectively during emergencies. The Service Flow Chart provides clear steps for staff dealing with student crises, covering identification, categorization, emergency levels, eligibility review, support, and intervention monitoring. This organized method ensures students get timely and appropriate help based on each situation's urgency and type.

The “School Administrator Guidance” provides clear instructions on whom to contact in different crisis situations, outlining when to involve the Safety Intervention and Response Coordination (SIRC) team, local police for non-emergencies, or 911 for emergencies. The guidance instructs administrators to contact the SIRC team for immediate nonviolent de-escalation or consultation about involving law enforcement. Law enforcement should only be called if there's a mandatory school notification, such as imminent danger to health or safety, regardless of parental requests. The document also lists contact information for CPS and the Mental Health/Crisis Team, and outlines steps for responding to on-campus mental health crises.

The Safe Schools Department uses two tracking systems to monitor its work. The first is a call log filled out by Safety Officers, documenting their site activities and any law enforcement contact. The Daily Log of Services, kept by Lead Campus Supervisors, records their case management activities, intervention delivery, disciplinary involvement (such as helping in the discipline office or supervising detention), and participation in student searches. While both tracking systems note law enforcement contacts and disciplinary actions, some records only indicate staff participation without specifying which students were involved.

The Safe Schools program review found the staff's commitment to at-risk students and robust data tracking as strengths. Data use supports informed decisions, resource allocation, and enhances collaboration among schools, families, and law enforcement to foster a safer educational environment.

Despite these positive aspects, the review found that there is a need for the development of clear policies and procedures. Establishing such guidelines would help ensure that implementation is consistent and equitable across all schools. Additionally, the review identified opportunities to enhance both the scope and the reliability of support provided to schools, making sure that resources and interventions are delivered in a uniform manner and reach all students who need them.

The Safe Schools program faces a significant challenge in providing comprehensive support and coverage across all campuses. Due to limited resources, Safe Schools staff cannot be present at every school, resulting in gaps in direct supervision and assistance.

To address these gaps, individual schools hire and maintain their own campus safety and supervision staff. These staff members often deliver similar or even identical support and services as those provided by Safe Schools personnel. However, the roles, reporting structures, and training requirements for campus safety staff vary from school to school, leading to inconsistencies in how safety and supervision protocols are carried out.

Additionally, the approaches and practices implemented by campus safety staff differ across schools. This variation means that the effectiveness and consistency of safety measures depend largely on each school's procedures, staff training, and interpretation of protocols, which may result in uneven experiences for students and staff district-wide.

The district does not have a unified or cohesive safety and supervision program. Despite the Safe Schools staff demonstrating a strong commitment to the program's objectives and the services they offer, there is a distinct separation between the roles and responsibilities assigned to ensure campus supervision and student safety. This division contributes to varied approaches across different schools.

Collaboration between Safe Schools staff and individual site safety personnel varies from one school to another. In some cases, schools report a more cooperative working relationship, but such collaboration is not standardized district-wide and largely depends on each school.

A review of law enforcement data revealed a concerning trend: Students with Disabilities (SWDs) and Black students—including both those with and without disabilities—are significantly overrepresented and disproportionately affected in law enforcement referrals. This disproportionality is especially troubling due to its far-reaching consequences. Law enforcement referrals can contribute to the perpetuation of the school-to-prison pipeline, a phenomenon where disciplinary actions in schools increase the likelihood of subsequent involvement in the criminal justice system.

Furthermore, these findings highlight the lack of adequate training and understanding among staff regarding the impact of disability on student behavior. Without this knowledge, interventions may not be appropriately tailored, resulting in inequitable treatment and outcomes for affected students. Addressing these issues is critical to ensuring that school safety and disciplinary practices do not inadvertently reinforce systemic inequities.

One of the major concerns highlighted in the review is the limited completeness of law enforcement referral data within the student information system (SIS). Less than 10% of referral events are documented in the SIS, while the majority of incidents are maintained in the Safe Schools dataset. This discrepancy results from a lack of clear policies and procedures, inconsistent reporting practices among site administrators, and insufficient oversight from central office supervisors.

The lack of comprehensive and consistent data recording hinders the district's ability to effectively identify potentially inappropriate referrals. Additionally, it limits the capacity to assess whether law enforcement referrals disproportionately affect Students with Disabilities (SWDs) and Black students, including those with and without disabilities. Without accurate and complete data, efforts to evaluate and address inequities in referral practices are significantly impeded.

The Action Plan includes initiatives designed to strengthen a consistent and integrated safety program, including establishing a comprehensive framework that promotes compliance with standardized policies, procedures, and practices across all schools. By focusing on consistency and integration, the district can eliminate variations in safety approaches and ensure that every school adheres to the same standards. The comprehensive framework supports the implementation of uniform safety measures, standard and mandatory training, encourages cooperation among staff, and facilitates accurate reporting practices. Ultimately, these efforts contribute to a safer and more equitable environment for all students and staff throughout the district.
A key aspect of the Action Plan is the emphasis on considering disability-related behaviors during the referral process. Schools are required not only to take these factors into account but also to thoroughly document and justify the reasons for any law enforcement referrals made. This approach ensures greater accountability and transparency, supporting equitable disciplinary practices throughout the district.

The Action Plan also mandates the implementation of equitable, well-trained responses to safety incidents, along with enhanced procedures to ensure that students with disabilities receive all accommodations and supports outlined in their Individualized Education Programs (IEPs) during such situations. Additionally, the plan introduces data governance enhancements aimed at standardizing reporting practices, strengthening administrative oversight at both the school and central office levels, and promoting the effective use of data for monitoring and evaluating the safety and supervision program.

Baseline Performance

An analysis of law enforcement data from the 2024–25 academic year highlights a concerning pattern of disproportionality. Students with Disabilities (SWDs) were found to be significantly overrepresented in law enforcement referrals. Notably, Black SWDs experienced pronounced disproportionality in these referrals.

Baseline performance metrics were employed to guide the formulation of targeted, data-driven outcomes and requirements of this Action Plan. The baseline performance measures are detailed below and serve as the basis for guiding the district's Implementation Plan efforts to address and reduce disproportionality in law enforcement referrals.

Law Enforcement Referrals

Overall Baselines

- Of all referrals made to law enforcement, just 10 cases (7.5%) were documented in the student information system (SIS), while most incidents (123, or 92.5%) appeared only in Safe Schools program datasets. This suggests that the SIS—which is used for state and federal reporting—significantly underreports such incidents
- In total, 117 students were referred to law enforcement, accounting for 132 distinct referral events

General Education Baselines

- General education students made up 70.0% (n = 82) of referrals and 68.9% (n = 91) of referral events
- The risk of law enforcement referral among general education students is 0.2%
- The risk of law enforcement referrals for Black general education students is 0.7%.
- A risk ratio of 3.49 shows that Black students are about three and a half times more likely to be referred than non-Black peers in general education, indicative of significant disproportionality

Special Education Baselines

- Special education students made up 29.9% (n=35) of law enforcement referrals and 31.1% (n=41) of events
- The likelihood or risk of students with disabilities being referred to law enforcement is 0.4%
- SWDs had a risk ratio of 1.85, consistent with being at-risk for disproportionate overrepresentation
- The referral risk for Black SWDs is 1.4%
- Their risk ratio of 6.01 indicates significant disproportionality; Black students with disabilities are six times more likely to be referred to law enforcement compared to their non-Black peers with disabilities
- Referral rates for other student groups were considerably lower: White students accounted for 0.1%, Other for 0.2%, and Hispanic students for 0.3%.
  Data-Based Outcomes and Action Plan Requirements

The data-based outcomes are specifically designed to address and reduce the number of law enforcement referrals involving Students with Disabilities (SWDs) and Black students, regardless of disability status. By focusing on these groups, the plan aims

to mitigate disproportionate impacts and ensure fair treatment across the district. In addition, an outcome to improve the accuracy of referral data by establishing clear data-driven outcomes and implementation requirements, is included.

The goal is to reduce both the overall number and the disproportionate rate of law enforcement referrals for SWDs and Black SWDs, aiming to align their referral rates with those of general education students and Hispanic SWDs. Hispanic SWDs were chosen as the comparison group due to their large enrollment and similar risk levels to nondisabled students.

The District lacks a comprehensive system to track referrals involving campus safety and supervision staff. While campus safety is mostly managed centrally by Safe Schools, some personnel are hired directly by sites. Current incident and intervention records kept by Safe Schools administrators are limited and insufficient for setting baselines or supporting data-driven outcomes.

> ***Outcome #9: Reduction in Law Enforcement Referrals—SWDs and Black SWDs***
> By September 30, 2031, the District will reduce the rate of law enforcement referrals for students with disabilities (SWDs) and Black SWDs to 0.2% or below.
>
> ***Outcome #10: Accurate Reporting of Law Enforcement Referrals***
> By September 30, 2031, the District will ensure that 98% of all law enforcement referrals and outcomes—including searches, restraints, and removals—are accurately reported within the student information system.

The District's Implementation Plan will include the following required initiatives. These measures aim to enhance the district's overall capacity by prioritizing comprehensive training, efficient data collection, management, and reporting, as well as rigorous accountability protocols. This approach ensures adherence to proper administrative practices within the district's policing and campus safety and supervision program.

Section 1B. Referrals of SWDs to Law Enforcement and Campus Safety and Supervision Personnel		
Required Actions	Goal(s)	Directives
1B.1 Conduct a thorough evaluation and revision of the organizational structure for the campus safety and supervision program. This process should include the creation of a comprehensive framework that clearly defines the roles and responsibilities of campus safety and supervision personnel, with an emphasis on prioritizing safety and supervision while minimizing or excluding their participation in disciplinary actions. The reorganization aims to implement a cohesive, districtwide program for school safety and supervision. This initiative will be supported by standardized policies and procedures, consistent data collection methods, comprehensive training protocols, and a well-defined accountability framework. Efforts should be directed toward maintaining or reducing operational expenses, with additional staffing considered only when essential. School principals are expected to exercise or share direct authority over campus safety and supervision personnel assigned to their facilities, and to actively participate in collaborative performance evaluations. The program should establish a structured support system at each school, allowing leads or senior campus safety and supervision staff to perform their duties efficiently. This framework will facilitate effective supervision of the program and offer guidance to new employees and other members of the campus safety and supervision team. The school safety program should be designed to implement best practices, such as providing personnel with training through the School Security Officer course offered by the National Association of School Resource Officers (NASRO).	Establish best practices to substantially reduce removals and restraints of SWDs and referrals to law enforcement and campus safety personnel. Ensure policies, procedures, and practices reflect best practices and are aligned to state and federal laws and regulations. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability. Implement accountability mechanisms for schools that inappropriately and/or disproportionately refer SWDs to campus safety personnel and law enforcement officers.	1, 2, 17

1B.2 Develop a *School Safety Officer and Campus Supervisor Handbook* to align with the reorganization and Action Plan. The handbook should prioritize the role of supporting students and the school community within a positive framework that focuses on safety and supervision rather than discipline. The handbook should provide, at a minimum, clear guidance on differentiating between student misconduct addressed by educational or disciplinary policies and actions that fall under criminal or penal codes. It should also outline strategies for interacting with students with disabilities, including effective de-escalation techniques, and offer an overview of behaviors commonly associated with disabilities. Additionally, the handbook must review relevant special education laws pertaining to behavioral and mental health accommodations and detail procedures for implementing behavioral supports and accommodations specified in students' Individualized Education Programs (IEPs).	Establish best practices to substantially reduce removals and restraints of SWDs and referrals to law enforcement and campus safety personnel. Ensure policies, procedures, and practices reflect best practices and are aligned to state and federal laws and regulations. Implement accountability mechanisms for schools that inappropriately and/or disproportionately refer SWDs to campus safety personnel and law enforcement officers.	1, 2
1B.3 Policies and procedures should be developed or updated to reflect the newly defined roles and responsibilities of campus safety and supervision personnel (See Appendix A). These revisions must explicitly address any restrictions or prohibitions related to the involvement of campus safety and supervision staff in school discipline matters. The updated policies will ensure clarity regarding the scope of responsibilities and establish guidelines that align with the comprehensive framework for campus safety and supervision. These policies must define procedures for notifying campus safety and supervision staff, Safety Officers, and law enforcement personnel about students with disabilities who require accommodations or have behavior intervention plans. Administrators and campus safety and supervision staff	Establish best practices to substantially reduce removals and restraints of SWDs and referrals to law enforcement and campus safety personnel. Ensure policies, procedures, and practices reflect best practices and are aligned to state and federal laws and regulations.	1, 2, 17

should receive training on the statutory requirements related to law enforcement referrals under Education Code Section 48902(e) and Section 1415(k)(6). Furthermore, it is essential to establish accountability measures to ensure that campus safety and supervision personnel comply with District policies pertaining to their assigned roles and responsibilities.	Implement accountability mechanisms for schools that inappropriately and/or disproportionately refer SWDs to campus safety personnel and law enforcement officers.	
1B.4 Establish detailed policies and procedures to guide school administrators and officials in determining when referrals to law enforcement are warranted (See Appendix A). These policies should incorporate the following definition of referral to law enforcement and campus safety and supervision personnel: *Is an action by which a student is reported to any law enforcement agency or Campus Safety Officers, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement.* These guidelines must delineate alternatives to referrals and ensure compliance with EC Section 48902(e) and Section 1415(k)(6) of the IDEA. In accordance with these provisions, when reporting criminal acts involving students with disabilities (SWD), relevant school records are required to be provided to law enforcement agencies for their review. Policies should require that school staff consider a student's disability and related behaviors and possess a thorough understanding of disability-related behaviors, before making referrals to law enforcement. Furthermore, protocols should be implemented to manage situations where referrals to law enforcement pertain to students undergoing mental health crises. These procedures must provide for prompt notification of the	Develop systemic capacity and establish best practices to substantially reduce removals and restraints of SWDs and referrals to law enforcement and campus safety personnel. Ensure policies, procedures, and practices reflect best practices and are aligned to state and federal laws and regulations. Implement accountability mechanisms for schools that inappropriately and/or disproportionately refer SWDs to campus safety personnel and law enforcement officers.	1, 2

parent or guardian and assess whether voluntary treatment may be authorized by the parent or guardian, consistent with Welfare & Institutions Code Section 5585. Policies and procedures should include clear processes for assessing the appropriateness of each law enforcement referral involving students with disabilities (SWDs), including Black SWDs, to ensure alignment with district guidelines. Reviews are to be conducted by a designated central office administrator. Furthermore, accountability mechanisms must be established for school administrators who submit referrals inconsistent with District policy.		
1B.5 Establish detailed policies and procedures governing the collection and management of data concerning referrals or interactions involving law enforcement and campus safety personnel. This should encompass documentation of all occurrences, including citations, summonses, searches, arrests, restraints, and removals. Data collection should include comprehensive demographic information, such as race/ethnicity, age, grade level, and disability status. Furthermore, all efforts to notify parents or guardians, along with the methods of communication employed, must be thoroughly documented.	Ensure policies, procedures, and practices reflect best practices and are aligned to state and federal laws and regulations. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability.	21
1B.6 Parents or guardians are required to receive both written and verbal notification on the same day if a student is referred to law enforcement or campus safety and supervision personnel. The notification must specify the grounds for the referral, provide the rationale for contacting law enforcement, and outline any interventions that were attempted before involving law enforcement authorities.	Implement mechanisms to notify parents/guardians in a timely manner of referrals to law enforcement and campus safety personnel.	1, 2

1B.7 Develop a detailed training program and schedule for campus safety and supervision staff. The plan should incorporate timelines for securing experienced professional trainers and guarantee that all specified training subjects in the Action Plan are thoroughly covered. All existing staff members are expected to complete the required training within six months from the commencement of the 2026-27 academic year. Newly hired personnel must meet this requirement within three months of their start date.	Develop systemic capacity and establish best practices to substantially reduce removals and restraints of SWDs and referrals to law enforcement and campus safety personnel. Establish best practices to substantially reduce removals and restraints of SWDs and referrals to law enforcement and campus safety personnel.	17
1B.8 Implement monthly and annual reporting procedures for all law enforcement interactions, encompassing the issuance of citations and summonses, as well as searches, arrests, restraints, and removals. Reports are to be reviewed on a monthly basis by both school principals and central office personnel. Schools exhibiting elevated rates, overrepresentation, or disproportionate outcomes for students with disabilities (SWDs) and Black SWDs regarding law enforcement referrals or contacts—including citations, summonses, searches, arrests, restraints, and removals—must implement corrective actions. These interventions may include targeted additional training and progressive discipline, as necessary. The District is required to adhere to all relevant state and federal reporting obligations, ensuring the accurate documentation of law enforcement referrals and interactions. Reports must be disaggregated by race/ethnicity, age or grade, gender, and disability status, in full accordance with applicable state and federal regulations.	Ensure policies, procedures, and practices reflect best practices and are aligned to state and federal laws and regulations. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability. Implement accountability mechanisms for school administrators who inappropriately and/or disproportionately refer SWDs to law enforcement and campus safety personnel.	1, 2, 21

Section 1C. Restraints and Seclusion; and Provision of Behavioral and Mental Health Supports, Services, and Assessments

The last part of this section analyzes the application of restraints for students with disabilities (SWDs) and evaluates the provision of behavioral and mental health supports, services, and assessments—including counseling, behavior intervention plans (BIPs), and functional behavioral assessments (FBAs)—to SWDs. These interventions are recognized as systematic approaches designed to reduce the utilization of restraints, seclusion, and disciplinary removals by proactively addressing disability-related behaviors and minimizing the likelihood of inappropriate or punitive responses.

Analysis of incident data demonstrates that restraints and seclusion are disproportionately applied to students with disabilities (SWDs). There are notably high rates of both overrepresentation and disproportionality among special education students, with Black SWDs particularly affected. The underlying causes of these disparities are multifaceted.

For general education students, restraints are most commonly implemented in situations involving law enforcement intervention or during physical altercations. In contrast, SWDs—especially those with moderate to severe disabilities—are more likely to experience restraints or seclusion as a response to behaviors related to their disabilities. These might include instances where students become dysregulated or otherwise exhibit disability-related behaviors that are interpreted as requiring intervention. This pattern highlights the need for a careful and equitable approach to managing behaviors in educational settings, ensuring that interventions are not applied more frequently or inappropriately to students with disabilities.

Restraint and seclusion incidents were identified from five distinct data sources, with approximately half of the documented cases accompanied by a Behavior Emergency Report (BER), as mandated by law. Concerns have arisen regarding the inadequate quality of data collection and maintenance at the central level. Additionally, staff demonstrated limited awareness of 30 reported seclusion instances, suggesting that schools may have inaccurately recorded events due to insufficient training and understanding of the legal definitions involved.

Maintaining comprehensive and accurate data is essential for effectively supporting students who have experienced traumatic events, such as restraints, seclusion, or law enforcement interactions. However, the process of gathering reliable information has proven to be difficult due to an evident absence of established structures. This includes gaps in policies, procedures, and oversight by central office administrators, which collectively hinder the ability to ensure data integrity and completeness.

The Action Plan is designed to remedy systemic deficiencies in how restraints are managed for students with disabilities (SWDs). It establishes clear requirements for the collection and maintenance of incident data to ensure accountability and transparency. In

addition, the plan mandates regular review and investigation of the circumstances surrounding each restraint to evaluate its appropriateness and compliance with legal and ethical standards. As a further safeguard, the Action Plan requires that an Individualized Education Program (IEP) meeting be convened whenever a SWD is subjected to a restraint. This ensures that the educational team examines the incident, assesses the student's needs, and determines any necessary modifications to supports or interventions, thereby promoting student well-being and reducing the likelihood of future restraints.

The evaluation considers how often behavioral and mental health supports are incorporated into IEPs for SWDs. By examining the prevalence of such supports, the analysis highlights the extent to which IEP teams prioritize and address behavioral and mental health needs within individualized plans. Patterns in the inclusion or omission of behavioral and mental health interventions reveal how teams interpret and respond to student needs. This, in turn, may reflect broader systemic practices and inform areas where additional guidance or training may be warranted.

The analysis indicated that approximately 20% of students have an IEP marker identifying behavior that impedes their own learning or the learning of others. This marker is generally associated with targeted supports, including behavior goals, behavior intervention plans (BIPs), and behavior intervention services (BIS), which may involve supervision, consultative services for students with BIPs, and assignment of one-to-one aides. Nevertheless, the review determined that a limited number of students with this indicator actually receive the designated supports and services. Further, inconsistencies were observed; for example, some students with assigned one-to-one aides did not possess the behavior impedes learning indicator or a BIP.

The district currently provides counseling services exclusively through the Educationally Related Mental Health Services (ERMHS) program, which is intended for students who require more intensive and specialized mental health support. This practice differs from established best practices, which advocate for a tiered approach to behavioral and mental health counseling. A tiered model generally includes a spectrum of interventions, ranging from services that address less intensive social-emotional and behavioral needs to ERMHS designated for students necessitating a higher level of care.

According to staff, ERMHS counseling is included in students' IEPs, while short-term counseling and social skills training are offered on an informal basis by other providers such as school psychologists.

An analysis of counseling service recommendations by ERHMS providers indicates that most students with disabilities (SWDs) receive minimal support. The limited provision of services, along with infrequent behavior intervention plans (BIPs) and functional behavior assessments (FBAs), suggests that these students are not receiving adequate behavioral and mental health support and are experiencing elevated rates of disciplinary measures, law enforcement referrals, and physical restraints.

A comprehensive review of EHRMS prescription minutes indicates significant under-servicing among students. Only 7.3% of students with disabilities (SWDs) receive EHRMS or counseling services, with approximately 42.2% receiving 30 minutes or less per month, and about 23.0% receiving between 30 and 60 minutes monthly. Slightly more than one quarter benefit from services ranging between 61 and 120 minutes per month. These limited service rates are further substantiated by analysis of EHRMS provider caseload minutes; twelve out of fourteen providers have monthly service commitments totaling between 1,600 and 2,000 minutes, averaging 1,895 minutes per month or 1.6 hours of counseling daily. The remaining two providers serve close to 3,000 minutes monthly, averaging 2.5 hours per day. It should be noted that these daily averages are calculated based on individual student sessions and may decrease if group sessions are provided, which is likely for certain students. The data also revealed a wide range of variability in prescription minutes, including several significant outliers. This variation points to a lack of standardized procedures for determining service minutes and underscores the necessity for enhanced oversight in this domain.

The district employs two Board Certified Behavior Analysts (BCBAs) and eleven Behavior Intervention Specialist teachers to support behavioral interventions. Their responsibilities include conducting Functional Behavioral Assessments (FBAs) and Service Coordination for Intensive Assistance (SCIA) assessments, as well as providing supervision and oversight regarding the implementation of Behavioral Intervention Plans (BIPs) and assignment of one-to-one aides. These groups operate under distinct reporting structures and currently do not engage in collaborative practices.

During the 2024–25 school year, district records indicated that only ten Functional Behavior Assessments (FBAs) were documented, with an additional eight assessments identified through the OIM review of Manifestation Determination Reviews (MDRs). The relatively low frequency of reported FBAs raised concerns regarding the accessibility of assessment and behavioral support resources for students, as well as the data collection and management practices employed by administrators to oversee these programs. This concern led to a request for assessment data for the 2025–26 school year, which returned no available information. The district explained that such data are not “centrally maintained in a format that permits prompt extraction or production,” further restricting a comprehensive evaluation of districtwide capacity for providing behavioral assessments.

Central office staff indicated that there was no formalized process for conducting Special Circumstance Instructional Assistant (SCIA) assessments during this period. The absence of a structured mechanism may result in resources being allocated and assigned without a standardized assessment, which is necessary to ensure consistency in identifying and supporting students who require restrictive assistance. This lack of process and oversight may contribute to students being placed in more restrictive environments, with schools defaulting to SDC placements and frequently recommending 1:1 aides as the primary solution. Corroborating this premise, site level staff highlighted the widespread deployment of one-to-one aides, particularly within special day classes. The high prevalence of these aides raises questions regarding the consistency and appropriateness of their assignments and training.

Concerns were also expressed regarding the district's reliance on non-public agency (NPA) staff. Many NPA staff members were reported to lack adequate training and required supervision from district personnel, including Behavior Intervention Specialists (BIS) and Resource Specialist Program (RSP) teachers, rather than being overseen by their employing agencies. Additionally, the practice of allowing NPA personnel to make service prescription recommendations was identified as problematic. In some cases, these recommendations resulted in unnecessarily high levels of service, further underscoring the need for greater oversight and standardized procedures in the provision and supervision of behavioral supports.

The Action Plan and Outcomes are structured to enhance behavioral and mental health services for students whose Individualized Education Program (IEP) teams identify behaviors that interfere with their learning or the learning of others. This initiative aims to provide increasingly comprehensive levels of support tailored to these students' needs, with core goals focused on decreasing disciplinary actions and reducing dependence on one-to-one aides.

By deploying targeted interventions, the Action Plan promotes a school environment that transitions from punitive measures toward a more informed perspective regarding the impact of disability on behavior. This approach encourages schools to offer suitable and sufficient supports, thereby ensuring students with disabilities receive the necessary interventions to achieve educational success and maintain well-being.

Baseline Performance

Analysis of restraint and seclusion data reveals a pronounced overrepresentation and significant disproportionality among students with disabilities (SWDs) and Black SWDs. The observed disparities between general education and special education students can be attributed to differences in the behaviors that precipitate these interventions. General education students are most often restrained following physical altercations or law enforcement involvement, including the application of mechanical restraints such as handcuffs. Conversely, SWDs may be subject to restraint or seclusion due to behaviors associated with their disabilities. Although this factor contributes to the trend, restraint or seclusion should only be utilized for students with disabilities as a last resort, strictly in situations where immediate danger to self or others is present.

Data from the 2025–26 school year concerning behavioral and mental health supports, services, and functional behavioral assessments (FBAs) indicate that students with disabilities (SWDs) receive these resources at relatively low rates. This trend persists even within eligibility categories where disability-related behaviors may be misconstrued as misconduct. Further analysis of removal records and manifestation determinations associated with Individualized Education Programs (IEPs) reveals a limited provision of supports and assessments for SWDs subjected to exclusionary disciplinary measures, including those facing extended removals.

The baseline performance provided the essential basis for recommending data-driven outcomes and defining requirements for the Action Plan.

Restraints and Seclusion

General Education Restraint and Seclusion

- 15 general education students (18.8%) were involved in 18 restraint incidents (13.3%), with no seclusions reported
- Restraint risk for general education students is 0.04%
- Black students represented 6.7% of restraint events (1 incident)

Special Education Restraint and Seclusion

- 65 special education students (81.3%) were restrained or secluded, making up 86.7% of all incidents.
- 41 students with disabilities experienced restraints in 87 incidents
- 24 SWDs experienced 30 seclusion events, including one at a non-public school (NPS)
- SWDs face a 0.8% risk of restraint or seclusion
- The risk ratio is 18.8, meaning SWDs are 18.8 times more likely to experience restraint or seclusion than general education students, indicative of significant disproportionality
- Black SWDs made up 40% of special education students restrained or secluded and 37.6% of such events
- Black SWDs' risk is 1.9%
- Black SWDs have a risk ratio of 3.00, indicative of significant disproportionality.

Additional Findings

- Data regarding restraint and seclusion were obtained from five distinct reporting structures and sources, with unique incidents identified in each. This indicates that records of restraint and seclusion events were not consistently maintained across the sources
- Behavior Emergency Report (BER) forms were generated for 71 (52.6%) out of the 135 documented events; however, 17 BERs were excluded due to insufficient information to determine whether physical or mechanical restraint was applied
- No BERs were available for any of the 30 reported seclusion events. With exception of one incident occurring at a non-public school, all seclusion events took place within district schools

Provision of Behavioral and Mental Health Supports, Services, and Assessments

Provision of BIPs for Students whose Behavior Impedes Learning

- 1,382 SWDs or 20.7% of the entire special education population had an indicator of behavior impedes learning
- 312 SWDs or 8.6% of all special education students had a BIP

Provision of BIPs by Race/Ethnicity

- 150 Black SWDs (13.5%) had a BIP
- 196 Hispanic SWDs (6.6%) had a BIP
- 101 White SWDs (9.0%) had a BIP
- 57 multiracial SWDs (10.0%) had a BIP
- 60 students from other races/ethnicities (7.6%) had a BIP

Provision of BIPs by Eligibility Categories

- 652 or 45.2% of students with Autism had behaviors that impede learning
- 312 or 21.6% of students with Autism had a BIP
- 63 or 53.4% of students with ED had behaviors that impede learning
- 42 or 35.6% of students with ED had a BIP
- 44 or 20.2% of students with ID had behaviors that impede learning
- 22 or 10.1% of students with ID had a BIP
- 270 or 30.4.2% of students with OHI had behaviors that impede learning
- 111 or 21.6% of students with OHI had a BIP
- 227 or 11.0% of students with SLD had behaviors that impede learning
- 43 or 2.1% of students with SLD had a BIP

Provision of Intensive Individual Instruction Services (IIS) or 1:1 aides

- 337 SWDs or 5.0% of special education students had a 1:1 aide (Intensive Individual Instruction) on their IEP
- Of those receiving IIS services, 254 (75.4%) SWDs had an indicator of behavior impedes learning, but only 185 (54.9%) had a BIP

Provision of IIS by Race/Ethnicity

- 57 or 5.1% of Black SWDs receive IIS services
- 118 or 4.0% of Hispanic SWDs receive IIS services
- 78 or 6.9% of White SWDs receive IIS services
- 40 or 7.0% of multiracial SWDs receive IIS services

- 44 or 4.8% of students from other races/ethnicities receive IIS services

Provision of IIS by Eligibility Category

- 119 or 8.2% of students with Autism receive IIS services
- 16 or 13.6% of students with ED receive IIS services
- 26 or 11.9% of students with ID receive IIS services
- 50 or 5.6% of students with OHI receive IIS services

Provision of Behavior Intervention Services (BIS) by Duration

- A total of 414 or 5.5% of SWDs enrolled receive Behavior Intervention Services (BIS) on their IEP
- 56 or 13.5 % of students with BIS on their IEPs receive 30 minutes or less of service per month (up to 7.5 minutes per week)
- 93 or 22.5% of students with BIS on their IEPs receive between 31 and 60 minutes per month (between 7.5 to 15 minutes per week)
- 75 or 18.1% of students with BIS on their IEPs receive between 61 to 120 minutes of service per month (between 15 and 30 minutes per week).
- 62 or 15.0% of students with BIS on their IEPs receive between 121 to 240 minutes per month (between 30 and 60 minutes per week)
- 39 or 9.4% of students with BIS on their IEPs receive between 241 to 480 minutes per month (between 60 to 120 minutes per week)
- 8 or 1.9% of students with BIS on their IEPs receive between 481 to 720 minutes per month (between 120 to 180 minutes per week)

Provision of Mental Health Services - Individual Counseling (510) by Race/Ethnicity and Eligibility Categories

Individual Counseling by Race/Ethnicity

- 298 SWDs or 4.5% of all special education students who experienced a disciplinary removal receive individual counseling
- 90 Black SWDs (8.1%) receive individual counseling
- 89 Hispanic SWDs (3.1%) receive individual counseling
- 59 White SWDs (5.2%) receive individual counseling
- 38 multiracial SWDs (6.7%) receive individual counseling

- 44 of “Other” SWDs (4.8%) receive individual counseling

Individual Counseling by Eligibility Categories

- 56 or 3.9% of students with Autism receive individual counseling
- 55 or 47.5% of students with ED receive individual counseling
- 9 or 4.1% of students with ID receive individual counseling
- 91 or 10.3% of students with OHI receive individual counseling
- 64 or 3.1% of students with SLD receive individual counseling
-

Provision of Mental Health Services - Counseling and Guidance (515) by Race/Ethnicity and Eligibility Categories

Counseling and Guidance by Race/Ethnicity

- 221 SWDs or 3.3% of all special education students subjected to a disciplinary removal receive counseling and guidance
- 63 Black SWDs (8.1%) receive counseling and guidance
- 75 Hispanic SWDs (2.5%) receive counseling and guidance
- 44 White SWDs (3.9%) receive counseling and guidance
- 25 multiracial SWDs (4.4%) receive counseling and guidance
- 14 of “Other” SWDs (1.5%) receive counseling and guidance

Counseling and Guidance by Eligibility Categories

- 55 or 3.8% of students with Autism receive counseling and guidance
- 47 or 39.8% of students with ED receive counseling and guidance
- 7 or 3.2% of students with ID receive counseling and guidance
- 63 or 7.1% of students with OHI receive counseling and guidance
- 43 or 2.1% of students with SLD receive counseling and guidance

Provision of Counseling Services (ERMHS) by Duration

- 552 or 7.3% of SWDs receive counseling support on their IEP in the form of Individual Counseling, Counseling and Guidance and Social Work Services
- 233 or 42.2% of students with counseling on their IEPs receive 30 mins or less of counseling per month (up to 7.5 minutes per week)

- 132 or 23.0% of students with counseling on their IEPs receive between 31 and 60 minutes per month (between 7.5 to 15 minutes per week)
- 146 or 26.5% of students with counseling on their IEPs receive between 61 to 120 minutes per month (between 15 and 30 minutes per week)

Provision of Functional Behavioral Assessments (FBAs)

- A total of 10 students had an FBA during the 2024-25 school year
- The racial/ethnic breakdown is as follows: Hispanic - 4, White -2, Multiracial - 2, Black - 1 and Asian -1
- Nine FBAs were conducted for students already receiving special education services with the remaining assessment completed as part of an initial IEP
- The list of assessments provided did not include any of the eight students who had an FBA as part of an MDR, highlighting a lack of uniform reporting, inaccurate data, and poor administrative oversight

Data-Based Outcomes and Action Plan Requirements

The outcomes are designed to significantly decrease the frequency and disproportionate application of restraints and seclusions among students with disabilities (SWDs), particularly Black SWDs. The aim is to align risk levels for SWDs with those of their nondisabled counterparts, achieving comparable referral rates between general education and special education populations and advancing equity. Ideally, the use of restraints would affect only a small number of students and be employed exclusively as measures of last resort.

One three-part outcome is designed to substantially increase behavioral and mental health supports, including behavior intervention plans (BIPs) and counseling services for SWDs whose behaviors impede their learning. The outcome is separated into three parts to address specific eligibility categories.

Outcome #11: Reduction of Restraints and Seclusions of SWDs and Black SWDs
By September 30, 2031, the District will reduce the rate of restraints and seclusions for SWDs to 0.4% or lower.

Outcome #12: Timely Completion of IEPs for SWDs Subjected to a Restraint
By September 30, 2031, the District will schedule an IEP meeting within two days and hold it within five school days for 95% of all SWDs who are subjected to a restraint, including those carried out by campus safety and supervision personnel

and law enforcement, to consider increasing or adding behavioral supports, services, and assessments, such as behavior intervention plans (BIPs) and functional behavioral assessments (FBAs).

Outcome #13: Accurate Reporting of Restraints for SWDs
By September 30, 2031, the District will accurately report 98% of all restraints using the behavior emergency report (BER) in the student information system, including maintaining original hard-copy forms signed and dated by parents/guardians and by the principal or designee, for all SWDs who are subjected to a restraint, including those carried out by campus safety personnel and law enforcement officers.

Outcome #14a: IEP Team Consideration of Special Factors—Behavioral Interventions, Strategies, and Supports for Students with Autism
By September 30, 2031, the percentage of students with autism, whose behavior impedes learning, with a behavior support plan or behavior intervention plan will increase to 90%.

Outcome #14b: IEP Team Consideration of Special Factors—Behavioral Interventions, Strategies, and Supports for Students with an Emotional Disability
By September 30, 2031, the percentage of students with an emotional disability, whose behavior impedes learning, with a behavior support plan or behavior intervention plan will increase to 90%.

Outcome #14c: IEP Team Consideration of Special Factors—Behavioral Interventions, Strategies, and Supports for Students with Specific Learning Disabilities and Other Health Impairments
By September 30, 2031, the percentage of students with specific learning disabilities and other health impairments, whose behavior impedes learning, with a behavior support plan or behavior intervention plan will increase to 90%.

The tasks below are intended for integration into the district's Implementation Plan. These goals are designed to increase the district's systemic capacity by advancing training protocols, data acquisition, maintenance, reporting, and accountability measures. The objective is to promote effective administrative practices concerning the application of restraints and to improve the accessibility and delivery of behavioral and mental health supports and services.

Section 1C. Restraints and Seclusions and Provision of Behavioral and Mental Health Supports and Services		
Required Actions	Goal(s)	Directives
1C.1 Develop or revise policies and procedures to integrate best practices aimed at minimizing and preventing the use of restraints and seclusions (see Appendix A). Updates should emphasize de-escalation strategies and proactive interventions, such as Behavioral Intervention Plans (BIPs), to reduce reliance on restraints. Policies should clearly define and limit the involvement of campus safety personnel in cases of student misconduct, disability-related behaviors, or mental health crises when these situations can be effectively managed by school administrators, mental health professionals, or behavior support staff such as Board-Certified Behavior Analysts (BCBAs). Furthermore, policies that clearly prohibit the practice of seclusion under all circumstances.	Establish systemic capacity and practices that substantially reduce restraints of SWDs and Black SWDs. Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Implement accountability mechanisms for schools that inappropriately and/or disproportionately use restraints on SWDs and Black SWDs.	1, 2, 13
1C.2 Establish and enforce well-defined policies and procedures for the collection and maintenance of data pertaining to restraints and seclusions (See Appendix A). All collected data, including BER forms, should contain demographic information such as race/ethnicity, age, grade level, and disability status, in addition to detailed and accurate documentation of the restraint type, duration, and parental notification. Compliance with data collection requirements is mandatory whenever any student is restrained, whether physically or mechanically, in accordance with relevant legal definitions. This applies to incidents involving SCUSD personnel, campus safety staff, and law enforcement officers.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate	21

Site principals are accountable for ensuring that documentation of restraints is thorough and accurate. All BERs signed by parents or guardians must be stored in a central location and made readily available for review by district or OIM personnel. Principals are required to receive monthly restraint reports, with data disaggregated by both disability status and race/ethnicity.	data by race/ethnicity and disability. Implement accountability mechanisms for schools that inappropriately and/or disproportionately use restraints on SWDs and Black SWDs.	
1C.3 Develop and implement policies, procedures, and guidelines to ensure that schools adhere to the Action Plan's mandate to schedule an Individualized Education Program (IEP) within two days and hold an IEP meeting within five school days for students who have experienced restraint. The objective of the IEP meeting is to review the student's behavior, evaluate existing behavioral and mental health accommodations, supports, and services—including their frequency and duration—and recommend new or improved accommodations, supports, services, or assessments, such as FBAs, to address the student's behavioral, social-emotional, and mental health needs.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish practices that substantially increase behavioral and mental health supports, services, and assessments offered to SWDs and Black to address disability-related behaviors. Implement accountability mechanisms for school administrators who do not schedule or hold IEP meetings within the required timelines.	1, 2, 10, 13

1C.4 Establish a protocol to evaluate the appropriateness of each incident involving restraint or seclusion. This procedure should include a thorough review of de-escalation techniques utilized, consideration of alternative interventions implemented, evaluation of adherence to established guidelines regarding the application of restraints, prompt notification of parents, and verification of compliance with convening timely IEP meetings as well as documentation of their outcomes. Schools that do not comply with district policies and procedures, improperly or inconsistently utilize restraint or seclusion, or fail to fulfill data collection and reporting requirements should be subject to corrective actions. These may include mandatory staff training and progressive disciplinary measures to ensure adherence to established standards. The review shall be performed by a SELPA administrator or an authorized designee with the requisite training and qualifications.	Establish systemic capacity and practices that substantially reduce restraints of SWDs and Black SWDs. Implement accountability mechanisms for schools and administrators who inappropriately and/or disproportionately use restraints on SWDs and Black SWDs.	1, 2, 13, 20, 21
1C.5 Design a comprehensive training program and schedule for school administrators and relevant staff to support the effective implementation of the Action Plan, with the objective of reducing restraints and enhancing behavioral and mental health supports, services, and assessments. The program will require mandatory CPI training for administrators, campus safety personnel, behavioral 1:1 aides (including those from both district and non-public agencies), special education teachers, and any staff responsible for providing behavioral and mental health support. All designated personnel are expected to complete CPI training within six months of the commencement of the 2026-27 school year. Newly hired staff must complete the training within three months of their start date. All relevant staff must maintain current training certifications in strict adherence to established standards.	Establish systemic capacity and practices that substantially reduce restraints of SWDs and Black SWDs. Establish practices that substantially increase behavioral supports, services, and assessments offered to SWDs and Black SWDs to address disability-related behaviors.	1, 2, 13, 17

1C.6 Conduct a thorough evaluation of the existing service delivery program for behavioral and mental health supports, services, and assessments. This evaluation should encompass a comprehensive review and revision of policies and procedures, including those pertaining to Least Restrictive Environment (LRE), to ensure that SWDs receive appropriate support within the general education setting to the maximum extent possible. The analysis must examine relevant data and present recommended strategies to significantly and equitably enhance behavioral and mental health supports, including detailed prescriptions for service frequency and duration, as well as assessments such as Functional Behavioral Assessments (FBAs) and SCIAs.	Establish systemic capacity and practices that substantially reduce restraints of SWDs and Black SWDs. Establish practices that substantially increase behavioral supports, services, and assessments offered to SWDs to address disability-related behaviors.	1, 2, 13, 20
1C.7 Counseling supports provided as designated instructional services on Individualized Education Programs (IEPs) should be reorganized to adhere to the state model. This model distinguishes between IEP counseling services—which address students' needs related to their IEP goals, such as social skills training, emotional regulation, and behavioral challenges—and Educationally Related Mental Health Services (ERMHS), which are intended for students requiring more intensive, specialized mental health interventions. The restructuring of these services should encompass comprehensive procedural guidelines for the assessment and eligibility criteria associated with each service. Additionally, the revised framework should integrate the expertise of related service providers and mental health professionals in delivering school counseling and ERMHS services, including school psychologists, social workers, and clinically licensed practitioners. These services should be integrated into the MTSS framework, with collaborative structures established to enable effective data sharing and	Establish practices that substantially increase behavioral supports, services, and assessments offered to SWDs to address disability-related behaviors.	1, 2, 11, 15

communication among providers delivering counseling and mental health services onsite.		
1C.8 Review and update the procedures for conducting FBAs and SCIAs. The assessments should incorporate clear standards ensuring consistent and accurate data collection across various settings. They must address all areas of behavioral challenges during both structured and unstructured activities, facilitate the development of targeted interventions, and mandate regular (daily and weekly) collection of behavioral data. Assessments should also evaluate environmental factors contributing to students' behavioral challenges, such as ineffective instructional programs or classroom management strategies. The results of these assessments should provide recommendations for supports within the general education environment wherever feasible, including the potential use of 1:1 instructional or behavioral aides. For students placed in a special day class, the provision of 1:1 aides must further encompass consideration and delivery of behavioral and mental health services, such as Behavior Intervention Plans (BIPs) and counseling services, including EHRMS. Provide recommendations on appropriate Behavior Intervention Services (BIS) prescriptions, specifying the recommended frequency and duration for both consultative and supervisory supports. Non-public agencies (NPAs) should not conduct FBA and SCIA assessments or make service recommendations unless the district lacks qualified personnel. In such cases, district staff are expected to review and work collaboratively with NPA assessors to ensure recommendations and service prescriptions are appropriate and reasonable.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish practices that substantially increase behavioral supports, services, and assessments offered to SWDs to address disability-related behaviors.	1, 2, 3, 4, 5
1C.9 Evaluate the effectiveness of behavioral support staff structures, including Behavior Intervention Support (BIS) teachers and Board-Certified	Establish practices that substantially increase	1, 2, 10, 12, 13

Behavior Analysts (BCBAs). These services should be organized to provide sufficient support and supervision, facilitating timely completion of Functional Behavioral Assessments (FBAs), Special Circumstances Instructional Assistant (SCIA) assessments, and consistent implementation of behavioral intervention plans (BIPs). The review must provide adequate and equitable coverage for schools and students, while maintaining manageable caseloads that account for anticipated increases in service needs based on this Action Plan and data-driven outcomes. BIS and BCBAs are expected to collaborate within the same department and under unified supervision to ensure consistent, effective service delivery and to minimize duplication of efforts.	behavioral supports, services, and assessments offered to SWDs to address disability-related behaviors.	
1C.10 Conduct a thorough review and revision of school safety plans to ensure full compliance with education code requirements, including EC Section 32282.1. These plans should explicitly outline and emphasize strategies for preventing misconduct, while prioritizing behavioral and mental health supports and interventions.	Establish systemic capacity and practices that substantially reduce restraints of SWDs and Black SWDs.	1, 2, 13
1C.11 Develop informational materials for families, outlining the behavioral and mental health supports, services, and evaluations available to students with disabilities across the district and within each school. It is recommended that these resources be made available in various formats and in the principal languages spoken within the district. Access should encompass the district website, particularly the Special Education Department page, in addition to printed materials such as brochures or mailed correspondence for parents.	Establish practices that substantially increase behavioral supports, services, and assessments offered to SWDs and Black SWDs to address disability-related behaviors.	1, 2, 10, 13

Section 2. Disproportionality in Special Education and Specific Eligibility Categories, of Black students and English Learners

This section examines whether overrepresentation and disproportionality are present among Black students and English learners in both special education overall and specific eligibility categories. The presence of overrepresentation within certain student groups may suggest inappropriate referrals, insufficient or ineffective general education interventions and programs, or vulnerabilities resulting from the subjective nature of some eligibility categories. To address these issues, targeted interventions will be implemented to strengthen the referral and identification process. These interventions will focus on establishing standardized practices that support comprehensive evaluations, emphasizing exclusionary factors such as cultural and linguistic differences.

Enrollment data from the 2024–25 school year indicate elevated rates of special education identification overall. Black, American Indian/Alaskan Native, and Hmong students are found to experience overrepresentation and, in some cases, disproportionate overrepresentation within special education and certain eligibility categories. Although the high identification rates across many student groups moderate risk ratios, the composition index and risk associated with specific groups demonstrate clear and significant overrepresentation.

Black students are overrepresented and/or disproportionately impacted within several special education eligibility categories, including emotional disability (ED), other health impairment (OHI), specific learning disability (SLD), and intellectual disability (ID). These elevated identification rates raise important questions about the effectiveness of culturally responsive pedagogy, the adequacy of general education interventions, and the integrity of referral mechanisms used in the evaluation process.

The persistent overrepresentation of Black students in these categories suggests that current educational practices and interventions may not sufficiently address the cultural, behavioral, or academic needs of these students prior to referral. It also indicates potential shortcomings in the referral and identification process that may be influenced by subjective judgment, rather than objective criteria. As a result, the effectiveness of general education interventions and culturally responsive teaching methods must be re-examined to ensure that they serve as robust first steps before considering special education placement.

The implications of these findings underscore the need for comprehensive evaluations and improved practices in general education settings. Establishing standardized procedures and focusing on exclusionary factors—such as cultural and linguistic differences—are critical steps for ensuring that referrals and identifications are both appropriate and equitable. Addressing these issues will help to strengthen the referral process and promote fair access to supports and services for all student groups.

School officials have consistently identified behavioral difficulties as a central reason for the elevated rates of special education referrals and identifications. As highlighted in the previous section, Black students are disproportionately affected by disciplinary referrals and removals. These disciplinary actions often serve as a precursor to special education referrals, particularly when changes in placement result in students being assigned to more segregated settings, such as special day classes or separate schools.

This sequence of events demonstrates the significant impact that disciplinary removals can have on student outcomes. Specifically, Black students are frequently denied access to their instructional programs due to these removals, which contributes to the widening of the achievement gap. The resulting special education identification is frequently used as a means to remove students from general education settings and/or to provide supports and services addressing behavioral or mental health needs. School psychologists indicated their exclusion from prereferral teams such as COST and SSTs, which restricts their capacity to provide input regarding the appropriateness of referrals. In the absence of dependable and comprehensive general education supports, students experiencing academic or behavioral challenges are more likely to be referred for special education evaluation.

One notable factor contributing to the increased rates of special education referrals and identifications is the lack of tiered general education supports and interventions, as well as the absence of robust referral processes. Staff members observed disparities among schools, citing instances where students transferring from schools with more comprehensive support systems are referred for special education assessments primarily to secure needed services. Additionally, not all schools are equipped with support centers that provide the necessary infrastructure for delivering interventions and services.

School officials highlighted a prevailing culture that regards special education as the only viable avenue for students to access support and services. This mindset has resulted in frequent referrals to special education, often stemming from the perception that alternative programs in the general education setting are either unavailable or ineffective.

Multiple respondents indicated that inconsistencies and inefficacy within general education instructional programs have led to increased referrals to special education. The opt-in culture further exacerbates these inconsistencies because teachers are not required to follow prescribed curricula or intervention programs, resulting in considerable variability in instructional practices and contributing to the fragmentation of the educational program.

Staff raised concern regarding central office guidance to always fulfill all parent requests for assessment, denying schools the possibility to lawfully decline assessment requests with a Prior Written Notice (PWN) letter, citing pressure related to the BPSB

lawsuit. Staff also noted some site administrators instructing families to request assessments to identify and place students out of the general education classroom.

Staff members described a prevailing culture in which special education eligibility is utilized as a mechanism for transferring students out of the general education program or even the school itself. This practice is often encouraged by site administrators, further reinforcing the trend of high referral and identification rates. In addition, staff expressed concerns regarding certain labor contract provisions that may incentivize making students eligible for special education, potentially contributing to disproportionate referrals and placements.

The Action Plan and Outcomes are designed to enhance the referral and identification process for special education by implementing a standardized approach to comprehensive assessments. This approach prioritizes the exclusion of factors that may not warrant special education placement, such as cultural and linguistic differences. The process will also emphasize the requirement for prereferral general education interventions, ensuring that these supports are provided before considering special education evaluation.

Improved documentation will be required to demonstrate the fidelity of implementation and progress monitoring of these interventions. By focusing on these elements, the Action Plan seeks to build stronger practices and increase capacity within the system, ensuring that special education identifications are based on robust and comprehensive evaluation procedures. The overarching goal is to ensure that all identifications are justified and appropriately address individual student needs.

When students are determined to be eligible for special education services, it is essential that the process guarantees access to sufficient support and services within the general education environment whenever feasible. The guiding principle is to provide interventions and accommodations in the least restrictive setting, maximizing opportunities for students to remain in general education classrooms alongside their non-disabled peers.

Placement decisions that involve moving students to more restrictive environments must be carefully justified. Such decisions should only be considered after comprehensive support has been implemented within the general education setting and it has been established—based on documented evidence from the IEP team—that the student’s needs cannot be adequately addressed in the general education classroom. This approach ensures that all possible resources in general education are utilized before resorting to alternative placements, promoting equity and appropriate access to educational opportunities.

Baseline Performance

Baseline performance was utilized to inform data-based outcomes and establish requirements for the Action Plan. For context, the statewide identification rate for students receiving special education services is 15.0%. Outlined below are the IM's baseline performance for special education in general and in specific eligibility categories.

Identification Rates of Special Education Eligibility (General) by Race/Ethnicity and English Learners (ELs)

Baselines by Race/Ethnicity

- The overall special education identification rate is 18.7%, surpassing the state average of 15.0%. This indicates that approximately 19 out of every 100 enrolled students are identified as needing special education services
- The lowest identification rates were observed among Asian (11.5%), Native Hawaiian/Other Pacific Islander (11.8%), and Filipino (15.0%) students
- White students had an identification rate of 17.0%, which is higher than the state average but lower than the district average of 18.7%
- Hispanic (19.5%) and multiracial (19.8%) students exhibited rates above the district average
- Black students had a special education identification rate of 29.4%, with a risk ratio of 1.70, consistent with being at risk for disproportionate overrepresentation
- American Indian/Alaskan Native students showed an identification rate of 29.1% and a risk ratio of 1.56, consistent with being at risk for disproportionate overrepresentation
- Both Black and American Indian/Alaskan Native student groups demonstrated identification rates nearly double the state average of 15%. Approximately one-third of students in these groups are identified with a disability

Baselines for English Learners

- 1,412 English learners were identified as requiring special education services, accounting for 18.6% of the special education population
- The risk for English learners is 17.6%, which is slightly below the district rate of 18.7%
- Among Hmong English learners, the risk of being identified as requiring special education services is 26.1%, indicating that approximately one in four Hmong English learners is classified with a disability
- The risk ratio of 2.22 is consistent with disproportionate overrepresentation

Identification rates of Students, including ELs, in Specific Eligibility Categories

Baselines for Students Identified with Emotional Disability (ED)

- A total of 159 students were identified as having ED, accounting for 2.1% of the special education population
- The overall risk of ED eligibility is 0.4%
- Black students comprise 11.6% of the general student population and 18.2% of the special education population, but represent 33.3% of the ED population, indicating overrepresentation based on their composition index
- The rate or risk for ED identification among Black students is 1.1%
- Black students' risk ratio is 3.83, indicating significant disproportionality
- For comparison, Hispanic students constitute the largest enrolled student group and exhibit a rate or risk of 0.2%

Baselines for Students Identified with Other Health Impairment (OHI)

- 1,183 eligible students were identified with OHI, representing 15.6% of the special education population
- The overall risk of OHI identification is 2.9%
- The risk for Black students is 6.6%, with a risk ratio of 2.71, consistent with disproportionate overrepresentation.
- American Indian/Alaskan Native students' risk of 6.6% and a risk ratio of 2.27, is consistent with disproportionate overrepresentation
- In contrast, Hispanic (2.6%), White (3.0%), and multiracial (4.0%) students' rates are near the district average of 2.9%, while Asian (0.7%), Filipino (0.7%), and Native Hawaiian/Other Pacific Islander (1.5%) students demonstrate considerably lower rates

Baselines for Students Identified with Specific Learning Disability (SLD)

- A total of 2,446 students were identified with specific learning disability (SLD), representing 31.1% of the special education population
- The risk of being identified with SLD is 6.0%
- Black students' risk is 9.8% and demonstrate a risk ratio of 1.75, which is consistent with being at risk for disproportionate overrepresentation
- American Indian/Alaskan Native students' risk is 10.3%, with a risk ratio of 1.71, consistent with being at risk for disproportionate overrepresentation
- Hispanic students present a 7.3% risk
- English Learner (EL) students demonstrate a risk of 7.5%, exceeding the overall risk rate of 6.0%
- Hispanic ELs display a 10.1% risk for SLD identification, with a risk ratio of 1.59, consistent with being at risk for disproportionate overrepresentation

- Asian ELs show a risk of 3.4% and a risk ratio of 2.29, indicating disproportionate overrepresentation
- Hmong ELs demonstrate a risk of 11.8% and risk ratio of 5.73, indicating significant disproportionality

Baselines for Students Identified with Intellectual Disability (ID)

- A total of 252 students were identified with ID representing 3.3% of the special education population
- The overall risk for identification with ID is 0.6%
- Black students' risk is 1.1%, with a risk ratio of 1.89, indicating being at risk for disproportionate overrepresentation
- English Learners (ELs) account for approximately one-quarter of students with ID (23.4%, or 59 of the 252 eligible students)
- The risk for ELs being identified with ID is 0.7%, with Hispanic ELs at 0.9%. The risk ratio for Hispanic ELs is 1.64, consistent with being at risk for disproportionate overrepresentation
- More than half of Hmong students eligible with ID (7 out of 13) are English Learners; the risk for Hmong ELs is 1.2%, with a risk ratio of 3.64, indicating significant disproportionality

Baselines for Students Identified with Speech and Language Impairments (SLI)

- A total of 1,881 students were identified with SLI, accounting for 24.8% of the special education population.
- The overall risk of being identified with SLI is 4.6%
- Among American Indian/Alaskan Native students, the risk is 7.5%, with a risk ratio of 1.62, consistent with being at risk of disproportionate overrepresentation
- English Learners (ELs) have an SLI identification risk of 4.1%, which is below the overall rate
- Within the Hmong EL subgroup, the SLI rate is 6.1%, with a corresponding risk ratio of 1.44 that does not show disproportionate overrepresentation

Data-Based Outcomes and Action Plan Requirements

The outcomes outlined below are focused on minimizing the inappropriate and disproportionate overidentification of students—particularly Black students—in special education programs and specific eligibility categories. The central goal is to guarantee that all schools adhere to a standardized, consistent, and fair process for referring, assessing, identifying, and placing students who are considered for special education assessments. The process must be incorporated within the Comprehensive Evaluation Process (CEP) for the following eligibilities: emotional disability, other health impairment, intellectual disability, autism, specific learning disability, and speech and language impairments.

Schools are required to provide substantial opportunities for students to participate in general education interventions to the greatest extent possible before initiating any special education assessment. Assessments must lead to identifications that are well-supported, placing particular emphasis on eliminating possibilities and thoughtfully evaluating exclusionary factors. This includes conducting a comprehensive review of second language acquisition factors for English Learners (ELs).

Goals 16a (Emotional Disability—ED) and 16b (Other Health Impairment—OHI) are designed to bring the risk levels for Black students into closer alignment with those of their non-Black peers in special education. The intended outcome is to achieve similar identification rates across groups, eliminating disparities.

Outcome #15: Compliance with the Elements of CEP Checklists for Students Assessed for Initial or Reevaluation IEPs
By September 30, 2031, the District will demonstrate 90% compliance with the elements of the CEP checklists for all students referred to an initial, reevaluation, or triennial IEP.

Outcome #16a: Reduction in the risk of ED Identification for Black Students
By September 30, 2031, the District will reduce the rate of Black students identified with emotional disability (ED) to 0.4, aligned with the overall rate of identification.

Outcome #16b: Reduction in the risk of OHI Identification for Black Students
By September 30, 2031, the District will reduce the rate of Black students identified with other health impairment (OHI) to 2.9, aligned with the overall rate of identification.

Disproportionality in Special Education and Specific Eligibility Categories		
Required Actions	Goal(s)	Directives
2A.1 Develop, review, or revise policies, procedures, and practices in accordance with established best practices to ensure accurate identification of students for special education services (See Appendix A). Policies should mandate referrals to, and participation in, general education academic, behavioral, and social-emotional interventions, to the greatest extent feasible prior to initiating a referral for special education assessment. This includes clearly defining expectations for the systematic implementation—such as frequency and duration—of interventions, establishing mandatory data collection protocols, and requiring ongoing progress monitoring. These requirements must be incorporated in a uniform Student Success Team (SST) process which collects and reviews such information. The referral and assessment process should focus on systematically ruling out the presence of a disability through thorough exclusionary considerations. These may include a student's limited participation in effective academic programs and interventions, linguistic and cultural differences, stages of second language acquisition, and factors related to socioeconomic challenges. Policies should provide clear guidance for conducting multifaceted and comprehensive assessments, for all areas of suspected disability, utilizing culturally and linguistically appropriate instruments. This includes employing diverse assessment methods—both formal and informal, standardized and non-standardized—as well as curriculum-based evaluations, observations across multiple environments, and the collection of student work samples to provide relevant information that directly assists IEP teams in determining the educational needs of the student.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish systemic capacity and practices that substantially reduce identification rates of students, in particular Black and EL students, for special education services. Implement accountability mechanisms for schools that inappropriately and/or disproportionately identify students, in particular Black and EL students, for special education services.	7, 8, 9, 10, 15, 20

Policies should prohibit the use of cognitive referencing when determining eligibility of related services such as speech and language and occupational therapy.		
2A.2 Utilizing the *Comprehensive Evaluation Process* (CEP) checklist as a guiding framework, develop structured checklists to assist schools during the referral, assessment, identification, and placement procedures for the following eligibility categories: emotional disability, other health impairment, intellectual disability, autism, specific learning disability, and speech and language impairments. Once eligibility for special education services has been established, the checklist should direct teams to evaluate appropriate supports and services, including determining suitable levels of frequency and duration. Teams are expected to provide support to the maximum extent possible, so that students may remain in the least restrictive environment (LRE). Placement decisions must be informed by the LRE analysis checklist, with documentation justifying any recommendations for more restrictive placements included on the checklist and IEP document. The checklist must identify students who are EL and incorporate compliance with the requirements of the CEP-EL checklist. The checklist should mandate that schools inform parents of their rights, including: their rights to dispute eligibility recommendations (including instances where students are determined ineligible), district assessment results, proposed service prescriptions (encompassing frequency, duration, and setting), and placement determinations (classroom setting and school). Parents must also be notified of their right to request an independent evaluation (IEE), their entitlement to compensatory services if schools fail to adhere to IEP requirements, the right to seek reimbursement for educationally related services including private school placements, and the right to file due process claims.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability. Implement accountability mechanisms for schools that inappropriately and/or disproportionately identify students, in particular Black and EL students, for special education services.	7, 8, 9, 10, 15, 20

Furthermore, the process and accompanying checklist must address exceptions—such as parental requests for assessments—and require sufficient documentation supporting the exclusion of any components from the process. Guided by the Comprehensive Evaluation Process – English Learners (CEP-EL) manual, the checklist and/or forms should assist schools in systematically considering cultural and linguistic factors, as well as stages of second language acquisition, when evaluating students who are English Learners (ELs). All checklists must be incorporated into the student's IEP documentation.		
2A.3 Review and update policies, including the SELPA procedural manual and parent handbook, to ensure they address the assessment, identification, and placement requirements outlined above (See Appendix A). Develop and implement professional development programs addressing these new requirements.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	7, 8, 9, 10, 14, 17
2A.4 All relevant checklists will be compiled on a monthly basis, with physical copies retained at each school site. The Office of Independent Monitoring (OIM) will collect these documents for compliance review.	Implement accountability mechanisms for schools and administrators who inappropriately and/or disproportionately identify students, in particular Black and EL students, for special education services.	7, 8, 9, 10, 20, 21
2A.5 Establish a comprehensive training program and schedule for school administrators, school psychologists, speech-language therapists, and other relevant personnel to facilitate the effective implementation of the	Establish systemic capacity and practices that substantially reduce	7, 8, 9, 10, 15, 17, 20, 21

Action Plan's objectives aimed at reducing both inappropriate identification and disproportionate overidentification of students with disabilities—particularly among Black students and English Learners. The training content should be thoughtfully developed to address the specific areas outlined in the checklists, rather than focusing solely on checklist implementation. Additionally, training must encompass procedures for data collection and maintenance related to the checklists, as well as documentation of general education interventions.	identification rates of students, in particular Black and EL students, for special education services. Establish a reliable data system that documents, stores, and tracks data, with the capacity to disaggregate data by race/ethnicity and disability.	
2A.6 Set clear protocols for assessors evaluating students, including English Learners. Protocols should specify recommended tools for each assessment area, valid methods for English Learners, interpreter use guidelines, exclusionary and eligibility criteria procedures, and assessment report requirements.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	7, 8, 9, 10
2A.7 Develop support systems for service providers, including but not limited to school psychologists, speech and language therapists, and occupational therapists, to facilitate the review of assessment findings and reports for cases requiring technical assistance.	Establish systemic capacity and practices that substantially reduce identification rates of students, in particular Black and EL students, for special education services.	7, 8, 9, 10, 15, 20
2A.8 In collaboration with OIM staff, perform a root cause analysis of the factors contributing to the overidentification of Hmong students, including those classified as English Learners. The review should involve consultation with experts or practitioners from the Hmong community, who can offer valuable	Establish systemic capacity and practices that substantially reduce identification rates of students, in particular	20

cultural insights and perspectives to enhance assessment practices and reduce overrepresentation.	Black and EL students, for special education services.	

Section 3. Disproportionality in Least Restrictive Environment (LRE) Placement in the 40% or less Category

This section examines whether overrepresentation and disproportionality are present among Black students in placements of the least restrictive environment (LRE) of 40% or less in the general education setting. This category is the most restrictive, where students are removed from general education settings and their nondisabled peers for the majority of their instructional day.

LRE is reported through three reporting categories including:

- 80% or more of the day in the general education setting
- 40-79% of the day in the general education setting
- 40% or less of the day in the general education setting

The presence of overrepresentation within certain student groups may suggest inappropriate placements in more restrictive settings, lack of capacity or training on inclusive practices including differentiated instruction, and a culture of viewing placements as the intervention or solution for struggling students.

Enrollment data from the 2025–26 school year were used to examine LRE data. When examining disproportionality, particularly when using the risk ratio measure, risk ratios must be reviewed differently when examining representation in desirable categories. For example, a risk ratio of 2.0 in the category of 80% or more, which is considered a more desirable placement, shows an overrepresentation that in this case is favorable to one group compared to others. In these instances, underrepresentation is better. Similarly, a higher risk will be associated with more access to general education placements.

The LRE data review identified students placed in highly restrictive settings (40% or less in general education) and those attending separate special education schools, like centers and non-public schools. About 25% of students are in the most segregated placements, nearly double the national and state average.

School officials identified several reasons contributing to the high rate of segregated placements among students. Behavioral challenges and a growing population of students with autism and OHI were cited as significant factors. Additionally, there exists a prevailing culture within the district that tends to assign students with challenging behaviors to special day classes (SDCs) or nonpublic schools instead of offering appropriate support to address their individual needs. Staff observed that SDCs frequently have higher adult-to-student ratios, with many students receiving one-on-one aide support. Staff additionally observed that inadequate implementation of behavioral supports by one-to-one aides may contribute to the placement of students in more

restrictive environments. Interviews further revealed a widespread perception that SDCs are seen as the solution for many students experiencing behavioral difficulties.

Significant concern emerged based on comments from two separate groups, who expressed the opinion that assigning two extensive preschool classes to the Morse Therapeutic Center was beneficial and served to prevent these students from being placed in nonpublic school (NPS) settings. While this viewpoint was intended to highlight a perceived advantage, it underscores a broader systemic issue: the tendency to approach students with disabilities through a stigmatized and stereotypical lens. This perspective relies on outdated special education practices that prioritize the removal and segregation of students from their neurotypical peers, rather than ensuring that necessary supports are provided within the least restrictive environment (LRE).

This approach is particularly troubling given the young age of the students involved, who could greatly benefit from exposure to neurotypical classmates modeling age-appropriate language and social behaviors. By supporting more restrictive placements and viewing them as solutions, such beliefs further reinforce the denial of access to less restrictive, more inclusive educational settings. This mindset reflects a cultural tendency to view special education as the sole solution for students with disabilities, without adequately considering or providing support for inclusion.

Additionally, it was observed that the extensive preschool program at Morse Therapeutic Center had not received any curriculum, despite being in operation since the beginning of the school year. The absence of a curriculum raises further concerns about the quality and effectiveness of these placements, suggesting that they do not provide an improved educational environment or meaningful opportunities for student development.

A review of LRE data revealed errors in student enrollment for separate schools. Of 336 students, 120 were incorrectly coded as attending separate schools, but had comprehensive schools listed instead. Their enrollment at a center or NPS for that school year could not be verified in SIS. Correcting these inaccuracies changed the reported rate for separate schools from 4.8% to 2.8%, a significant shift since the district must reach 2.0% to meet CDE targets under the State Performance Plan Indicator.

Frequent disciplinary removals, transfers, as well as high rates of special education identifications and placements in more restrictive settings indicate a tendency to use special education as a way to remove students whose needs are not met in general education or less restrictive environments. Staff expressed concern that the district has a longstanding pattern of removal and segregation, instead of supporting students with academic, behavioral, and mental health needs.

Site administrators at inclusive schools emphasized a strong cultural mindset of ownership for all students, including those with moderate to severe disabilities. This commitment is reflected in staff attitudes and engagement, as they consistently strive to find solutions to support students within the general education program. The lack of options for placing students in more restrictive settings further reinforces staff engagement and encourages a focus on addressing individual needs in less restrictive environments.

Despite their dedication, staff reported facing significant challenges in enhancing inclusive practices. The primary barriers identified were insufficient training and limited resources, which hinder efforts to provide effective support for all students. Resource inequities were highlighted as a major concern, especially regarding staffing allocations. According to contractual obligations, special day classes (SDCs) are assigned two instructional aides, whereas fully inclusive sites do not qualify for these additional staff members. This discrepancy perpetuates inequities for students with disabilities, restricting their access to the general education curriculum and undermining the goal of inclusive education. Although not classified as an inclusive school, one site reported leveraging Tier 1 social emotional learning (SEL) curriculum to support the mainstreaming of students with disabilities (SWDs), including those with moderate to severe disabilities. This approach highlights the advantages of strengthening Tier 1 supports, which foster more inclusive educational environments and practices, facilitate natural integration opportunities for SWDs, and ultimately benefit the entire student body.

The following baselines were evaluated in formulating data-driven outcomes and Action Plan requirements. National averages, along with CDE Performance Plan Indicators (PPI) LRE improvement targets, served as comparative benchmarks for assessing desired performance levels.

Baseline Performance

National Averages for LRE categories are as follows:

- 80% or more in general education classes – 67%
- 40-79% in general education classes – 16%
- 40 or less in general education classes – 13%
- Separate special education schools – 2%

LRE 80% or more in General Education Setting

- A total of 4,952 students or 65.3% of all SWDs (rate or risk) are educated in the general education setting for 80% or more of the day. This performance is slightly below the national average of 67.0%
- Hispanic students' risk is 66.7%, slightly above the overall rate.
- White students' rate or risk is 73.0%, the highest amongst all student groups
    - Risk ratio of 2.48, meaning they are almost 2.5 times more likely to be integrated for 80% or more in the general education setting than all other non-white SWDs, consistent with disproportionate overrepresentation
- Black students make up 18.2% of special education enrollment and 16.2% of students in this category, showing underrepresentation (composition index)
- Black students' risk of 58.4%, with a risk ratio of 0.87, confirms underrepresentation
- The rate for Filipino (51.9%) and Native Hawaiian/Other Pacific Islander (52.9%) students also indicates underrepresentation

LRE 40-79% in General Education Setting

- A total of 584 out of 7,586 students demonstrate placements in the general education setting between 40-79% of the instructional day.
- The overall rate or risk for students being placed in the 40-79% category is 7.7%, meaning that almost 8 out of 100 students participate in the general education setting for most of the day.
- Black students' risk is 9.9%, showing slightly higher rates than the district average
- White students' risk is 5.1%, showing lower rates than the district average

LRE 40% or less in General Education Setting

- A total of 1,895 students or 25.0% of all SWDs (rate or risk) are in placements of 40% or less in the general education setting
- Black students make up 21.3% of all students in this category, compared to 18.2% of representation in special education (composition index)
- Rate or risk of Black SWDs is 29.3%, higher than district rate
- Rate or risk of Filipino SWDs is 35.8% and Native Hawaiian/Other Pacific Islander is 37.8% are higher than district average
- White students' risk is 19.7% showing the lowest rates of students in most restrictive settings

Separate School Placements

- A total of 216 students are placed in separate schools

- Risk of a SWD to be placed at a separate school is 2.8%
- Black students make up 27.8% of all students placed in separate schools
- Black students' risk of being placed in separate schools is 4.3% with a risk ratio of 1.73, consistent with being at risk for disproportionate overrepresentation
- Students with Autism make up 62.0% of all students in separate schools
- The risk for students with autism to be placed in separate schools is 9.2%
- Students with OHI make up 15.7% of all students in separate schools
- Students with ED make up 10.7% of all students in separate schools
- Students with ED risk for being placed in separate schools is 14.5%
- The review found 120 inaccurately coded students who were not enrolled at Separate Schools. This resulted in a lowering of the placement rate from 4.8% to 2.8%, showing the impact of inaccurate data on performance.

Data-Based Outcomes and Action Plan Requirements

Targeted interventions will improve the placement process by standardizing LRE practices, enhancing support in general education settings, reviewing the program features of special day classes, and creating a framework to increase LRE time for students in highly segregated environments.

The following outcomes aim to reduce placements in highly segregated settings (defined as 40% or less time in general education or separate schools), especially for Black students. The goal is to create fair, consistent processes that prioritize placement in the least restrictive environment (LRE) by requiring schools to use all available supports before considering more restrictive options. Schools must justify restrictive placements and regularly review these decisions during each student's annual IEP review and reevaluation.

The district must restructure its special education program by creating a new framework for LRE and special day classes. SDC programs should offer higher support levels, with defined curriculum, interventions in reading and math, positive behavior strategies, and mental health supports. The program must also set clear goals and strategies to increase mainstreaming opportunities for students.

Outcome #17a: Reduction in Placement of Students in More Restrictive Placements of 40% or Less in the General Education Setting
By September 30, 2031, the District will reduce the rate of students placed in the LRE category of 40% or less in the general education setting to 12%, aligned with federal averages.

Outcome #17b: Reduction in Placement of Black Students in More Restrictive Placements of 40% or Less in the General Education Setting
By September 30, 2031, the District will reduce the rate of Black students placed in the LRE category of 40% or less in the general education setting to 8%.

Outcome #18: Reduction in Rate of Students Placed in Separate Schools
By September 30, 2031, the District will reduce the rate of students placed in Separate Schools to 2.0%, aligned with federal averages.

Section 3. Disproportionality in Special Education Least Restrictive Environment Placements including the 40% or less in General Education Category and Separate Schools including Non-public Schools (NPS)		
Required Actions	Goal(s)	Directives
3A.1 Develop, review, or revise policies, procedures, and practices in accordance with established best practices to ensure schools develop IEPs to support placements in lesser restrictive placements to the maximum extent possible (See Appendix A).	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish systemic capacity and practices that substantially reduce placement rates of students, in particular Black students, in more restrictive placements of 40% or less in the general education setting and separate schools.	3, 4, 5, 10,12, 17
3A.2 Establish a districtwide LRE framework that examines the special education instructional and delivery program to ensure equitable and consistent programs, that include but not limited to: frameworks for specialized programs that identify unique features of each particular class (i.e., autism, ED, ID, etc.), highlighting the supports and services that are found in the program that cannot be provided in the general education setting, class norms, base teacher/adult to student ratios, curriculum offerings, and positive behavior supports to be implemented. The framework shall include a review and analysis of its overall preschool and kindergarten programs (including transition kindergarten/TK) and	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish a reliable data system that documents, stores, and tracks LRE data, with the capacity to	3, 4, 5, 10, 12,17

include strategies for establishing mixed (general and special education) or inclusive placements for pre-school students. The framework must identify strategies and a plan to create opportunities to meaningfully integrate students within the general education instructional program (not recess and lunch or assemblies). This includes identifying partner classrooms as well as core curriculum content classes (i.e., all students will participate in PE and electives). This should also include a review of the resource specialist program (RSP) delivery model at primary and secondary schools, to identify how these providers and programs can facilitate and bridge students' participation in the general education instructional setting. The framework must establish an inclusion support criteria (assessment) and service model, aimed at increasing the time students enrolled in SDCs spend in the general education instructional program (not recess, lunch, assemblies, or passing periods), particularly those with moderate to severe disabilities on the alternate curriculum. The structure should support students and general education teachers by implementing strategies such as but not limited to: differentiating instruction, modifications to core curriculum and assignments, environmental behavioral accommodations, co-teaching and collaboration, coaching, and IEP implementation. The initiative should include staffing requirements (job description) for inclusion specialists or support teachers, including job position requirements that include experience and/or training in the following: providing inclusion support to students with moderate to severe disabilities, modifying core curriculum, implementing alternate curriculum, positive behavioral intervention plans (BIPs), and crisis prevention and intervention (CPI). Staffing needs should focus on the inclusion specialist as an itinerant service provider, with an emphasis on maximizing direct service provision to students.	disaggregate data by race/ethnicity and disability. Establish systemic capacity and practices that substantially reduce placement rates of students, in particular Black students, in more restrictive placements of 40% or less in the general education setting and separate schools.	

The framework must examine placements (assigned location) of special day class programs including feeder patterns to ensure equitable access for when students matriculate to the next level with the aim of maintaining students at or as close to their neighborhood schools as possible. The framework must include an implementation timeline with full implementation occurring during the 2029-30 school year.		
3A.3 In collaboration with the OIM, conduct a review and analysis of the District's Autism and Emotional Disability (ED) programs. The review should examine the IEPs of students with autism and ED attending separate schools and conduct a root cause analysis to identify reasons why comprehensive sites could not meet their needs. It should compare program features between comprehensive special day classes and separate school placements and develop strategies to maintain more students with autism and ED on comprehensive campuses, and in the general education setting. The analysis should include a review of the support and services of all students in separate schools prior to their placement to these more restrictive settings to determine if schools provided high level of support prior to making a recommendation for a change of placement.	Establish systemic capacity and practices that substantially reduce placement rates of students, in particular Black students, in more restrictive placements of 40% or less in the general education setting and separate schools.	3, 4, 5, 20
3A.4 Develop an LRE analysis checklist to guide IEP teams in the placement decision making process that ensure students are offered sufficient supports and services to maintain students in the general education setting to the maximum extent possible. Placements in more restrictive settings may only be considered when attempts to educate a student in the general education setting has failed, or when the student requires supports and services in a more restrictive placement that cannot be provided in the general education setting. For students currently in more restrictive placements, IEP teams must reevaluate and justify such placements including by adding appropriate support and services to the students IEP.	Establish systemic capacity and practices that substantially reduce placement rates of students, in particular Black students, in more restrictive placements of 40% or less in the general education setting and separate schools.	3, 4, 5, 10,12, 21

The checklist must be designed to address the four-prong test associated with *Rachel H.* and require justifications by IEP teams for making more restrictive placements. The Checklist should also guide teams in the accurate calculation and reporting of LRE data, as well as require having teams enter a student's daily or weekly schedule to ensure alignment.		
3A.5 Review and update policies and procedures, including the SELPA Procedural Guide and Parent Handbook, as well as creating any new policies and procedures related to the LRE Framework, LRE Analysis Checklist, Inclusion Support as a designated instructional service, and data entry, maintenance and reporting requirements.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	3, 4, 5, 14
3A.6 All relevant checklists will be compiled monthly, with physical copies retained at each school site. The Office of Independent Monitor (OIM) will collect these documents for compliance review.	Implement accountability mechanisms for schools and administrators who do not comply with the processes included in the LRE Checklist.	3, 4, 5, 21
3A.7 Develop and implement professional development programs addressing all new requirements and facilitate the effective implementation of the Action Plan's objectives aimed at improving LRE practices, and in particular, overrepresentation of Black students in more restrictive placements including SDC programs (40% or less in general education) and separate special education schools. The training content should address specific areas outlined in the checklists, rather than focusing solely on checklist implementation. Additionally, training must encompass procedures for data collection and maintenance related to the checklists, as well as documentation of supports	Establish systemic capacity and practices that substantially reduce placement rates of students, in particular Black students, in more restrictive placements of 40% or less in the general education setting and separate schools.	3, 4, 5, 17, 21

and services attempted prior to recommending a more restrictive placement. The comprehensive training program must include a schedule for priority staff including school administrators, school psychologists, special education teachers/case managers, related service providers, and other relevant personnel.	Establish a reliable data system that documents, stores, and tracks LRE data, with the capacity to disaggregate data by race/ethnicity and disability.	
3A.8 Develop periodic (at a minimum three times per year) reporting mechanisms to share and discuss LRE data with site administrators, including principals and vice/assistant principals. The review should aim to support administrators in establishing improved IEP practices and service delivery models, in particular for schools with high numbers of SDC programs.	Establish systemic capacity and practices that substantially reduces placement rates of students, in particular Black students, in more restrictive placements of 40% or less in the general education setting and separate schools.	3, 4, 5, 21, 22

Section 4. Compliance with IEP Timelines (Initials, Annuals, Reevaluations), Parental Participation at IEP Meetings, and Provision of Interpreters at IEP and Translation of IEP Meetings and Documentation

Section 4 provides an in-depth review of practices related to Individualized Education Programs (IEPs). This section covers several key areas: adherence to timelines for initial assessments, reevaluations, and annual reviews; parent involvement, specifically measured by attendance at IEP meetings and procedures in place to ensure parents are recognized as equal members of the IEP team; and the accessibility of translation and interpretation services for IEP meetings and documents. To guide improvement, baselines and data-driven outcomes have been established for each focus area, and corresponding Action Plan items are identified for integration into the District's Implementation Plan.

Baselines regarding the timeliness of IEP meetings—including initial, reevaluation, and annual reviews—are based on a sample of IEPs conducted during the 2024-25 school year. Although multiple efforts were made to gather comprehensive data for all students, the district was unable to provide a complete dataset. Less than half of the students' IEP data was supplied, and this sample contained duplicate records and lacked essential information needed to effectively analyze the timeliness of meetings. This inability to produce high-quality data raises significant concerns about the district's capacity to monitor compliance with IEP timelines and other special education requirements mandated by state and federal laws.

In addition, incomplete and inaccurate data was prevalent, showing a lack of adequate mechanisms to ensure quality data. Moreover, schools reported little to no oversight from central office related to notifying them of overdue IEPs or corrective actions to ensure IEPs were completed.

The issue of overdue IEPs continues to persist and is largely attributed to structural deficiencies and inadequate oversight by both site and central office administrators. The absence of comprehensive policies and procedures, combined with these structural weaknesses, has resulted in ineffective case management. Responsibility for managing cases often falls on special education teachers, such as Resource Specialist Program (RSP) and Special Day Class (SDC) teachers, who receive minimal support from administrators or clerical staff. Officials have noted that the lack of administrative oversight leads to inconsistent practices among case managers and little accountability for overdue IEPs.

Staff members have indicated challenges in obtaining timely access to their caseloads and the Individualized Education Programs (IEPs) for students they serve, which contributes to overdue IEPs and delays in service delivery. The current procedure requires schools to submit requests or tickets to the special education applications department, which manages special education data within the SEIS system. Staff have observed that access to IEPs may take several weeks, and the removal of students from caseloads can be delayed, with some schools reporting durations ranging from months to years.

While the special education applications department conducts periodic reviews of overdue IEPs and provides reports to central office staff, these measures appear to be insufficient and do not achieve the desired outcomes. These access challenges further prolong delays and hinder effective case management and service provision for students requiring special education support.

School officials reported that site administrators demonstrated inconsistent practices with regard to participation in IEP meetings. In some cases, administrators rarely attended these meetings, while in others, they participated only partially, often entering and leaving during the proceedings. In contrast, there were instances where administrators remained present and fully engaged throughout the entirety of the meeting. Several contributing factors were identified for limited engagement, including the absence of assistant or vice principals, as well as a lack of support staff such as counselors, who could provide coverage and allow administrators to participate more consistently in IEP meetings. Elevated levels of student identification and the number of students served influence consistent participation; certain schools have noted challenges in attendance stemming from the considerable volume of Individualized Education Program (IEP) meetings conducted each year.

The district currently does not have the capacity to generate data extracts necessary for analyzing parent attendance at IEP meetings. While this limitation is partially attributed to restricted access to data indicators established by the San Joaquin County Office of Education, it remains essential for the district to develop its capabilities to effectively monitor parent participation.

To establish baselines in this area, a sample of 959 students was selected for an in-depth review of Individualized Education Programs (IEPs) to assess parent participation. Due to time constraints, IEP records were reviewed for 775 students. The review process began by confirming whether an IEP meeting had occurred during the 2024-2025 school year for each student. This was followed by verification of attendance by a parent, guardian, or adult student. Participation was recognized if the parent attended in person, by phone, or through a virtual platform.

Data sources included meeting notes, signed consent or excusal forms, and present level pages. The findings indicated that the parent attendance rate at IEP meetings was notably high, with 84.6% of meetings showing verified parent participation.

However, the data collection process also revealed several concerns related to documentation and meeting completion. Specifically, 17 IEPs (2.3%) were found to have incomplete meeting notes pages, outdated present levels, or missing uploads of consent forms. These gaps made it difficult to confirm whether a meeting had taken place and whether a parent was present.

Additionally, 38 students (4.9%) were identified as not having had a meeting during the 2024-2025 school year, with seven students still lacking a meeting in the current academic year. This issue was further highlighted by parent surveys, which pointed out that parents often had to contact IEP teams to remind them when their student's annual meeting was overdue.

A phone survey was conducted to gather input from families about their experiences participating in their child's Individualized Education Program (IEP) meetings. Out of a sample of 195 families, feedback was obtained from 83 respondents. All participants reported that they had attended at least one IEP meeting during either the current or previous school year.

The survey results revealed that the majority of families—72.3%—felt their level of involvement was "about the right amount." However, 27.7% of respondents expressed a desire for greater involvement in the IEP process.
The survey also identified differences in satisfaction among various racial and ethnic groups. Among White parents, 93.8% (15 out of 16 respondents) reported satisfaction with their level of involvement. In contrast, only 65.4% of Black parents and 61.1% of Hispanic parents expressed satisfaction, indicating that nearly one third of Black and Hispanic parents wished to be more involved in their child's IEP meetings.

Overall, the majority of parents reported positive experiences with their child's special education services. Specifically, 77.1% of respondents described themselves as "Very Satisfied" (45.8%) or "Somewhat Satisfied" (31.3%) with the support provided. Despite this generally favorable feedback, several challenges emerged across the sample. These challenges included the need for parents to actively advocate for their child's services, concerns about consistent service delivery, and issues related to the timeliness of IEP meetings. Approximately 21.7% of parents indicated that their child received only some or none of the services listed in their Individualized Education Program (IEP), while 4.8% were unsure if their child was receiving any services at all.

Furthermore, nearly 40% of families reported expending considerable effort in securing the services their child needed, with 24.1% putting forth "Some Effort" and 15.7% investing "A Great Deal of Effort."
During interviews, some parents noted difficulties such as not knowing who their child's service provider was or having to remind the IEP team when annual meetings were overdue. These issues highlight ongoing areas for improvement in communication and case management within special education services.

Although available data show that parents frequently attend Individualized Education Program (IEP) meetings, concerns persist regarding the depth and effectiveness of their involvement. These concerns are especially pronounced when considered alongside elevated rates of disciplinary removals, an increased prevalence of segregated placements, and the comparatively low provision of behavioral and mental health supports. The intersection of these factors highlights the need to address not only parent presence but also the quality and impact of their participation in the IEP process.

A review of language access services, including interpretation during IEP meetings and translation of data requested by non-English speaking parents, revealed several gaps in the available information. The data provided does not contain essential details to determine whether requests were specifically for interpretation at IEP meetings or for translation of IEP documents and assessment reports. While the information references services being provided, most records categorize these services generally, making it difficult to establish clear baselines. As a result, baselines are determined solely on the number of requests submitted. Additionally, there is a lack of data regarding the timelines for completing these services and no information about unmet requests.

Language access services are currently managed by two separate units: the Matriculation and Orientation Center (MOC) and the Special Education department. Both units are responsible for collecting and maintaining data on the provision of interpretation and translation services. After several months and repeated follow-ups, the special education department eventually produced data. However, staff demonstrated limited understanding of the requests, including their timeliness and the specifics of the services provided. This lack of oversight and accountability is evident in the dataset, which includes only fulfilled requests and a small number of canceled requests, with no documentation of unmet requests.

An examination of social worker service logs stored in the EIIS database revealed documentation of interpretation and translation services performed by staff members. Furthermore, certain locations indicated that parents receive translated IEPs through SEIS's automatic translation feature. These requests are not tracked by a centralized system and were excluded from baseline calculations due to insufficient details regarding the nature of the requests and the services provided.

To enhance compliance with IEP timelines, the outcomes and Action Plan requirements are structured to introduce clear mechanisms for effective case management and greater accountability. These measures are aimed at addressing persistent challenges related to overdue IEPs and inconsistent oversight, as previously described. By establishing these structural supports, the district seeks to ensure that case managers are provided with the necessary guidance and resources to manage IEPs efficiently and consistently. Current processes related to timely access to IEP data by school personnel should be reviewed and revised with consideration for enabling site administrators to perform these functions and improve efficiencies in providing students services.

In addition, improving meaningful parent participation is a key component of the action plan. Schools will be mandated to begin each IEP meeting by reading a statement that informs families of their rights as equal members in the decision-making process regarding supports, services, and placement.

The district must also take steps to restructure its language access services. Currently, these services are managed by multiple departments, which has resulted in gaps in oversight and accountability. The restructuring must consolidate language access services into a single program to provide unified management and clear accountability. As part of this reorganization, procedures must be established to process requests in a timely manner, ensuring that interpretation and translation needs are met promptly. Additionally, comprehensive protocols for data collection and maintenance must be put in place to track service delivery and monitor compliance effectively.

Performance Baselines

Timely Completion of Initial IEPs

- Initial IEP timeline file contained 1,519 Initial IEP meeting with 1,494 valid cases for analysis
- A total of 1,046 initials, or 73.7%, were completed within the required 60-day timeline with about one-third (n=448, 31.6%) of meetings overdue
- 172 or 12.1% of overdue Initial IEPs were held between days 61-70, or up to 10 days overdue
- 150 or 10.6% of overdue Initial IEPs were held between days 71-90, or up to 30 days overdue
- 126 or 8.9% of overdue Initial IEPs were held after day 90, or beyond 30 days overdue

Timely Completion of Annual Review IEPs

- The sample included 1,915 annual review meetings with 1,451 valid cases analyzed
- About two-thirds (64.3%) of annual reviews were compliant
- 222 or 15.3% of annual reviews were overdue by 1 to 20 days
- 114 or 7.9% annual reviews were overdue between 21-50 days
- 63 or 4.3% of annual reviews were overdue 51-100 days
- 119 or 20% of annual reviews were overdue by more than 100 days

Timely Completion of Reevaluation IEPs

- The file contained 2,918 reevaluation IEPs with 1,679 valid cases analyzed
- 1,226 of reevaluation IEPs were actually initial meetings incorrectly marked
- 1,099 or 65.5% of re-evaluation IEPs were completed on time.
- 580 or 34.5% of re-evaluation IEPs were overdue

Parent Participation/Attendance at IEP meetings

- A sample of 775 IEPs were reviewed to examine parent attendance rates
- 656 (84.6%) had meetings where a parent, guardian or adult student attended
- 64 (8,3%) students had meetings held without parents
- 17 (2.2%) meetings lacked the necessary information to determine parent participation
- 38 (4.9%) students did not have a meeting during the 24-25 school year

Provision of Interpretation and Translation of IEP Meetings and Related Documents

- A total of 2,022 requests made were fulfilled
- 1,479 or 73.1% were requested for Spanish language services with all other languages consisting of 543 (26.9%) of requests
- Most requests (n=1,751, 86.6%) were made for interpretation services at IEP or other meetings that were completed either in-person, virtually or by telephone.
    - Spanish requests consisted of 1,267 (72.4%) requests while other language requests made up 484 or 27.6% requests
- Requests for translation of documents consisted of 271 or 13.4% of all requests
    - The majority (n=212, 78.2%) were provided for Spanish speaking while other language families made up the remainder of requests (n=59, 11.8%)

Data-Based Outcomes

Timely Completion of IEP Meetings (Initials and Reevaluation, Annual Reviews) Timely Provision of Interpretation and Translation of IEP Meetings and Documentation

Outcome 19a: Timely Completion of Initials and Reevaluation IEP Meetings
By September 30, 2031, the District will complete 95% of all initials and reevaluation IEPs meetings within the timelines required by law.

Outcome 19b: Timely Completion of Annual IEPs
By September 30, 2031, the District will complete 90% of all annual plan review IEP meetings within the timelines required by law.

IEP meetings delayed due to parent availability or requests must provide written parental consent to hold the IEP meeting beyond the compliance timelines.

Outcome 20: Timely Interpretation and Translation of IEP Meetings and Documentation
By September 30, 2031, the District will provide interpreters at IEP meetings and translations of IEP documents to 90% of families who request each service. Translation of IEP document and assessment reports must be provided within two weeks or ten school days. The District will accurately report requests and fulfillment of services for 95% of requests.

Section 4. IEP Practices including IEP Timelines, Parent Participation and Language Access		
Required Actions	Goal(s)	Directives
4A.1 Develop, review, or revise policies, procedures, and practices in accordance with established best practices to ensure schools comply with timelines for holding initial, annual, and reevaluation IEPs; meaningful parent participation including providing access to interpreters and translation of IEP documents and assessment reports, as appropriate (See Appendix A).	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	10
4A.2 Implement a system to track IEP meeting deadlines, alert schools of upcoming due dates at the start of each month, and report on both timely and overdue meetings. Schools must promptly schedule and conduct IEP meetings. If a meeting is over one month late, accountability measures, including progressive discipline, should apply.	Establish systemic capacity and practices that substantially increases the timely completion of IEP meetings.	10, 12, 21
4A.3 Case Managers will be responsible for running SEIS reports at the start of every year to create a master calendar of annual review and reevaluation IEPs due that school year. This master calendar must be updated at least three times per year and shared with all IEP attendees.	Establish systemic capacity and practices that substantially increases the timely completion of IEP meetings.	10
4A.4 Reevaluate and update site-level processes to improve case management. Ensure timely IEP meetings, make adequate efforts to engage parents, promptly affirm IEPs, and effectively communicate accommodations and supports to teachers and service providers as appropriate. Review roles, responsibilities, and resources at sites to ensure IEP compliance, including school administrators, case managers, and clerical staff.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish systemic capacity and practices that	10

School administrators must oversee case management, including responsibilities for notifying parents of IEP meetings, ensuring IEPs and affirmed, and that accommodations and services are implemented on time. Underperforming schools must be held accountable, with extra training and support provided as needed.	substantially increases the timely completion of IEP meetings. Implement accountability mechanisms for schools and administrators who are out of compliance with IEP timelines.	
4A.5 Create, review, and update protocols to ensure case managers have timely access to IEPs when students start the year or transfer schools. Students must be exited swiftly when leaving the district or special education. Consider allowing site administrators to open or transfer IEPs as students move within the district. Procedures must include monthly reviews of IEPs that require updates due to student mobility or exit from special education and require schools and case managers to promptly affirm IEPs.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish systemic capacity and practices that substantially increases the timely completion of IEP meetings.	10
4A.6 Set clear standards for IEP team attendance and participation. All members, including site administrators or their designee, must attend the full meeting unless formally excused by parents. Site administrators should be familiar with district programs and have authority to allocate services or placements during the IEP.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	10

4A.7 Set standards for IEP meetings to ensure parents are treated as equal partners, informed of their rights, and that all team members share decision-making authority. The IEP team can make decisions at meetings without seeking outside approval unless further information is needed. These standards must be communicated to parents and IEP team members at the start of every IEP meeting by reading a statement, which should also be available in writing. The statement is required at all meetings, even without parents present, and confirmation that it was read must be documented in the SEIS summary/notes before proceeding. It must also appear in the Parent Handbook and SELPA Procedural Guide. This statement must inform the participants that: • An IEP meeting is a collaborative process, and all participants will be provided with the opportunity to ask questions and provide recommendations and suggestions; • The IEP team has the authority and responsibility to design a program in which the child can derive meaningful benefit; • The draft IEP, behavior intervention plan, or assessment plan might change as a result of the IEP team's deliberations; • The IEP meeting will continue until the IEP is complete, unless all members agree to an extension; • The decision on related services and placement will occur during the IEP meeting, unless the team agrees that there is not sufficient information to make a placement determination; • The district considers the family equal partners in the educational decision-making process; • Any team member may propose an objective or goal in the IEP, even if it is not included in the SEIS goal bank; and • That parents may request support to understand their rights and procedures if they disagree with assessment findings, placement, services, or supports and accommodations offered.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish systemic capacity and practices to improve meaningful parent participation.	10

4A.8 Create a clear list of program options and service delivery models for families. Include this information in the Parent Handbook, SELPA Procedural Guide, on the district's special education website, and as hardcopies (e.g., pamphlets) at all sites.	Establish systemic capacity and practices to improve meaningful parent participation.	3, 4, 5, 10, 12,14,
4A.9 Streamline language access services by establishing a unified system for processing requests, selecting vendors, and managing data. This structure should update procedural guidance and forms for districtwide use. Collect data on request type (e.g., IEP meeting, parent conference), language, request and event dates, outcome (fulfilled by staff, vendor, unfulfilled, canceled), document translation type, and cost.	Establish systemic capacity and practices to improve meaningful parent participation.	10
4A.10 Create and deliver professional development programs covering new requirements to support the Action Plan's goals for enhancing IEP practices and meaningful parent participation. Provide training on the following, but not limited to: • working collaboratively in the IEP process; • best practices for communicating present levels of performance; • best practices for communicating offers of FAPE; • relationship - and trust-building strategies that promote ongoing relationships between District personnel (e.g., administrators, teachers, and providers) and parents; • the availability of all District resources and clarification of corresponding administrative processes' role in securing such resources; and • an IEP team's roles, responsibilities, and authority. The training program must outline a schedule for priority staff such as administrators, school psychologists, special education teachers or case managers, related service providers, and other relevant personnel.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish systemic capacity and practices that substantially increases the timely completion of IEP meetings. Establish systemic capacity and practices to improve meaningful parent participation.	10, 17

4A.11 Establish reporting mechanisms at least three times a year to inform site administrators about IEP timeline compliance. These reviews should help administrators improve IEP practices and service delivery, especially in schools with high special education enrollments and SDC programs.	Establish a reliable data system that documents, stores, and tracks timely completion of IEPs, with the capacity to disaggregate data by race/ethnicity and disability.	10, 12, 21

Section 5. Multi-tiered Systems of Supports (MTSS), including Reading Intervention Teachers and Bullying and Prevention Programs

The implementation status of the district's Multi-Tiered Systems of Supports (MTSS) was examined across the ten selected proof-of-concept schools. As part of this initiative, Reading Intervention Teachers (RITs) were assigned to elementary schools to support literacy development and targeted reading interventions. In addition to reviewing the deployment of RITs, the evaluation included findings derived from interviews and focus groups conducted with both central office and site-level staff. These discussions centered on the effectiveness of general education intervention processes, such as Student Success Team (SST) meetings.

This section also addresses protocols for handling complaints related to alleged bullying and harassment of students and staff. As part of this review, procedures for reporting and investigating these incidents are examined to ensure proper support and resolution for affected students. The analysis includes an examination of bullying and harassment data collected from the Student Information System (SIS). By analyzing these data, the section aims to establish baselines and identify data-driven outcomes, providing insights into the prevalence of such incidents and informing future prevention and intervention strategies within the district.

According to the California Department of Education (CDE), a Multi-Tiered System of Supports (MTSS) is defined as "an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success." This framework is designed to ensure that every student receives the support needed to succeed academically, behaviorally, and socially by aligning various systems and supports within the district.

Four key elements are commonly associated with effective MTSS frameworks:

- **Universal Screening:** All students are regularly screened to identify those who may need additional academic or behavioral support.
- **Progress Monitoring:** Student progress is consistently tracked to ensure that interventions are effective and to inform instructional decisions.
- **Multi-Level Prevention System:** Supports are provided at increasing levels of intensity based on student need, ensuring that interventions are responsive and targeted.
- **Data-Based Decision Making:** Instructional and intervention decisions are driven by data collected through screening and monitoring, ensuring that student needs are met through informed practices.

The Multi-Tiered System of Supports (MTSS) utilizes a systematic and integrated three-tier structure to deliver instruction, supports, and services. This framework is designed to promptly identify students experiencing academic, behavioral, or social-emotional challenges and connect them with appropriate interventions. Each tier represents a different level of support based on student need:

- **Tier 1: Universal support for all students:** All students receive high-quality, evidence-based instruction in the general education classroom. Universal supports may also encompass the delivery of social-emotional learning curriculum and the implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS) accessible to every student.
- **Tier 2: Targeted support for some students:** Students who are not making adequate progress with Tier 1 supports receive supplemental, small-group interventions. These targeted supports are designed to address specific skill deficits and help students catch up with their peers.
- **Tier 3: Intensive support for few students:** For students who continue to struggle despite Tier 1 and Tier 2 interventions, individualized and intensive supports are provided. These interventions are highly personalized and, if sufficient progress is not observed, may lead to consideration for special education evaluation.

While the structure of MTSS frameworks may vary by district and state, another component of an effective program is having functional and responsive schoolwide referral mechanisms such as Coordination of Services Teams (COST) and Student Study Teams (SSTs). COST can be viewed as a precursor to SST referrals and acts as the initial stage of intervention. This mechanism is a school function that unlike SSTs, does not include parents. These mechanisms ensure the early identification and referrals of supports and services to struggling students, that often include structured interventions and progress monitoring.

In alignment with the district's previous Action Plan, a dedicated MTSS design team was established to lay the groundwork for the Multi-Tiered System of Supports (MTSS) program. This team focused on developing essential Teaming Structures and Common Assurances that serve as the foundational components of the district's MTSS initiative.

To facilitate a thoughtful and informed rollout, ten elementary schools were selected as proof-of-concept sites. These schools were chosen to pilot the MTSS framework and provide valuable insights that would guide broader implementation across the district. As part of this initiative, each proof-of-concept school received targeted support, such as the assignment of dedicated MTSS specialists, social workers, and Reading Intervention Teachers (RITs). This comprehensive support structure was designed to ensure effective implementation and to address the diverse academic and social-emotional needs of students within these schools.

Staff members from the designated proof-of-concept schools—including MTSS specialists and Reading Intervention Teachers (RITs)—reported encountering substantial challenges in implementing the Multi-Tiered System of Supports (MTSS). One primary obstacle was the lack of a uniform district-wide framework and standardized procedures for program development. This deficiency resulted in difficulties establishing or locating necessary forms and documentation for student referrals and intervention histories. Consequently, some personnel utilized materials from neighboring districts or independently created resources to fulfill these requirements. During a site visit, a valuable tool developed by Central Office staff was identified, which assists in inventorying supports and interventions according to tiers. Despite its use at one site, many participants from MTSS proof-of-concept schools did not reference this form or indicate that they had created a formal inventory.

Respondents described the progress and challenges in building Tier 1, Tier 2, and Tier 3 supports within their schools. These challenges spanned all three tiers, indicating widespread issues in both universal and targeted interventions as well as intensive supports. Furthermore, staff noted that the MTSS design committee had not convened during the current school year, leading to a lack of awareness regarding the initiative's status and future steps. This absence of coordination, oversight, and comprehensive training further hindered effective implementation, leaving staff uncertain about expectations and next steps.

The introduction of reading intervention teachers (RITs) has contributed to noticeable improvements within schools. Despite RITs noting concerns for greater structure and enhanced coordination, staff members reported that processes related to implementing reading interventions have become more consistent and effective. Participants noted the effective implementation of a universal screening tool, which enables systematic progress monitoring and supports comprehensive data collection. This initiative was prompted by the new state mandate requiring universal screeners for kindergarten through second grade to identify reading difficulties beginning in the 2025–2026 school year, for which the district selected DIBELS to fulfill this requirement.

These developments suggest that the presence of RITs is positively impacting the implementation of reading support and promoting more targeted practices in reading intervention. The widespread implementation of the DIBELS screener illustrates how universal adoption and mandated utilization of programs and assessments can advance best practices and provide equitable opportunities for all students.

An illustrative example of progress monitoring data emerged from a participant's observation of two classes at the same grade level. Over the first half of the year, one class demonstrated measurable academic growth, while the other showed limited progress. This discrepancy highlighted the importance of evaluating and enhancing the instructional programs specifically Tier 1 supports—in classes where student progress remains stagnant.

This scenario underscores the effectiveness of the Multi-Tiered System of Supports (MTSS) when it is implemented universally across classrooms. Utilizing common assessment tools, ongoing progress monitoring, and data-driven decision making enables educators to identify areas of instructional need and respond to them systematically. By applying these practices, schools can ensure that all students benefit from high-quality instruction and timely interventions, reinforcing the value of MTSS as a comprehensive framework for educational improvement.

Several schools observed positive outcomes associated with the reading intervention and MTSS initiative (proof of concept participants), including reductions in disciplinary actions and referrals to SST or special education. While these trends are still developing, participants acknowledged that enhancing reading skills is critical for decreasing behavioral incidents and special education identification.

Staff members from different positions and school levels expressed concern regarding the absence of a common assessment and mandatory instructional program within the district. These inconsistencies led to difficulties in both progress monitoring and equitable referral processes. The variations in practice disproportionately affect students who are the most vulnerable, such as those with higher rates of mobility, limited English proficiency, or academic challenges stemming from poor quality instruction. Without a standardized instructional program and use of common assessments, undoubtedly contributes to increased rates of disciplinary actions, special education identification, and placements in more restrictive environments. These structural issues are within the district's authority to reform and mandate. Staff representing a range of positions, including SCTA members, who commented on these practices, including the prevalence of an opt-in culture, expressed a strong desire for the adoption of a systemic and uniform curriculum, common assessments, and consistent districtwide implementation of programs to ensure equitable outcomes for all students.

Staff members reported a range of practices concerning prereferral mechanisms such as Coordination of Services Teams (COST) and Student Study Teams (SSTs). Not all schools utilize COST, and the implementation of SSTs varies significantly from site to site. Some schools described using SSTs primarily as a procedural step to justify special education referrals, rather than as an opportunity for meaningful intervention, resulting in interventions that lack integrity. Furthermore, one school indicated that SST meetings were not conducted until March, highlighting delays and inconsistencies in the prereferral process and a lack of oversight to ensure implementation of these essential programs.

Participants indicated that Student Study Team (SST) forms and intervention records, including progress monitoring conducted by RITs, are currently managed using Google Sheets or stored within students' cumulative folders. These processes are established independently by each school, resulting in varied formats and an absence of standardized procedures for integrating data into the SIS. Additionally, schools utilize a range of data systems—including SWIFT—to collect intervention data; however, these systems

similarly limit access to data beyond individual campuses. The inclusion of this information in student cumulative folders differs significantly from one school to another and is not reflected within the SIS. This lack of consistency in access to intervention data presents challenges in maintaining comprehensive and cohesive student records.

School psychologists and other assessors emphasized that the lack of standardized documentation practices across schools poses major challenges during the special education assessment process. When students move from one school to another within the district, assessors are often unable to access complete Student Study Team (SST) records and intervention histories. This gap in documentation makes it difficult to accurately review and evaluate a student's previous interventions and support strategies, which can impede the effectiveness and timeliness of assessments. As a result, continuity of support for students is disrupted, hindering both the identification of student needs and the provision of appropriate services.

A review of bullying and harassment incidents within the SIS discipline module revealed that the available data was incomplete. The records primarily focused on students identified as committing these acts, or offenders, rather than students who were subjected to bullying and harassment. This lack of comprehensive data made it difficult to identify and analyze student groups impacted by these behaviors, especially when considering factors such as race/ethnicity and disability status. As a result, efforts to understand the prevalence and patterns of victimization were significantly limited, impeding the ability to propose interventions to effectively and equitably target student groups who experience bullying or harassment.

The district maintains two offices to address bullying and harassment: the Constituent Services Office (CSO) and the Student Hearing and Placement Office. Although the Student Hearing and Placement Office and the CSO both handle bullying and harassment complaints, there is a lack of coordination between these entities. Responsibilities have been delineated such that the CSO addresses allegations involving adults or staff, while the Student Hearing and Placement Office manages student-related complaints. However, neither office has reported investigating any bullying or harassment complaints, nor are they aware of the number of complaints submitted, including those filed through the Uniform Complaint Procedure (UCP). Additionally, there is ambiguity regarding which office is responsible for UCP complaints involving students, as the CSO appears to be designated for these investigations.

Site-level staff reported informal approaches to addressing bullying, with some participants indicating that students who engage in bullying may be placed on safety plans. Although a district policy exists which details procedures for responding to bullying allegations, supporting victims and their mental health needs, and available trainings, discussions with both district and site-level personnel revealed a lack of awareness regarding these guidelines. Schools shared varied feedback about the Bully Prevention

office: some benefited from assistance with severe incidents and received prevention activities, whereas others experienced cancellations of scheduled events and minimal engagement.

The review identified significant deficiencies in the district's systemic structures for addressing acts of bullying and harassment. Specifically, there is an evident lack of timely and adequate investigation or response to these incidents. Both central offices responsible for overseeing bullying and harassment cases have not conducted investigations, which strongly suggests that these acts are not being handled appropriately, despite the likelihood of their occurrence.

Furthermore, the lack of comprehensive data within the Student Information System (SIS) identifying victims of bullying and harassment highlights an absence of established policies, procedures, and oversight. While central office staff referenced the Guardian data system as a resource for tracking bullying and harassment incidents, no data from this system was provided, nor did site-level staff reference its use. This deficiency raises concerns regarding the district's duty of care, which requires school officials to protect students and staff from harm and ensure proper reporting of such incidents. In the absence of these mechanisms, schools may not be able to effectively fulfill their responsibilities to safeguard individuals impacted by bullying and harassment.

Although comprehensive data regarding students who were victims of bullying and harassment remains inadequate, baseline data has been reported to provide insight into the prevalence of such acts. It is important to note that the current data likely underrepresents the actual number of incidents.

The review was unable to establish data-driven outcomes pertaining to incidents of bullying and harassment, as well as referral mechanisms within the Multi-Tiered System of Supports (MTSS), including Coordination of Services Teams (COST) and Student Study Teams (SSTs). These areas currently lack sufficient data for meaningful analysis and will be subject to ongoing monitoring. Data-based outcomes may be developed in the future as improved information becomes available.

The Action Plan requirements are designed to build systems and capacity related to the implementation of the Multi-Tiered System of Supports (MTSS). These requirements focus on establishing general education referral and intervention mechanisms, as well as developing effective structures for identifying, investigating, and responding to acts of bullying and harassment within the district. By prioritizing these areas, the Action Plan aims to ensure that schools have the necessary tools and processes to support students who experience academic, behavioral, or social challenges, and to address incidents of bullying and harassment in a timely and comprehensive manner. This systematic approach is intended to promote consistency across schools, enhance the effectiveness of interventions, and safeguard the well-being of all students.

To enhance the effective implementation of the Multi-Tiered System of Supports (MTSS), it is imperative for the district to develop clearly defined metrics that facilitate the identification of students experiencing academic, behavioral, social-emotional, or social difficulties. These metrics will provide a foundation for delivering timely and appropriate interventions tailored to each student's specific needs. The measures should directly enable schools to assess the effectiveness of their tiered supports as they relate to instructional programs and interventions, as well as student outcomes such as reduced disciplinary referrals and removals, decreased SST and special education referrals, increased redesignation rates for English Learners, and improved attendance.

Achieving consistency and equity across all schools requires the district to implement a series of essential measures aimed at standardizing practices. Foremost among these is the adoption of common assessments, which will provide a uniform approach to identifying student needs and monitoring their progress. By utilizing the same assessment tools district-wide, educators can ensure that every student is evaluated based on the same criteria, fostering equitable support and intervention strategies.

In addition to common assessments, the district must develop and use uniform forms and tools for documentation. Standardized documentation practices will streamline the process of recording student information, interventions, and outcomes, guaranteeing that all relevant data is consistently captured. This uniform approach not only enhances efficiency but also supports the seamless transfer of records between schools, reducing gaps in information when students move within the district.

The overarching goal of standardizing a model is to enable schools to build responsive systems that are sustainable, efficient, and equitable. By establishing practices that are scalable, the district ensures that schools can maintain equitable support for students even in the event of staff or resource reductions. Ultimately, the implementation of a uniform model facilitates equity and consistency, allowing schools to deliver high-quality interventions and supports to all students regardless of changing circumstances.

It is critical to require curriculum and training that equip staff with the knowledge and skills needed to effectively support students within the MTSS framework. Furthermore, the district must mandate the collection and maintenance of data within the Student Information System (SIS), including SST data. This will facilitate accurate tracking of interventions, outcomes, and overall program effectiveness, thereby supporting data-driven decision-making and continuous improvement.

The district must recognize the importance of supporting all students and staff, including those who are not part of proof-of-concept schools. Every school within the district is actively engaged in implementing the functions or intent of MTSS, which is to promptly identify and assist students who are experiencing academic, behavioral, or social-emotional difficulties.

All schools must systematically identify the Tier supports accessible at each intervention level. This process requires a thorough evaluation of current interventions and supports designed to meet the needs of students experiencing difficulties. The distribution of support matrices, formulated by the central office and implemented in proof of concept schools, may facilitate this assessment.

In addition, schools must designate the level of development for each identified intervention or support. This step ensures that schools can evaluate the effectiveness and scope of their interventions, guide ongoing improvements and helping to ensure that students receive timely and appropriate assistance tailored to their needs.

The Action Plan mandates a comprehensive restructuring of the district's systems for identifying and addressing complaints of bullying and harassment. Central to this reorganization is the establishment of a unified central office department dedicated to overseeing all related processes.

This department will be responsible for utilizing reliable data to inform all decisions and actions, ensuring that responses to incidents are both timely and effective. Proactive prevention strategies and targeted efforts must be prioritized to reduce the occurrence of bullying and harassment across the district.

Furthermore, the district is required to establish comprehensive investigative protocols and corrective action procedures to be executed by both site and central level administrators, as well as mandating appropriate training. These initiatives are intended to ensure that instances of bullying or harassment are swiftly addressed, measures are implemented to prevent future occurrences, and remediation is provided to support students or staff members who have been impacted.

Baseline Performance

Bullying and Harassment Offenses

Discipline codes on bullying and harassment were reviewed to assess if certain student groups are more vulnerable. However, because most reports involved students as offenders, reliable baselines could not be established, preventing the establishment of data-based outcomes.

These data provide an estimate of the number of events occurring but is likely an underreporting. Discipline codes are recorded and maintained using either a local or state code. The local codes are for offenses that are alleged and either not verified or when the consequence does not result in an out-of-school suspension. The lack of victim data is concerning because schools must monitor and support students affected by these acts. Baselines are provided for both the number of cases and the students

involved. In certain situations, multiple students participated as offenders, resulting in a higher student count than the total number of cases. When reporting baselines for student groups, only unique individuals are counted; however, these students may have been involved in more than one incident.

Baselines of Students who Committed Acts of Bullying or Harassment

- 761 incidents of bullying or harassment were reported in the discipline module, with 759 incidents reporting offender information
- 136 cases (17.9%) were reported with local codes, involving 153 students as “offender” with 114 (74.5%) for general education students and 39 (25.5%) for special education students
- 623 cases (82.1%) incidents were reported with state codes, involving 595 students with 68.4% of offenders were general education students and 31.6% for SWDs
- Black students made up 41.1% (n=245) of those disciplined, including 161 in general and 84 in special education

Baselines of Students who were Subjected to Acts of Bullying or Harassment

- Of the 761 cases of bullying and harassment in the discipline module, 97 students were identified as victims of these acts, representing 12.7% of all events
- 56 were general education students with 41 SWDs
- Black students represented 20.6% (n=21) of all bullying and harassment victims, with 52.4% (n=11) among general education and 47.6% (n=10) among special education students
- 62.9% of students who faced bullying and harassment had incidents documented with local codes, meaning that about two-thirds of complaints could not be validated and did not result in disciplinary actions

Data-Based Outcomes and Action Plan Requirements

Because there is insufficient data on victims of bullying and harassment, no targeted outcomes for specific student groups could be set. Instead, an outcome focused on improving data accuracy is proposed.

The Action Plan includes requirements for inclusion in the district’s implementation plan which aims to build systemic capacity for developing effective MTSS structures that promote uniform and equitable practices. The requirements promote unified and cohesive mechanisms with oversight and accountability for investigating and addressing instances of bullying and harassment.

The Action Plan outlines specific requirements that must be integrated into the district's implementation strategy. The primary goal is to enhance systemic capacity by establishing effective Multi-Tiered System of Supports (MTSS) frameworks across schools. These frameworks are designed to ensure consistent and equitable practices that support all students.

The requirements focus on creating unified mechanisms that provide oversight and accountability for the investigation and resolution of bullying and harassment incidents. By promoting uniform procedures, complaints can be addressed with integrity and thoroughness, reinforcing equitable treatment and resolution for students involved.

Outcome #21: Accurate Reporting of Bullying and Harassment Incidents
By September 30, 2031, the District will improve accuracy of bullying and harassment data so that 95% of all reported allegations of such acts will include complete information of the event, parties involved (offender, victim, participant, witness) within the SIS system. Similarly, 95% of the cases that result in investigation (UCP or other) must adhere to corresponding timelines and have accurate records maintained centrally in electronic and physical (hardcopies) formats.

Section 5. MTSS, SSTs, and Bullying and Harassment		
Required Actions	Goal(s)	Directives
5A.1 Update policies and procedures to ensure schools implement MTSS and identify students needing academic, behavioral, social-emotional, or attendance interventions within general education. Policies should require consistent use of referral processes like COST and SST (see Appendix A).	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	1, 2, 3, 4, 5, 7, 8, 9, 20
5A.2 Develop a framework for a uniform MTSS model that clearly defines expectations for the following essential components: • Teaming structures • Screening and use of common assessments • Progress monitoring • Multi-level prevention system • Data-based decision making The framework should specify data metrics, set implementation standards, provide uniform documentation forms, and outline progress monitoring methods. Key metrics include but not limited to: Common assessments in academics including English Language Arts and Math • English language development (ELD) • Attendance • Behavior and discipline referrals • Social emotional referrals such as bullying • Interventions attempted, including reading intervention and progress monitoring	Establish systemic capacity and practices that ensure consistent and equitable practices that support all students, in particular Black students. Establish a reliable data system that documents, stores, and tracks MTSS data with the capacity to disaggregate data by race/ethnicity and disability.	1, 2, 3, 4, 5, 7, 8, 9, 10, 20

• COST and SST referral data and fidelity of interventions attempted • SST referrals that result in special education referrals Specify standard tools and assessments, with limited options to promote equity and access. The framework should identify PBIS initiatives and mandate districtwide implementation, or at a minimum, limit options available to schools ensure equitable implementation and access The framework should specify Tier 1, Tier 2, and Tier 3 expectations, supports, and interventions, and link them to the departments responsible for resources, training, and oversight. The framework should provide clear procedural steps for data collection, entry, maintenance, and reporting in the SIS or any alternative system if SIS is insufficient. Assess MTSS effectiveness using data metrics such as referral rates, academic progress, EL student redesignation rates, attendance/SARB reductions, and fewer disciplinary referrals; evaluations should rely on these metrics, not fidelity assessments. Add implementation fidelity measures and accountability procedures for schools needing support or remediation.		
5A.3 Schools must create site-level inventories of available MTTS expectations, supports, and interventions for Tiers 1, 2, and 3, specifying whether each is fully implemented, partially implemented, or in development. Schools should create inventories of expectations, supports, and interventions for all Tiers and ensure staff and parents can access them both on-site and online.	Establish systemic capacity and practices that ensure consistent and equitable practices that support all students, in particular Black students.	1, 2, 3, 4, 5, 7, 8, 9, 20, 22

The inventories will be collected and reviewed with the school during the IM's Annual Improvement Walks, as outlined in Section 7.		
5A.4 Create uniform data governance procedures by using a single system—preferably Infinite Campus—to capture SST data, support MTSS implementation, and track both general education and special education referrals.	Establish a reliable data system that documents, stores, and tracks COST and SST data with the capacity to disaggregate data by race/ethnicity and disability.	21
5A.5 Update and review policies, procedures, and practices to ensure schools effectively prevent, investigate, and respond to bullying and harassment (See Appendix A).	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	6, 17
5A.6 Create a consistent process for reporting, investigating, and addressing bullying and harassment at both site and central office levels. Develop a manual with forms and procedures to help administrators investigate incidents, document findings, take appropriate disciplinary action, and provide mental health support for victims. The manual should cover laws protecting students, staff, and community members from bullying and harassment, provide clear definitions and examples of these behaviors, and explain protected classes. Provide clear criteria distinguishing site-level investigations from those requiring central office action, like Uniform Complaint Procedure (UCP) investigations.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish systemic capacity and practices for investigating and addressing instances of bullying and harassment in	1, 2, 6, 21

Also, set up a reporting system where schools submit incidents and investigation reports to a central office for review and assistance. The manual should provide clear procedures for SIS data collection, entry, and reporting. The central office shall review monthly data to identify patterns and provide relevant training and support to schools.	a unified and cohesive manner. Establish a reliable data system that documents, stores, and tracks bullying data, with the capacity to disaggregate data by race/ethnicity and disability,	
5A.7 Create and implement professional development to meet new requirements and support the Action Plan's goals for improving MTTS, ensuring effective general education interventions to reduce overidentification of students, especially Black students, in special education. Training should cover framework areas including screening, assessments, tiered supports, progress monitoring, referral procedures, data management, and data-based decision making. It should also address laws on bullying and harassment, methods for investigation, distinguishing site and central responses, and relevant data practices. The training program must provide a schedule for priority staff such as school administrators, psychologists, special education teachers, case managers, related service providers, and other relevant personnel.	Establish systemic capacity and practices for investigating and addressing instances of bullying and harassment in a unified and cohesive manner. Establish a reliable data system that documents, stores, and tracks bullying data, with the capacity to disaggregate data by race/ethnicity and disability.	1, 2, 3, 4, 5, 6, 7, 8, 9, 17, 20, 21

Section 6. Recruitment and Retention

This section outlines the district's ongoing initiatives to enhance staff diversity, particularly among underrepresented groups, and to achieve staffing ratios of 500:1 for both school psychologists and social workers. As part of these efforts, human resources data were systematically collected and analyzed to assess overall staffing levels and to develop a comprehensive diversity profile by position and race/ethnicity. These findings inform the district's strategies for recruitment and retention, ensuring that goals for both staff diversity and appropriate student support ratios are addressed in a data-driven manner.

The review of current staffing demographics indicates that many positions within the district are primarily occupied by White staff members. Social workers, however, stand out as the exception, with this group reflecting a higher degree of diversity compared to other staff positions.

Analysis of staffing ratios, based on student enrollment figures for the 2024-25 school year, shows that the ratio of school psychologists to students is 675:1, while the ratio of social workers to students is 653:1. Looking ahead to the most current 2025-26 enrollment numbers, these ratios will improve, with school psychologists serving at a ratio of 533:1 and social workers at 512:1.

Despite current financial limitations, the district does not anticipate a reduction in the number of school psychologist or social worker positions. To ensure continued alignment with student needs and organizational goals, these support staff ratios will be recalculated and reported on an annual basis.

The district continues to focus on increasing workforce diversity by implementing targeted recruitment strategies for both external applicants and current staff. These recruitment activities are designed to attract a broader range of candidates and encourage the advancement of underrepresented groups within the organization. However, the district currently has limited data to evaluate the impact and effectiveness of these initiatives.

In addition to recruitment efforts, the district gathers retention data when employees leave the organization for various reasons. While this data collection is an important step toward understanding workforce dynamics, there has not been sufficient analysis of the underlying organizational factors, such as working conditions, that may influence staff departures. Addressing these issues through targeted interventions could further support the district's goals for a diverse and stable workforce.

To better serve students designated as English learners, the district must prioritize increasing the number of bilingual staff, with a particular focus on related service providers involved in the special education assessment process. It is essential that these

professionals be strategically assigned to maximize their bilingual skills when conducting student assessments. By leveraging the language abilities of these staff members, the district can ensure more accurate and equitable evaluations for students whose primary language is not English. This approach supports both the effectiveness of the special education process and the district's broader goals for inclusive and culturally responsive services.

Staff members, including related service providers, have identified significant challenges in the district's hiring and onboarding processes. A primary concern is the extended processing times and limited responsiveness from the human resources department. Employees reported that the transition from accepting a job offer to completing onboarding procedures often takes several months. This prolonged timeline has resulted in numerous candidates, who initially accepted positions, ultimately seeking employment elsewhere due to the delays. Additionally, staff expressed concerns about the delays in hiring and onboarding interns. These issues further contribute to difficulties in filling vacant positions and maintaining adequate staffing levels within the district.

To improve the efficiency of the district's human resources processes and ensure a more timely hiring experience, the Action Plan establishes a structured approach focused on streamlining each stage of recruitment and onboarding. The process will involve a detailed breakdown of the individual steps in the hiring workflow, allowing for the identification of bottlenecks and opportunities for improvement.

For each step, specific timelines or benchmarks will be determined to expedite the onboarding of new employees. These benchmarks will be carefully calculated and supported by relevant data, enabling the district to monitor progress and make necessary adjustments to ensure hiring remains prompt and efficient.

In addition to process efficiency, the plan calls for systematic data collection related to recruitment activities. This will include tracking the number of candidates who pursue employment with the district as a direct result of participation in recruitment events. Furthermore, data on the timeliness of the hiring process for these candidates will be gathered, providing insight into the effectiveness of recruitment strategies and the overall HR process.

To further support workforce stability and address staff departures, the district must conduct a thorough analysis of retention data. This analysis should focus on identifying recurring patterns that are linked to organizational factors influencing employee decisions to leave. Among these factors, variables such as caseload versus workload and the presence of hostile work environments require particular attention. By investigating these areas in detail, the district can identify problematic conditions that impact staff retention.

Once these problem areas have been identified, targeted strategies should be developed to investigate and remediate them. These strategies may involve adjusting workloads, improving workplace culture, and implementing interventions designed to create a more supportive and positive environment. Through this approach, the district can proactively address challenges, enhance employee satisfaction, and strengthen workforce continuity.

While data-driven outcomes for increasing workforce diversity have not yet been defined, it is important for the district to establish specific targets to guide recruitment activities and measure progress. By setting clear goals, the district can more effectively assess the impact of its efforts to diversify the workforce.

The baselines provided below are intended to illustrate the current diversity within positions that support students with disabilities and deliver special education services. These benchmarks will serve as reference points for evaluating future recruitment and retention initiatives aimed at enhancing workforce diversity.

Baseline Performance

Baselines of School Psychologist

- The district employs a total of 60 school psychologists
- The majority (n=38 or 63.3%) of school psychologists are White
- 13 or 21.7% are Hispanic
- Asian (8.3%) and Black (6.7%) school psychologists constitute the least represented groups

Baselines of Social Workers

- Social workers fall under two employee classifications: School Social Worker and Clinician Psychologist/Social Worker and report to different departments
- The district employs 53 school social workers
- White employees make up 43.4% of all school social workers (n=23)
- 22 or 41.5% are Hispanic
- Black and Asian/Pacific Islander school social workers constitute 7.6% and 7.5% of all employees, respectively

Baselines of Clinician Psychologist/Social Workers

- A total of 9 clinical psychologists and social workers are employed
- Black and White clinicians are equally represented in this group, with three Black (33.3%) and three White (33.3%) clinical psychologists and social workers

- The remaining staff consists of two Hispanic and one Asian clinician

Speech-Language Pathologists (SLPs)

- The total number of SLPs employed is 45
- The majority (n=31 or 68.9%) are White SLPs
- Hispanic and Asian SLPs each have 5 employees, representing 11.1% of the unit, respectively
- Black and Pacific Islander SLPs each have 2 employees, representing 4.4% of the unit, respectively

Occupational Therapists

- A total of 13 occupational therapists are employed
- White OTs represent the majority (n=9 or 69.2%) of the unit
- Asian OTs represent 3 or 23.1% of the unit
- The unit has one Black OT (7.7%)

Baselines of RSP Teachers

- The district has a total of 150 RSP teachers
- White teachers represent about half (n=74 or 49.3%) of RSP teacher
- Black (n=21) and Hispanic (n=21) teachers each represent 14.0% of all RSP teachers
- Asian teachers (n=20) represent 13.3% of all RSP teachers
- Pacific Islander (n=12) teachers represent 7.3% of all RSP teachers
- American Indian/Alaskan Native teachers (n=3) represent 2% of all RSP teachers

Baselines of Special Education (SDC)Teachers

- The district employs 193 SDC teachers
- White teachers represent more than half of all SDC teachers (n=114, or 59.1%)
- Hispanic teachers (n=22) represent 11.4% of SDC teachers
- Black teachers (n=21) represent 10.9% of SDC teachers
- Asian teachers (n=19) represent 9.8% of all SDC teachers
- Pacific Islander teachers (n=14) represent 7.3% of SDC teachers
- American Indian/Alaskan Native teachers (n=3) represent 1.6% of SDC teachers

Baselines of Counselors (Academic programming) assigned to Middle and High Schools

- The district employs 57 counselors
- White counselors (n=20) represent 35.1% of this group
- Hispanic counselors (n=17) represent 29.8% of this group
- Asian counselors (n=21) represent 21.1% of this group
- Black counselors (n=7) represent 12.3% of this group
- American Indian/Alaskan Native counselors (n=1) represent 1.8% of this group

Baselines of Site Administrators including Principals and Vice Principals

- The district employs 115 school administrators including principals and vice principals
- The majority are White (n=48) accounting for 41.7% of site administrators
- Hispanic site administrators (n=26) represent 22.6% of this group
- Black site administrators (n=21) represent 18.3% of this group
- Asian site administrators (n=11) represent 9.6% of this group
- American Indian/Alaskan Native (n=3), Filipino (n=3), and Native Hawaiian/Other Pacific Islander (n=3) site administrators each represent 2.6% of this group

The following Action Plan requirements must be included in the district's Implementation Plan.

Section 6. Recruitment and Retention		
Required Actions	Goal(s)	Directives
6A.1 Review and analyze the current hiring processes for special education teachers, staff, and related service providers. This analysis should detail the timeline from the initial interview to the onboarding of new hires, and identify significant steps in the hiring process. Benchmarks should be established for each step, outlining expected timelines to ensure compliance. Additionally, include expedited procedures for shortage areas, such as speech and language therapists.	Establish systemic capacity and practices that substantially reduce the onboarding time for new employees.	15, 16, 18
6A.2 Develop and present an annual plan for the recruitment and retention of special education staff. This plan must be updated yearly and encompass teachers, related service providers, administrators, and behavioral and mental health support staff. The plan should include a schedule of recruitment activities, specify target groups, and detail planning or promotional actions. Data collection is required for each event, capturing the number of applicants and new hires, their positions, demographic information, and the time taken to hire and onboard candidates. The plan should also establish targets to increase workforce diversity, particularly for underrepresented groups, including bilingual personnel.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations. Establish a reliable data system that documents, stores, and tracks recruitment and retention data, with the capacity to disaggregate data by race/ethnicity and disability.	15, 16, 18, 21
6A.3 Continue to refine and update recruitment plans tied to university partnerships, community collaborations, and career ladder programs. These efforts will include the development and implementation of strategies to accelerate the hiring and onboarding process for interns who serve within	Establish systemic capacity and practices that substantially increase recruitment activities and	15, 16, 18, 21

the district, as well as for current staff transitioning to new roles as part of the career ladder program. To evaluate the effectiveness of recruitment activities, data will be systematically collected for each event. This data should capture the total number of applicants and new hires, details regarding the specific positions filled, demographic information of each candidate, and the timeframe required to hire and onboard individuals.	reduce the onboarding time for new employees. Establish a reliable data system that documents, stores, and tracks recruitment and retention data, with the capacity to disaggregate data by race/ethnicity and disability.	
6A.4 Develop comprehensive methods for collecting and analyzing employee exit data. The focus will be on identifying clear and specific reasons for employees leaving the district. The district will establish procedures to systematically gather exit data from departing employees. Analysis will be conducted to detect patterns and trends in the reasons for exits, with particular attention to work conditions, including hostile environments. Reasons for leaving that are not related to retirement, relocation, or family issues will be carefully reviewed. When patterns emerge that suggest problematic work conditions, the district will implement strategies or actions to investigate and address these concerns. Appropriate interventions will be developed to improve working conditions and resolve identified issues. A comprehensive report summarizing exit data findings and responsive strategies will be compiled and submitted after the end of each school year throughout the compliance period.	Establish a reliable data system that documents, stores, and tracks employee exit data, with the capacity to disaggregate data by race/ethnicity and disability.	15, 16, 18, 21

Section 7. Data Governance and Accountability

Effective implementation of the Action Plan's reform efforts depends on strengthening data governance and accountability throughout the district. For the district to disengage from court oversight, it must demonstrate it has robust systems capable of promptly detecting instances of noncompliance or inadequate performance. These systems must not only identify issues but also ensure that noncompliance is addressed immediately, the problematic behavior is discontinued, and measures are put in place to prevent recurrence. Remediation should also effectively mitigate any negative or harmful impacts experienced by affected parties.

Achieving reliable identification of noncompliance requires the district to maintain high-quality data systems that consistently monitor programs and overall performance. These data systems must be complemented by responsive accountability mechanisms that make certain all schools and staff comply with established policies and procedures. Adherence to these standards should cultivate best practices and promote the well-being of students across the district.

When noncompliance is detected, the district must take corrective action, which may include targeted capacity building, increased support, and, when necessary, the use of progressive discipline. These steps are essential to ensure continuous improvement and sustained alignment with the district's reform objectives.

Data governance within the district hinges on the establishment of uniform procedures for data collection. All schools are required to enter complete and accurate data, ensuring consistency and reliability across the district. The Student Information System (SIS) serves as the primary data management platform; schools should utilize the SIS instead of relying on separate, site-level data mechanisms that might supplement or replace the official system.

To support timely and effective delivery of student supports and services, data must be accessible across all programs. This accessibility is essential for a comprehensive understanding of each student's needs and progress. Furthermore, robust data governance enhances transparency by maintaining consistently accurate records that fully capture both school practices and student experiences.

Accessible and trustworthy data must be used to inform decision-making processes and to evaluate the effectiveness of district programs. By relying on objective data, the district can improve accountability in a manner that is both fair and equitable, ensuring that all students benefit from best practices and that program outcomes are thoroughly assessed.

Central and site level administrators are required to possess a thorough understanding of student outcomes and the performance of the programs under their supervision. For example, it is essential that administrators responsible for overseeing behavior hearings and addressing bullying complaints maintain up-to-date knowledge on the number of cases reviewed, the outcomes of investigations or hearings, and any trends that may indicate noncompliance or discriminatory practices. By closely monitoring performance, administrators can promptly identify and address potential issues, ensuring that all programs are implemented equitably and in accordance with district policies and procedures.

Data governance must be embedded within all relevant district policies and procedures to ensure consistent and effective management of data. Administrative Regulations (ARs) and procedural manuals should provide clear, step-by-step guidance on the processes of collecting, maintaining, and reporting data. This structured approach is essential for maintaining data integrity and supporting district-wide initiatives.

To enhance accountability and promote continuous improvement, periodic reports should be generated and distributed to site administrators. These reports must include analyses of data patterns and trends, enabling administrators to identify potential issues or areas of concern. By recognizing these patterns, the district can facilitate timely remediation of problematic practices and offer targeted staff support and additional training when necessary.

The Action Plan requires the district to establish comprehensive policies and procedures specifically focused on data governance. This may involve creating new, dedicated policies or integrating essential guidance and requirements into existing, broader district policies. A key aspect of this initiative is to move away from a culture in which data management and oversight are confined to individual departments. Instead, the district must foster a culture of shared data ownership. This approach emphasizes the importance of broad access to data, enabling programs to operate more effectively and ensuring that both schools and staff are held accountable for their performance. By promoting collective responsibility for data, the district can better support its programs and drive continuous improvement across all levels.

Strengthening capacity in data governance is a critical component for ensuring the effectiveness of district-wide data management and accountability. To achieve this, the district must identify and assign a dedicated individual or department with the responsibility to oversee the quality and integrity of all data and data systems. By centralizing oversight, the district can better coordinate efforts, address issues proactively, and promote a culture of accuracy and transparency throughout all levels of the organization.

Annual Improvement Walks will be conducted at the start of each school year, with site visits scheduled throughout the fall. These walks are designed to support and strengthen data governance and accountability by providing each school with a comprehensive performance profile. The profiles will focus on areas directly related to the Action Plan and will include data-driven outcomes such as disciplinary removals, rates of special education identification, timely completion of IEPs, Least Restrictive Environment (LRE) placement rates, and progress in implementing referral processes and Multi-Tiered System of Supports (MTSS).

The primary goal of the Annual Improvement Walks is to equip site administrators and leadership teams with end-of-year performance data. During these walks, administrators will have the opportunity to review and discuss the reasons and concerns behind their school's performance. These discussions aim to uncover site-specific challenges and barriers that may impact outcomes, provide insights into factors contributing to progress, and facilitate a deeper understanding of each school's unique context.

Furthermore, the Annual Improvement Walks serve as a forum for site teams to share their plans for building greater capacity in implementing best practices. By engaging in open dialogue about performance data, challenges, and capacity-building strategies, the district and school leaders can collaboratively identify areas for targeted support and professional development, reinforcing the district’s commitment to continuous improvement and accountability.

Annual Improvement Walks are established as a data-driven strategy to strengthen systemic structures, enhance organizational capacity, and foster site-based solutions within the district. This process, while intended as a stand-alone mechanism, may also be incorporated into existing frameworks such as the School Plan for Student Achievement (SPSA), ensuring alignment with ongoing initiatives.

Each school site will be responsible for setting annual improvement benchmarks. By implementing targeted goals at the individual school level, the intent is to stimulate improvement within each unit, which will contribute to broader progress across the entire district. The Annual Improvement Walks serve as a key driver for advancing program development and promoting district-wide growth through focused, site-level action.

To ensure meaningful parent and community feedback, the OIM will establish a Parent Advisory group composed of 30 parents of students with disabilities. This group will be representative of the district’s diversity and will serve in an advisory capacity to the Independent Monitor, providing input on the district’s efforts to implement its Implementation Plan.

The Parent Advisory group will meet every other month with all relevant Parties, including the Office of the Independent Monitor (OIM), Plaintiff's Counsel, Plaintiff's (BPSB), and district representatives. These regular meetings are intended to facilitate ongoing dialogue, share updates, and gather feedback regarding the district's progress and implementation efforts.

In addition to the advisory group meetings, the Independent Monitor will host an annual hearing. Parents, staff, and community members will be invited to attend and share their concerns and experiences related to the areas covered by the Action Plan, as well as the progress of the district's Implementation Plan. This hearing will provide a public forum for stakeholders to voice their perspectives and contribute to the district's ongoing improvement efforts.

The following Action Plan requirements must be included in the district's implementation plan. There are no data-based outcomes associated with this section.

It is important to note that this section does not establish data-based outcomes; its purpose is to ensure that the procedural elements of the Action Plan are embedded within the district's implementation framework, as seen below.

Section 7 Data Governance and Accountability		
Required Actions	Goal(s)	Directives
7A.1 The district will develop, review, or revise policies, procedures, and practices in line with established best practices to ensure that all schools create and implement standardized methods for data collection, maintenance, and reporting (See Appendix A). These procedures must be included within Administrative Regulations (ARs). ARs will provide clear, step-by-step instructions for entering, maintaining, and reporting data, ensuring alignment with state and federal requirements as appropriate.	Ensure policies and procedures reflect and guide best practices and are aligned to state and federal laws and regulations.	21
7A.2 Appoint a point person to manage all data collection, maintenance, and reporting for this Action Plan. This person will review, clean (e.g., remove duplicates, reconcile inaccuracies), and format data from sources like Infinite Campus and SEIS before submitting to the IM. They will also coordinate data audits using OIM methods and oversee reconciliation at school sites or departments.	Establish systemic capacity and practices for collecting, maintaining, and reporting data.	21
7A.3 Develop comprehensive policies and standard practice procedures for data governance and program monitoring. The district is required to generate monthly data extracts for submission to the OIM and use these extracts to monitor school compliance with established data collection and maintenance protocols. Additionally, a review and remediation mechanism must be implemented to ensure the accuracy and integrity of school-maintained data.	Establish systemic capacity and practices for collecting, maintaining, and reporting data.	21
7A.4 Schools will participate in Annual Improvement Walks led by the Office of Independent Monitoring (OIM). At the start of each school year, schools will receive end-of-year baseline data from previous years. This data will be	Establish systemic capacity and practices for continuous improvement and accountability.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 20, 21, 22

disaggregated by race/ethnicity and disability status where appropriate and will cover the following areas: • Special education enrollment profiles categorized by race/ethnicity and eligibility categories • Least Restrictive Environment (LRE) data, reported by categories: 80% or more in general education, 41-79% in general education, and 40% or less in general education • Discipline data, including out-of-school and in-school suspensions, as well as "Other Means of Correction" (discipline referrals that led to alternatives to suspension) • Data on overdue Individualized Education Program (IEP) meetings for initials, annual reviews, and reevaluations • Parent participation rates at IEP meetings • The number of students with Behavior Intervention Plans (BIPs) and counseling services included in their IEPs • MTSS inventory of Tiered supports and interventions implemented at each site Schools are required to identify improvement targets for each of these data areas, focusing especially on student groups that exhibit high rates or are overrepresented, with particular attention to SWDs and Black students. Schools will specify the status of Tiered supports and interventions available at their school, indicating whether each support is fully implemented, partially implemented, in development, or in planning stages. During the annual Independent Monitoring (IM) visits, schools will share their established improvement targets and provide updates on progress related to the implementation and development of Tiered supports and interventions.		

Schools must also communicate the strategies they are undertaking to meet performance outcome goals and Action Plan requirements. This includes efforts to reduce suspensions and increase Least Restrictive Environment (LRE) metrics, specifically the amount of time students with disabilities spend in general education settings.		
7A.5 To support oversight of the District's progress with its Implementation Plan and the Office of Independent Monitoring's (OIM) monitoring efforts, a Parent Advisory group will be established. This group will convene every other month to review and provide input regarding the District's activities and monitoring processes. The Parent Advisory group will be composed of up to 30 members. Membership will reflect the diversity of the district and its special education population. Representation will include a range of student ages and grades, eligibility categories (high incidence and low incidence), and race/ethnicity. The Office of Independent Monitoring (OIM), in collaboration with the BPSB, will lead the selection process and conduct interviews for group membership.	Facilitate ongoing dialogue, share updates, and gather feedback regarding the district's progress and implementation efforts.	22
7A.6 The IM will conduct an annual hearing each spring, inviting families of students with disabilities and community members to share their concerns and experiences regarding performance outcomes and Action Plan requirements, as well as to discuss progress on the District's Implementation Plan. The aim of the annual hearing is to foster transparent communication, gather valuable feedback, and ensure that the voices of families and the community are considered in the ongoing improvement efforts.	Provide a public forum for stakeholders to voice their perspectives and contribute to the district's ongoing improvement efforts.	19, 22

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: June 18, 2026

Subject: Approve Interim Chief Business Officer Agreement

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Board of Education Office

Recommendation: Approve Interim Chief Business Officer Agreement

Background/Rationale: The Trustees of Sacramento City Unified School District Board of Education will appoint an Interim Chief Business Officer on June 18, 2026. The proposed agreement addresses the terms of employment for this position.

Financial Considerations: State law requires the Board to report a summary of the salaries or compensation paid in the form of fringe benefits of a local agency executive. These amounts will be reported during the presentation of this item in open session.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:
The proposed Interim CBO Agreement will be available on or before the June 18, 2026 Board meeting at open session.

Estimated Time of Presentation: 5 Minutes
Submitted by: Board of Education Office
Approved by: N/A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date: June 18, 2026

Subject: Approve Chief Academic Officer Agreement

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Board of Education Office

Recommendation: Approve Chief Academic Officer Agreement

Background/Rationale: The Trustees of Sacramento City Unified School District Board of Education will appoint a Chief Academic Officer on June 18, 2026. The proposed agreement addresses the terms of employment for this position.

Financial Considerations: State law requires the Board to report a summary of the salaries or compensation paid in the form of fringe benefits of a local agency executive. These amounts will be reported during the presentation of this item in open session.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:
The proposed Chief Academic Officer Agreement will be available on or before the June 18, 2026 Board meeting at open session.

Estimated Time of Presentation: 5 Minutes
Submitted by: Board of Education Office
Approved by: N/A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: June 18, 2026,

Subject: 9th Grade Improvement Update

X☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: _____)
☐ Conference/Action
☐ Action
☐ Public Hearing

Division: Academic Office, College & Career Readiness

Recommendation: N/A

Background/Rationale:

The California Department of Education (CDE) established the A-G Completion Improvement Grant Program to help local educational agencies increase the number of high school students—particularly low-income, foster youth, and English learners—who graduate eligible for admission to the CSU and UC systems.

Per California Education Code, these one-time state funds were restricted to evidence-based interventions designed to increase access to, and completion of the A-G requirements. Our district strategically utilized this funding to:

- Hiring 5, 9th grade teacher leads to serve at each comprehensive high school.
- Redesign 9th-grade master scheduling across five comprehensive high schools.
- Implement Kagan student engagement strategies and professional development.

As a condition of funding, the state requires all participating districts to present their final implementation outcomes and student metric gains to their local governing board.

Financial Considerations: Grant funding is expiring; however, Title 1 will be used to fund the 9th grade leads and the monthly teacher collaboration time.

LCAP Goal(s): Goal 1

Documents Attached:
N/A

Estimated Time of Presentation: 10 minutes
Submitted by: Erin Findley, Interim Chief Academic Officer
Approved by: Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: June 18, 2026

Subject: Approve Contracts Report >$15,000

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☒ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): Goal 1 – Graduation Outcomes; Goal 2 – Academic Outcomes; Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

1. Contracts Reports > $15,000
   Bid threshold $119,100
   - 01 - General Fund **$7,509,252,47**
   - 13 - Cafeteria Fund **$71,250.00**
   - 21 - Building Fund **$510,298.74**
   - 25 - Developer Fees **$0**

Estimated Time of Presentation:	10 minutes
Submitted by:	Lisa Grant-Dawson, Interim Chief Business and Operations Officer
	Tina Alvarez Bevens, Contract Analyst
Approved by:	Cancy McArn, Interim Superintendent

Contracts Rpt

Fund	Resource Code	Funding Resource	Resource Type	Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Amount	PRC Approved	Board Approved
01 - General Fund	0000	General	Unrestricted	R26-00449	Hillyard	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	No	7/1/25-6/30/26	2025-2026 Custodial supplies for sites as requested by the Bldg and Grounds Dept. **Orig cont amt: $659,000; RATIFY INCREASE of $84,000 for additional supplies for the fiscal year.**	$743,000.00		
01 - General Fund	0000	General	Unrestricted	R26-00459	CA Dept of General Services	Blanket Purchase Order	Human Resources	Monica Garland	Cancy McArn	No	7/1/25-6/30/26	ALJ hearing costs as requested by the Human Resources Dept. **Orig cont amt: $33,000; INCREASE $20,000 to pay invoices**	$53,000.00		
01 - General Fund	0000	General	Unrestricted	R26-01172	Westminister Woods Camp	Purchase Order	Susan B Anthony	Enrique Flores	Mary Hardin-Young	Yes	6/1/26-6/4/26	Deposit to field trip to Westminster woods trip for 6/1/26-6/4/26 as requested by Susan B Anthony ES	$19,959.00		
01 - General Fund	0000	General	Unrestricted	R26-03980	Waxie Sanitary Supply	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	No	7/1/25-6/30/26	Custodial supplies for FY 2026-2027 as requested by the Buildings & Grounds Dept	$244,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00011	API Group Life Safety dba Western State Fire	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	2026-2027 Fire Inspection Fees-Fire Extinguisher and Kitchen Hood for FY 2026-2027 as requested by the Buildings & Grounds Dept	$121,171.00		
01 - General Fund	0000	General	Unrestricted	R27-00046	City of SAC Revenue Division	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	2026-2027 City fire inspection services fees as requested by the Buildings & Grounds Dept	$40,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00062	Firecode Safety Equipment	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	2026-2027 Fire Extinguisher repairs as requested by the Bldgs & Grounds Dept	$15,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00064	SAC Metro Fire Dept	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	2026-2027 Metro fire inspections as requested by the Bldgs & Grounds Dept	$25,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00067	Lincoln Aquatics	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Pool supplies for FY 2026-2027 as requested by the Buildings & Grounds Dept	$130,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00068	Waxie Sanitary Supply	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Custodial supplies for FY 2026-2027 as requested by the Buildings & Grounds Dept	$300,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00069	Hillyard	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Custodial supplies for FY 2026-2027 as requested by the Buildings & Grounds Dept	$500,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00072	International Fire Equip	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	2026-2027 Fire extinguisher repairs and services as requested by the Bldgs & Grounds Dept	$21,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00095	Flextg	Blanket Purchase Order	Central Printing	Robert Aldama	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Service for digital printers for FY 2026-2027 as requested by the Central Printing Dept	$50,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00099	Kelly Spicers Inc	Blanket Purchase Order	Central Printing	Robert Aldama	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Paper order supplies for FY 2026-2027 as requested by the Central Printing Dept	$60,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00101	Paul Baker Printing	Blanket Purchase Order	Central Printing	Robert Aldama	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Overflow printing and bindery supplies for FY 2026-2027 as requested by the Central Printing Dept	$80,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00107	SCOE	Purchase Order	Earl Warren	Enrique Flores	Mary Hardin-Young	Yes	7/1/26-6/30/27	2025-2026 Sly Park fee; field trip 4/20/26-4/24/26 as requested by Earl Warren ES	$16,995.00		
01 - General Fund	0000	General	Unrestricted	R27-00146	CA Interscholastic Federation - SAC Joaquin	Blanket Purchase Order	Athletics	Lynne Tafoya	Mary Hardin-Young	Yes	7/1/26-6/30/27	CIF SAC Joaquin membership dues for SY 2026-2027 as requested by the Athletics Dept	$61,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00163	CDW Gov't	Purchase Order	Curriculum & Instruction	Erin Findley	Mary Hardin-Young	Yes	7/1/26-6/30/27	GO Guardian teacher subscription for FY 2026-2027 as requested by the Curriculum and Instruction Dept	$70,400.00		
01 - General Fund	0000	General	Unrestricted	R27-00380	Daily Journal	Blanket Purchase Order	Purchasing	Robert Aldama	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Bid advertising services for SY 2026-2027 as requested by the Purchasing Dept	$22,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00382	UBEO West	Blanket Purchase Order	Purchasing	Robert Aldama	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	District coper program for SY 2026-2027 as requested by the Purchasing Dept	$700,000.00		
01 - General Fund	0000	General	Unrestricted	R27-00383	Pitney Bowes	Blanket Purchase Order	Purchasing	Robert Aldama	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Pitney Bowes for periodic postage meter deposits for SY 2026-2027 as requested by the Purchasing Dept	$125,000.00		
01 - General Fund	0011	LCFF District-wide	Unrestricted	R27-00143	Yasmine Incorporated	Blanket Purchase Order	Athletics	Mary Hardin-Young	Mary Hardin-Young	Yes	7/1/26-6/30/27	Sports officials services - all Middle Schools as requested by the Athletics Dept	$30,000.00		
01 - General Fund	0011 / 2600	LCFF District-wide / Expanded Learning	Unrestricted	R26-00397	Kombat Soccer	Blanket Purchase Order	Athletics	Mary Hardin-Young	Mary Hardin-Young	No	7/1/25-6/30/26	Uniforms, awards and Medals for sports in FY 2025-2026. **Orig cont amt: $45,000; RATIFY INCREASE of $9,161.16 to pay invoices**	$54,161.16		
01 - General Fund	0011 / 2600	LCFF / Expanded Learning	Unrestricted	R27-00142	Russell Burch dba U Pay We Travel	Blanket Purchase Order	Athletics	Lynne Tafoya	Mary Hardin-Young	Yes	7/1/26-6/30/27	Small HS, Middle School and Elementary School referees during after-school programs for FY 2026-2027 as requested by the Athletic Dept	$160,000.00		
01 - General Fund	0011 / 2600	LCFF / Expanded Learning	Unrestricted	R27-00144	Kombat Soccer Inc.	Blanket Purchase Order	Athletics	Lynne Tafoya	Mary Hardin-Young	Yes	7/1/26-6/30/27	Uniforms, awards and medals for sports during after-school programs for FY 2026-2027 as requested by the Athletic Dept	$25,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R26-00122	Hunt & Sons Inc	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	No	7/1/25-6/30/26	Unleaded and diesel fuel basus and White Fleet for SY 2025-2026. **Orig cont amt: $25,000; INCREASE of $8,766.22 for additional services**	$33,766.22		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00006	A-Z Bus Sales	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Bluebird school bus parts for SY 2026-2027 as requested by Transportation Dept	$70,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00008	A-Z Bus Sales	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Bluebird bus outside labor repairs for FY 2026-2027 as requested by the Transportation Dept	$20,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00009	Barebones Workwear	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Steel toe safety boots per SEIU for FY 2026-2027 as requested by the Transportation Dept	$15,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00050	Brannon Tire	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Michelin tires for buses and white fleet for FY 2026-2027 as requested by the Transportation Dept	$70,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00051	Buswest	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	School bus parts for Thomas school buses for FY 2026-2027 as requested by the Transportation Dept	$35,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00053	Buswest	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Thomas buses outside labor repairs for FY 2026-2027 as requested by the Transportation Dept	$25,000.00		

Fund	Resource Code	Funding Resource	Resource Type	Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Amount	PRC Approved	Board Approved
13 - Cafeteria	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00054	Wex Bank	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Fleet Tech grease/anti 50/50 for FY 2026-2027 as requested by the Transportation Dept	$45,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00056	Cap City Auto Inc	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Outside labor/diesel opacity testing per CHP for FY 2026-2027 as requested by the Transportation Dept	$30,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00057	Capitol Clutch & Brake	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Brake and rotor supplies for buses on SY 2026-2027 as requested by the Transportation Dept	$40,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00081	Clean Energy	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Clean natural gas fuel for '02 Buses for SY 2026-2027 as requested by Transportation Dept	$45,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00082	College Oak Towing	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Towing for school buses and white fleet for FY 2026-2027 as requested by the Transportation Dept	$26,500.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00261	Dawson Oil Company	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Diesel fuel only for Transportation And White Fleet for SY 2026-2027	$675,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00264	Diesel Emissions Service	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	CNG and particulate traps outside labor on SY 2026-2027 as requested by the Transportation Dept	$35,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00302	Kamps Propane Inc.	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Propane fueling for new buses on SY 2026-2027 as requested by the Transportation Dept	$45,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00304	Napa Auto Parts	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	After market and OEM parts for buses/White Fleet on SY 2026-2027 as requested by the Transportation Dept	$50,000.00		
01 - General Fund	0723 / 0724	Transp-Home to School / Transport-Special ED	Unrestricted	R27-00310	Polar Bear Auto, Air & Electric	Blanket Purchase Order	Transportation	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Air Conditioning, repairs buses and White Fleet for SY 2026-2027 as requested by the Transportation Dept	$90,000.00		
01 - General Fund	2600	Expanded Learning	Restricted	R27-00070	Hillyard	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	2026-2027 Summer/after school supplies as requested by the Facilities Maintenance Dept	$62,000.00		
01 - General Fund	2600	Expanded Learning	Restricted	R27-00071	Waxie Sanitary Supply	Blanket Purchase Order	Buildings & Grounds	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Custodial supplies for summer/afterschool for FY 2026-2027 as requested by the Buildings & Grounds Dept	$62,000.00		
01 - General Fund	2600	Expanded Learning	Restricted	R27-00150	Christopher Modellas	Blanket Purchase Order	Athletics	Lynne Tafoya	Mary Hardin-Young	Yes	7/1/26-6/30/27	Field striping for flag football after school hours for FY 2026-2027 as requested by the Athletics Dept	$18,000.00		
13 - Cafeteria	5310	Child Nutrition-School Program	Restricted	SA27-00035	Kara Chin dba KBC Creative	Service Agreement	Nutrition Services	Diana Flores	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Central Kitchen Photography services which includes website/digital; social media; internal SCUSD communications; menus; presentations; large format such as truck wraps, wall art as requested by the Nutrition Services Dept	$26,250.00		
01 - General Fund	6266	Educator Effectiveness	Restricted	R26-00464	SAC Cnty Office of Education	Blanket Purchase Order	Human Resources	Monica Garland	Cancy McArn	No	7/1/25-6/30/26	**Ratify** Admin clear credential program. **Orig cont Amt: $125,000; INCREASE $26,000 to pay invoices**	$151,000.00		
01 - General Fund	6500	Special Education	Restricted	S26-00082	Jabbergym	Non Public School	Special Education	Geovanni Linares	Erin Findley	Yes	7/1/25-6/30/26	ESY for 2025-2026 Speech Language Pathology, Assistive Technology services as requested by the Special Education Dept	$197,640.00		
01 - General Fund	6500	Special Education	Restricted	S26-00083	Covelo Group	Non Public School	Special Education	Geovanni Linares	Erin Findley	Yes	6/22/26-6/30/26	ESY for 2025-2026 Class Aide, Designated Instructional Aide services as requested by the Special Education Dept	$522,225.00		
01 - General Fund	6500	Special Education	Restricted	S26-00084	Access Language	Non Public School	Special Education	Geovanni Linares	Erin Findley	Yes	7/1/25-6/30/26	ESY for 2025-2026 Deaf and Hard of Hearing services as requested by the Special Education Dept	$102,680.00		
01 - General Fund	6500	Special Education	Restricted	S26-00085	New Directions dba Procare Therapy	Non Public School	Special Education	Geovanni Linares	Erin Findley	Yes	6/22/26-6/30/26	ESY for 2025-2026 Class Aide, Designated Instructional Aide services as requested by the Special Education Dept	$309,925.00		
01 - General Fund	6500	Special Education	Restricted	S26-00086	SPG Therapy	Non Public School	Special Education	Geovanni Linares	Erin Findley	Yes	6/22/26-6/30/26	ESY for 2025-2026 Physical Therapy services as requested by the Special Education Dept	$21,924.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-00582	New Home Building Supply	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	No	7/1/25-6/30/26	**Ratify** Carpentry/roofing supplies for repairs as requested by the Facilities Maintenance Dept. **Orig cont amt: $19,500; INCREASE $5,000 to pay invoices**	$24,500.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-00611	American Chiller Service Inc	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	No	7/1/25-6/30/26	**Ratify** Annual HVAC Maintenance services as requested by the Facilities Maintenance Dept. **Orig cont amt: $25,000; INCREASE $300 to pay invoices**	$25,300.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-00725	Pace Supply	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	No	7/1/25-6/30/26	**Ratify** materials for Plumbing shop as requested by the Facilities Maintenance Dept. **Orig cont amt: $29,000; INCREASE $9,135 to pay invoices**	$38,135.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-06530	New Home Building Supply	Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	5/27/26-6/30/26	Materials needed for Carpentry shop for FY 2025-2026 as requested by the Facilities Maintenance Dept	$37,585.84		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00178	American Chiller Service Inc	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Annual HVAC Maintenance for FY 2026-2027 as requested by the Facilities Maintenance Dept	$30,000.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00181	American Refrigeration Supply	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	HVAC supplies for FY 2026-2027 as requested by the Facilities Maintenance Dept	$30,000.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00194	Camco Winding & Sales Inc	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	HVAC supplies as needed for FY 2026-2027 as requested by the Facilities Maintenance Dept	$40,000.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00196	Diablo Boiler & Steam	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	HVAC repairs as needed for FY 2026-2027 as requested by the Facilities Maintenance Dept	$15,000.00		

Fund	Resource Code	Funding Resource	Resource Type	Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Amount	PRC Approved	Board Approved
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00203	Refrigeration Supplies Dist	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	HVAC supplies need for SY 2026-2027 as requested by Facilities Maintenance Dept	$20,000.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00236	Napa Auto Parts	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Materials/supplies for GERP on FY 2026-2027 as requested by the Facilities Maintenance Dept	$15,000.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00240	Mowmore Inc	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Mower parts and supplies for FY 2026-2027 as requested by the Facilities Maintenance Dept	$15,000.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00247	Cascade Rock Inc.	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Labor west shop supplies for FY 2026-2027 as requested by the Facilities Maintenance Dept	$45,000.00		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R27-00256	Es Opco USA LLC	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Pesticide supplies for FY 2026-2027 as requested by the Facilities Maintenance Dept	$15,000.00		
21 - Building Fund	9811	Measure H	Restricted	R26-06559	Johnson Controls	Purchase Order	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/1/26-9/1/26	Press box monitoring services for the JFK Field Lighting project as requested by Facilities Dept	$17,101.09		
21 - Building Fund	9811	Measure H	Restricted	R26-06564	Vanden Bos Electric	Purchase Order	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/1/26-6/30/26	District wide cyber network replacement as requested by the Facilities Maintenance Dept	$36,460.00		
21 - Building Fund	9811	Measure H	Restricted	R26-06570	California American Water	Purchase Order	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/1/26-6/30/26	Water connection fees for the Pacific ES New Construction project as requested by Facilities Dept	$20,063.00		
21 - Building Fund	9811	Measure H	Restricted	R26-06572	Waters Moving Storage	Purchase Order	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/1/26-9/1/26	Moving services for the Genevieve Didion Enrollment Expansion (Portable) project as requested by Facilities Dept	$16,918.00		
21 - Building Fund	9811	Measure H	Restricted	R26-06577	Precision Communications	Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	No	6/1/26-6/30/26	District wide cyber-cameras for Mark Twain ES as requested by the Facilities Maintenance Dept	$38,542.05		
21 - Building Fund	9811	Measure H	Restricted	R26-06612	Perkins Electric	Purchase Order	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/2/26-9/1/26	District-wide Cyber Security – Network Upgrade project at Umoja as requested by the Facilities Dept	$69,800.00		
21 - Building Fund	9811	Measure H	Restricted	SA26-00632	Studio W Associates	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	No	2/12/26-6/30/27	Architectural and engineering services for the Gym Floor Replacement project at John Still K-8. **Orig cont amt: $63,500; INCREASE of $46,340 for fee reconciliation of construction contract amount**	$109,840.00		
21 - Building Fund	9811	Measure H	Restricted	SA26-00717	Optima Inspections	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/18/26-8/31/26	DSA-inspection services for the Genevieve Didion Enrollment Expansion project	$20,000.00		
21 - Building Fund	9812	Measure D	Restricted	SA26-00710	3QC Inc.	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	5/26/26-12/31/27	Commissioning services for the Modernization project at Will C Wood	$48,200.00		
21 - Building Fund	9812	Measure D	Restricted	SA26-00715	Geocon Consultants	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	5/26/26-12/31/26	Special inspection testing services for the Crocker Riverside Playground project	$88,615.00		
01 - General Fund	6010 / 2600	ASES / Expanded Learning	Restricted	SA26-00104	Boys & Girls Clubs of Greater Sacramento	Service Agreement	Youth Development	Manpreet Kaur	Mary Hardin-Young	No	8/11/25 - 8/18/26	Support services and enrichment activities to students of Ethel I. Baker during after school program hours. **Orig cont amt: $255,520; RATIFY INCREASE Amendment No. 1 of $47,818 to extend into 2025-2026 summer hiring additional employees to accommodate waitlisted students**	$303,338.00		
01 - General Fund	7412 / 7413	A-G Access/Success / A-G Learning Loss	Restricted	R26-06557	Vernier Software & Technology	Purchase Order	Counseling	Mary Hardin-Young	Mary Hardin-Young	Yes	5/27/26-6/30/26	Ratification for HS supplies as requested by the Counseling Services Dept	$436,047.25		
21 - Building Fund			Restricted	R26-06600	ConvergeOne	Purchase Order	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/1/26-6/30/26	Software and hardware for the Pool Modernization project at CKM HS	$44,759.60		

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.5

Meeting Date: June 18, 2026

Subject: Approve Parcel Tax Recommendation for November 2026 Ballot

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Board of Education Office

Recommendation: Approve the recommendation to move forward with the necessary steps to place a Parcel Tax before voters on the November 3, 2026 ballot.

Background/Rationale: Recognizing the growing needs in Sacramento City Unified School District for additional supports, the Board will hear information regarding the option of placing a Parcel Tax on the November 3, 2026 ballot to generate new revenue for the District. With the Board's approved direction, a public hearing and parcel tax resolution will be brought to the Board for approval at a future meeting.

Financial Considerations: If a Parcel Tax is approved by the Sacramento voters in November, it would generate new revenue for the District to fund programs and services consistent with the intent of the measure as outlined in ballot language.

LCAP Goal(s): Family and Community Empowerment

Documents Attached:
N/A

Estimated Time of Presentation: 5 Minutes
Submitted by: Board of Education Office
Approved by: N/A

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: June 18, 2026

Subject: **Approve 2026-27 Local Control and Accountability Plan (LCAP) and CA Dashboard Local Indicators**

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Office of the Deputy Superintendent

Recommendation: Approve the 2026-27 Local Control and Accountability Plan.

Background/Rationale: The California Department of Education requires that all Local Education Agencies (LEAs) complete and approve a Local Control and Accountability Plan (LCAP). The packet of information included in LCAP approval consists of the LCAP, the Budget Overview for Parents, and the California School Dashboard Local Indicators.

The Public Hearing for the district's LCAPs was held on June 4, 2026, at which point the plan was shared with the Board and our community. Since the Public Hearing was held, the district has continued to make financial estimate updates to the plan consistent with information received from the Business Office. The substance and the number of goals and actions remained unchanged from draft plan shared at the Public Hearing.

Financial Considerations: The LCAP is a guide to the district's budget priorities

LCAP Goal(s):

In collaboration with its educational partners, the district has focused this educational plan on improving the outcomes of those who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula's Unduplicated Pupil Count – English Learner, Foster Youth, and Socioeconomically Disadvantaged (low income) students – and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: African American students, American Indian students, Homeless Youth students, and Students With Disabilities.

The district and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students. The theory of action is that as the district improves its services to and the outcomes for students in these groups, it will also improve services and outcomes for all district students.

In addition to the student groups noted above, similar to the 2025-26 LCAP, the 2026-27 LCAP includes actions to address all of the instances on the 2023 California School Dashboard with the lowest level of performance informed by the 2025 California School Dashboard. This includes schools with indicators in the lowest performance level, and student groups within each school.

District-wide Goals

Goal 1: Goal 1 is about graduation outcomes. By 2027, the following cohort outcomes will be achieved:

- Graduation rate increased by 5% and
- College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard

Goal 2: Goal 2 is about improving academic outcomes as students move through the district. At least 80% of all students in grades 4-8 will demonstrate growth towards mastering standards in English Language Arts (Arts) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2027.

Goal 3: Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district. All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.

Equity Multiplier School Goals

These goals are specific to the 18 district schools that received Equity Multiplier (EM) funding in 2025-26 to be expended in the 2026-27 school year, with the ability to carryover unspent funds to the 2027-28 school year. Related goals for schools receiving EM funds are required to be included in the LCAP for the duration of the expenditure of the funds.

Goal 4: By 2027 at American Legion for each Very Low performing student group on the 2023 California School Dashboard, the

- Graduation rate will improve by 5 percentage points,
- College and Career Prepared rate will improve by 5 percentage points,
- SBAC ELA Distance From Met will improve by 10 scale score points,
- SBAC Math Distance From Met will improve by 10 scale score points, and
- Suspension rate will improve by 5 percent.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Rate of students making progress toward English proficiency on the ELPAC will increase by 6 percent.

Goal 5: By 2027 at Bret Harte for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 14 percent,
- Percent of students improving their SBAC Math Distance From Met will increase by 28 percent, and
- Suspension rate will improve by 5 percent.

Goal 6: By 2027 at Capital City for each Very Low performing student group on the 2023 California School Dashboard, the

- Graduation rate will improve by 5 percentage points,
- College and Career Prepared rate will improve by 5 percentage points,
- SBAC ELA Distance From Met will improve by 10 scale score points,
- SBAC Math Distance From Met will improve by 10 scale score points, and

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 5 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 5 percentage points,
- SBAC ELA Distance From Met will improve by 5 scale score points,
- SBAC Math Distance From Met will improve by 5 scale score points, and
- English Learner Progress rate will improve by 5 percentage points

Goal 7: By 2027 at Caroline Wenzel for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, and
- Suspension rate will improve by 2 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 8: By 2027 at Isador Cohen for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 16 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 24 percentage points,
- English Learner Progress rate will improve by 5 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 5 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 5 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 9: By 2027 at John Morse for each Very Low performing student group on the 2023 California School Dashboard, the

- Suspension rate will improve by 5 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Although the school received additional Equity Multiplier funds for the 2025-26 school year, the site will continue implementing its original goals as the school did not receive any 2024 California School Dashboard color ratings due to its enrollment size.

Goal 10: By 2027 at Martin Luther King, Jr. for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, and
- Suspension rate will improve by 2 percent.

Goal 11: By 2027 at Success Academy for each Very Low performing student group on the 2023 California School Dashboard, the

- Suspension rate will improve by 5 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 35 percentage points.

Goal 12: By 2027 at Woodbine for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points,
- English Learner Progress rate will improve by 5 percentage points, and
- Suspension rate will improve by 4 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 20 percentage points,
- English Learner Progress rate will improve by 5 percentage points, and
- Suspension rate will improve by 4 percentage points.
- Chronic Absenteeism rate will improve by 20 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the:

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 13: By 2027 at Fr Keith B Kenny for each Very Low performing student group on the 2024 California School Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Suspension rate will improve by 4 percentage points.
- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2024 Dashboard, the:

- Percent of students improving their SBAC Math Distance From Met will increase by 5 percentage points,
- English Learner Progress rate will improve by 5 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 10 percentage points.

Goal 14: By 2027 at Nicholas for each Very Low performing student group on the 2024 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points,
- English Learner Progress rate will improve by 10 percentage points, and
- Suspension rate will improve by 5 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points

Goal 15: By 2027 at Pacific for each Very Low performing student group on the 2024 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points,
- Suspension rate will improve by 10 percentage points, and
- Chronic Absenteeism rate will improve by 15 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points,
- Percent of students improving their SBAC Met Distance From Met will increase by 10 percentage points,
- Suspension rate will improve by 2 percentage points, and
- English Learner Progress rate will improve by 5 percentage points.

Goal 16: By 2027 at Hiram Johnson for each Very Low performing student group on the 2025 California School Dashboard, the

- College and Career Prepared rate will improve by 3 percentage points,
- SBAC ELA Distance From Met will improve by 10 scale score points,
- SBAC Math Distance From Met will improve by 10 scale score points, and
- Suspension rate will improve by 2 percent.

Goal 17: By 2027 at John Bidwell for each Very Low performing student group on the 2025 California School Dashboard, the

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 18: By 2027 at John Cabrillo for each Very Low performing student group on the 2025 California School Dashboard, the

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 19: By 2027 at Leataata Floyd for each Very Low performing student group on the 2025 California School Dashboard, the

- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 20: By 2027 at Oak Ridge for each Very Low performing student group on the 2025 California School Dashboard, the

- Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points,
- English Learner Progress rate will improve by 5 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 21: By 2027 at Parkway for each Very Low performing student group on the 2025 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points,
- English Learner Progress rate will improve by 5 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

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Documents Attached:

1. California School Dashboard Local Indicators
2. LCAP Packet

Estimated Time of Presentation: 5 Minutes
Submitted by: Ed Eldridge, Ed.D, Executive Director, LCAP
Approved by: Mary Hardin Young, Deputy Superintendent

Dashboard Local Indicators for the 2026 California School Dashboard (CSD)

Deputy Superintendent's Office

California School Dashboard Local Indicator Update: June 18, 2026

I. Background

In July 2013, the state Legislature approved a new funding system, the Local Control Funding Formula (LCFF). California's accountability system under LCFF includes multiple measures that are reported on the California School Dashboard (Dashboard) each year. The Dashboard reports on both State and Local Indicators of the state's identified priority areas. Each year Local Educational Agencies (LEAs) are required to measure progress based on locally available information for the Dashboard's Local Indicators, present the results to the governing board, and submit the information using the self-reflection tools on the Dashboard.

II. Driving Governance:

Statute (Education Code §52064.5) requires the adoption of evaluation rubrics for the following purposes:

a. To assist a school district in evaluating its strengths, weaknesses, and areas that require improvement;
b. To assist a county superintendent of schools in identifying school districts in need of technical assistance, and which intervention is warranted.

The evaluation rubrics (now referred to as the Dashboard) reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060. The state's design included a concise set of state indicators, and a methodology for establishing local performance indicators. State indicators are those for which the state already collects data; local indicators are those for which LEAs self-assess and self-report. For these local indicators, the emphasis on local collection and reporting is expected to enhance local decision-making for the relevant Local Control Funding Formula (LCFF) priority.

For each of the LCFF priorities, there is a standard, evidence required to demonstrate progress in meeting the standard, and criteria for assessing progress based on the evidence. It is important to note that the Local Indicator requirements are minimal in that the act of completing the data generates a "met" response. The district recognizes that this threshold is not sufficient to drive change and so there is a greater effort to use this data to inform practices going forward particularly in terms of school climate and family engagement. For example, the SEL team uses this data with school sites as part of their needs assessment process. This process is a key component of the district's Continuous Cycle of Improvement and helps sites in forming school climate/culture goals.

III. Budget:

The reporting of the 2025-26 Local Indicator Data presents no impact to the district budget.

IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states, "all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options". This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities, and it serves as the moral call to action to build on the district's foundation while striving for continuous improvement.

The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state's priorities. Every LEA and all public schools in California are represented by a Dashboard.

The following measures are included in the Dashboard:

State Indicators	Local Indicators
• Graduation Rate • Suspension Rate • English Learner Progress Indicator • Student Achievement (ELA/Math) • College-Career Indicator • Chronic Absenteeism	• Basic Services • Implementation of State Standards • Parent Engagement • School Climate • Course Access

The State Indicators are reported through established channels such as the California Longitudinal Pupil Achievement Data System (CALPADS). The state does not collect data for Local Indicators.

Local Indicators only appear on the district level Dashboard. School Dashboards do not include Local Indicators, except for the district's dependent (locally-funded) charter schools. All charter schools in the state are regarded as a Local Educational Agency and report their Local Indicator data on their own LEA-level Dashboard.

Unlike the State Indicators, which provide a color-based performance rating based on status and change, the rating system for Local Indicators consists of these three terms: "Met," "Not Met," or "Not Met for Two Years." To receive the rating of "Met," an LEA must do the following:

- Measure progress based on locally available information;
- Use the self-assessment tools provided by the State Board of Education;
- Report the results to the governing board and stakeholders at a regularly-scheduled meeting

To determine the rating for each Local Indicator, the district used the following methodology:

LCFF Priority 1: Basic Conditions

The district used the California Department of Education (CDE) Facilities Inspection Tool (FIT) to collect data during a 2025-26 internal audit to assess the condition of school facilities. "Good Repair" on the CDE FIT means that the facility is maintained in a manner that assures that it is clean, safe, and functional. Teacher misassignment and vacancy data is reported by the Human Resources department in alignment with reporting for the School Accountability Report Card (SARC) and Williams Act processes. Teacher misassignments are defined as placements of a certificated employee in a teaching or services position for which the employee

does not hold a legally recognized certificate or credential or that the employee is not otherwise authorized by the state to hold. The sufficiency of instructional materials was affirmed at the fall 2025 instructional materials report to the board. "Sufficiency of instructional materials" means that each student has standards-aligned textbooks or instructional materials, or both to use in class and take home. Two sets of textbooks or instructional materials for each student are not required.

LCFF Priority 2: Implementation of State Academic Standards

The district used the California Department of Education's Self-Reflection Tool to survey district administrators in spring 2026 on progress in areas of professional learning, instructional materials, and policies and programs that support improvement.

LCFF Priority 3: Parent Engagement

The district used parent/caregiver responses to questions on a school climate survey administered during spring 2026. The Family and Community Empowerment (FACE) department also utilizes a self-reflection tool to reflect upon efforts to build relationships, build partnerships, and seek input for decision-making.

LCFF Priority 6: School Climate

The district administered a school climate survey in the spring of 2026 to students in grade 3 through 12, including required measures of student perception of Safety and Connectedness.

LCFF Priority 7: Access to a Broad Course of Study

The district annually reports on student enrollment in Career Technical Education pathways, A-G on-track status, and Advanced Placement enrollment to determine a baseline for access to a broad course of study, including programs and services provided to unduplicated students and individuals with exceptional needs. Data for CTE and AP enrollment are from spring CALPADS reporting. Data for A-G on-track status was obtained from SCUSD's internal dashboard developed in partnership with UC Merced.

V. Major Initiatives:

Alignment of district plans and efforts across the system to each other and with the Local Control and Accountability Plan (LCAP) is a key priority. The metrics and data sources used for the Dashboard Local Indicator reporting are fully aligned to the LCAP as demonstrated in the table below:

Local Indicator	LCAP Alignment
Priority 1: Basic Conditions	• LCAP Goal 2: Teacher Assignment • LCAP Goal 2: Instructional Materials Sufficiency • LCAP Goal 3: Facilities Condition (Facilities Inspection Tool (FIT) Results)
Priority 2: Implementation of Academic Standards	• LCAP Goal 2: State Standards Survey Results
Priority 3: Parent Engagement	• LCAP Goal 3: Parent/Guardian School Climate Survey
Priority 6: School Climate	• LCAP Goal 3: Student School Climate Survey
Priority 7: Access to a Broad Course of Study	• LCAP Goal 1: On-Track Graduation Status • LCAP Goal 1: On-Track A-G status

VI. Results:

Following are the most recent local indicator results:

Priority 1: Basics: Teachers, Instructional Materials, and Facilities

Element	Metric for 2026 Dashboard
Percent of teachers in the who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (excluding charter schools)	84.2
Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
School sites where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2

Priority 2: Academic Standards Implementation

SCUSD measured progress towards implementation of adopted standards and curriculum frameworks through a survey administered to school site administrators during the spring of 2025. This survey was administered to school site administrators during the spring of 2025 and was based on the California Department of Education's self-assessment tool. The results were analyzed based on the mode of responses received, providing valuable insights into our implementation efforts.

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

Implementation of Academic Standards		2026
Professional Development	English Language Arts – Common Core State Standards (CCSS) for ELA	4
	ELD – English Language Development (Aligned to English Language Arts Standards)	4
	Mathematics – CCSS for Math	4
	Next Generation Science Standards	3
	History - Social Science	3
Instruction Manuals	English Language Arts – CCSS for ELA	4
	ELD (Aligned to English Language Arts Standards)	3
	Mathematics – CCSS for Math	4
	Next Generation Science Standards	3
	History - Social Science	4
Policy & Program Support	English Language Arts – CCSS for ELA	4
	ELD (Aligned to English Language Arts Standards)	4
	Mathematics – CCSS for Math	4
	Next Generation Science Standards	4
	History - Social Science	4
Implementation of Standards	Career and Technical Education (CTE)	3
	Health Education	4
	Physical Education	4
	Visual and Performing Arts (VAPA)	3
	World Language	4
Engagement of School Leadership	Identifying the professional learning needs of groups of teachers or staff as a whole	3
	Identifying the professional learning needs of individual teachers	3
	Providing support for teachers on the standards they have not yet mastered	3

Priority 3: Parent Engagement

SCUSD measured progress in the area of parent involvement using the reflection tool provided by the state (elements and rating scale included below). Results from the district's School Climate Survey for families, and holistic reflection by the Family and Community Empowerment (FACE) department informed the ultimate ratings on the self-reflection scale.

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

BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES	2026
Progress in developing capacity of staff to build trusting relationships with families	5
Progress in creating welcoming environments for all families in the community	4
Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	5
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	4

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.**

   SCUSD strives to build the capacity of both school staff and families to develop positive relationships and collaboratively support the success of students. A number of ongoing district efforts reflect strengths in this area. The district's Parent Teacher Home Visits (PTHV) is a model program that, beginning in 1998 as a pilot project, catalyzed the growth of a national network. There are now approximately 40 schools participating in PTHV. This research-based practice aligns to other SCUSD efforts to address chronic absenteeism, improve academic performance, and shift mindsets of both staff and families. Visits are voluntary on the part of staff and families and staff are provided training and compensated for their time. More information about the program can be found at pthvp.org. SCUSD launched a parent feedback survey in 2024-25 to increase understanding of parent perspective after receive a Parent Teacher Home Visit. We also increased focus on transitional visits between segments to support students in families in transition from elementary to middle school. An educator survey was planned for 2025-26 to monitor educator outcomes and experiences in partnership with the National PTHV Organization.

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.**

   While the above strengths are important to note, the district is aware that significant improvement is needed in this area. A focal area for improvement is the systematizing and scaling of efforts that are currently operating in isolation or in the early stages. At the school site level, administrators, staff, and parents need to be collectively supported in identifying key needs in the area of relationship building and translating these needs into actionable goals. These goals in turn need to be aligned to specific, district-supported strategies that will be effective in improving the quality of the overall relationship building on a district-wide scale. Opportunities to address this focus include multiple school site leadership structures

such as School Site Councils, Parent Teacher Associations, and English Learner Advisory Committees. To increase the effectivity of any efforts in this area, SCUSD staff can benefit from additional parent engagement training. An ongoing challenge in this area is the limited time in which professional development can be provided and the multiple forms of professional development of high priority.

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.**

   To improve the engagement of underrepresented families the efforts at systematizing and scaling must take into account the specific needs of student/family groups. These needs might include translation, location/format of after school events, and efforts of staff that span multiple school sites. Individual school sites must balance the dual demands of districtwide initiatives with the specific needs assessed/identified in their local context. The FACE Department increased engagement opportunities by increasing the number of workshops, community outreach events, and family engagement activities.

BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES	2026
Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families	4
Progress in providing families with information and resources to support student learning and development in the home	5
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	4
Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students	4

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.**

   SCUSD's Family and Community Empowerment team works in partnership with various departments to provide parents/guardians an array of tools and resources to support student learning. Efforts are aligned with other district initiatives in the areas of SEL, Bullying Prevention, and Positive Attendance to ensure a holistic perspective in addressing student outcomes. In addition to the success of the PTHV program, there are several areas the district would like to highlight as strengths. The Parent Empowerment Pathway (PEP) Program is a site-based series of workshops. Key topics in the series include the core aspects of the educational system and factors that lead towards developing the skills to become leaders within their school community. Another strength of the district is the range of events/opportunities to educate and connect parents/guardians to community and post K-12 resources. The Parent Information Exchange brings together monthly parents, SCUSD staff, community organizations, and community-based partners to share and discuss programs/services available for families.

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.**
   Efforts to build and engage in partnership with parents/guardians for student outcomes have yielded successes, but significant room for improvement had been indicated. To increase and improve communication about the available partnership, engagement, and support opportunities, FACE focused department efforts to ensure that messaging from the district and school site levels was accessible to all. As result, many SCUSD departments and programs work with the FACE department to create parent friendly, understandable materials and messaging in predominant languages with easy to understand visuals. Site are provided individual support by FACE staff to identify and address specific parent engagement opportunities/activities in their parent engagement policies and other school plans. FACE supports district departments and parent advisory committees through outreach, workgroup participation and trainings. Examples include the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), site-based English Learner Advisory Committees (ELACs), School Site Council (SSC) trainings, and Scholarship Committee.

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.**
   A key improvement in engaging underrepresented families will be increased and improved outreach/communication. This will ensure that underrepresented families can be fully included in capacity building opportunities and partnerships for improved student outcomes. FACE maintains ongoing contact and relationships with our SCUSD families through personal phone calls, parent chats, emails and texts. These prove invaluable in identifying areas of need and challenge, so that FACE could provide appropriate and timely supports and referrals. Weekly parent workshops (PEP) provide increased connection by creating a network of parent-to-parent contact and support. Additionally, in 2024-25, a large scale effort was made by FACE to increase access and enrollment in the Parent Square and Infinite Campus communication networks.

SEEKING INPUT FOR DECISION-MAKING	**2026**
Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	4
Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	4
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
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

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.**

SCUSD highly values stakeholder input when making program decisions and considers the voice of parents/guardians to be critical within this process. A strength of the district is the ongoing effort to broaden and deepen the range of opportunities parents/guardians have to providing input toward decision- making. All school sites operate formal School Site Councils (SSCs) and, where required, ELACs. The district maintains active groups including the LCAP PAC, DELAC, and CAC that acts in an advisory capacity to the Special Education Local Plan Area (SELPA). Task Forces have been commissioned specific to identified issues or student groups. In 2017-18, the Graduation Task Force was created to study the impacts of low graduation rates on the Sacramento community and develop recommendations for improvement. In 2018-19, The African American Achievement Task Force (AAATF) was commissioned to create recommendations to significantly improve the student achievement and social emotional outcomes for African American students in SCUSD K-12. This taskforce is now a districtwide Black/African American Advisory Board (B/AAAB).

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.**

   Though many opportunities exist for building capacity and directly engaging in decision-making, there is always room for improvement. Focal areas for improvement include: providing additional parent trainings specific to the work of SCUSD advisory committees at both the site and district level and ongoing collaboration with Community Based Organizations (CBOs) to increase outreach and engagement when seeking input.

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.**

   In both of the above areas (training and collaboration with CBOs), an additional emphasis must be placed on outreach to, inclusion of, and capacity building for parents/guardians of underrepresented and marginalized families. Highlighting CBOs that currently work with and have connections to underrepresented student groups will increase the district's ability to engage these families in the decision- making process. Focusing trainings to groups that represent school sites with high numbers of underrepresented groups will increase the capacity of such groups to engage in critical decision-making that impacts their students.

Priority 6: School Climate

SCUSD annually administers a local climate survey to assess student perceptions of safety and connectedness. In spring 2026, the survey was completed by 7,573 students in grades 3-12. The overall student participation rate was approximately 25%, providing the district a sample substantial enough to make generalizable conclusions with a 95% probability that the sample accurately reflects the attitude of the population (confidence level) within a range of +/- 3% (which is a typical range for a margin of error).

Overall, positive responses for both safety and connectedness (belonging) increased over previous survey results. For all students, there was a 1.2 percentage point increase – from 63% in 2024-25 to 64.2% in 2025-26 – in positive responses regarding safety. Additionally, there was a 1.5 percentage point increase – from 68.6% in 2024-25 to 70.1% in 2025-26 – in positive responses regarding belonging/connectedness. The district's goal is to achieve a positive response rate of at least 80%.

SCUSD uses the results from the local climate survey with school sites as part of their needs assessment process. This process is a key component of the district's CCI and helps sites to form school climate/culture goals. These goals are supported by the district's SEL, PBIS, and School Safety Initiatives. District efforts to increase student engagement through a range of expanded/extended learning opportunities, decrease chronic absenteeism as a focal point of the differentiated assistance process, and to address issues of bullying through training and prevention will all be continued. Ongoing areas of need and focus include: 1) Focus work with teachers and staff around Trauma Informed Practices and Culturally Responsive Teaching 2) Expand Implicit Bias professional learning 3) Create opportunities for the schools to share best practices. 4) Continue training and explicit practice to develop growth mindsets for students and staff.

School Climate Survey
Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)
Source: Local Spring School Climate Survey

Group	Spring 2024		Spring 2025		Spring 2026	
	Safety	Belonging	Safety	Belonging	Safety	Belonging
All Students	63	67	63	69	64	70
African American	59	62	57	64	59	65
American Indian	58	66	57	63	66	67
English Learners	55	59	57	63	58	64
Students with Disabilities	57	63	57	65	60	66
Foster Youth	61	68	63	72	68	78
Homeless Youth	55	64	53	60	58	65
Socioeconomically Disadvantaged	60	64	61	67	62	67
Staff	51	70	61	73	57	76
Families	85	84	88	89	90	89

Priority 7: Access to a Broad Course of Study

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.

To track student access and enrollment in a broad course of study, SCUSD will intently use Graduation On-Track Status and A-G On-Track Status to monitor and intervene in two of the areas of low performance on the district's California School Dashboard: Graduate Rate Indicator and College/Career Indicator. As stated in the district's guiding principle, SCUSD is committed to ensuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Monitoring and improving the metrics above for equitable access by the following underserved student groups is key to this effort:

Student Group (2025-26 Gr 9-12 Graduation On-Track Status Rate | 2025-26 Gr 9-12 A-G On-Track Status Rate)

All (62.5 | 60.9)
African American (49.3 | 44.0)
American Indian (53.8 | 40.8)
English Learners (48.0 | 39.3)
Students with Disabilities (48.6 | 33.8)
Foster Youth (24.4 | 22.2)
Homeless Youth (40.6 | 36.4)
Socioeconomically Disadvantaged (60.3 | 56.5)

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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Gaps in access to A-G and Graduation have significantly reduced over the last year, yielding an increase of 1.5 percentage points among graduates and 1.9 percentage point increase among A-G completers. A gap remains among native American 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.

Significant progress has been made in ensuring all students have gained equitable access to a broad course of study. Investment in professional development among Assistant Principals/Counselors, upholding course placement policies, and regular data monitoring of the data have yielded positive results. Although we've seen significant progress, constant turnover among school site administrators and changes in state policies pose significant challenges.

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?

SCUSD is continuing the efforts described on previous dashboards to establish centralized systems and processes for academic counselors to conduct regular student schedule reviews and address identified student scheduling needs in a timely manner. The A-G counseling benchmarks set across the district provide a rubric against which counselors and students can understand progress toward completion of the full course sequence. This process was designed to specifically benefit unduplicated student groups and students with exceptional needs as they have continued to have disproportionate outcomes in these measures over time. In addition to the work of school counselors, there has been intentional work being done to engage 9th grade students specifically. This has resulted in an increase in the number of 9th grade students earning a "C" or better over the last two years. This work is one of the major contributing factors to the improvement in our data.

Recent efforts that will continue in the coming year include development of an infrastructure to monitor progress towards students meeting A-G requirements and timely intervention by counselors/teachers in a proactive manner when a student is struggling. 9th grade teachers will continue to receive training on specific engagement strategies and will get additional collaborative time to discuss effective best practices. Teachers will now have access to CTE participant data and be better able to provide targeted support.

Student Group	Graduation On-Track Status Percentage of 9th-12th grade students on track for graduation considering course completion		A-G On-Track Status Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress)	
	24-25	**25-26**	**24-25**	**25-26**
All	61.0	62.5	59.0	60.9
African American	51.4	49.3	41.5	44.0
American Indian	50.0	53.8	45.8	40.8
English Learners	45.8	48.0	35.6	39.3
Students with Disabilities	50.0	48.6	31.5	33.8
Foster Youth	33.3	24.4	23.8	22.2
Homeless Youth	36.8	40.6	33.2	36.4
Socioeconomically Disadvantaged	58.3	60.3	53.3	56.5

Based on the criteria stipulated by the State Board of Education, the results for the Local Indicator ratings are below. The district affirms that it has followed the steps required to provide the ratings below to the Dashboard:

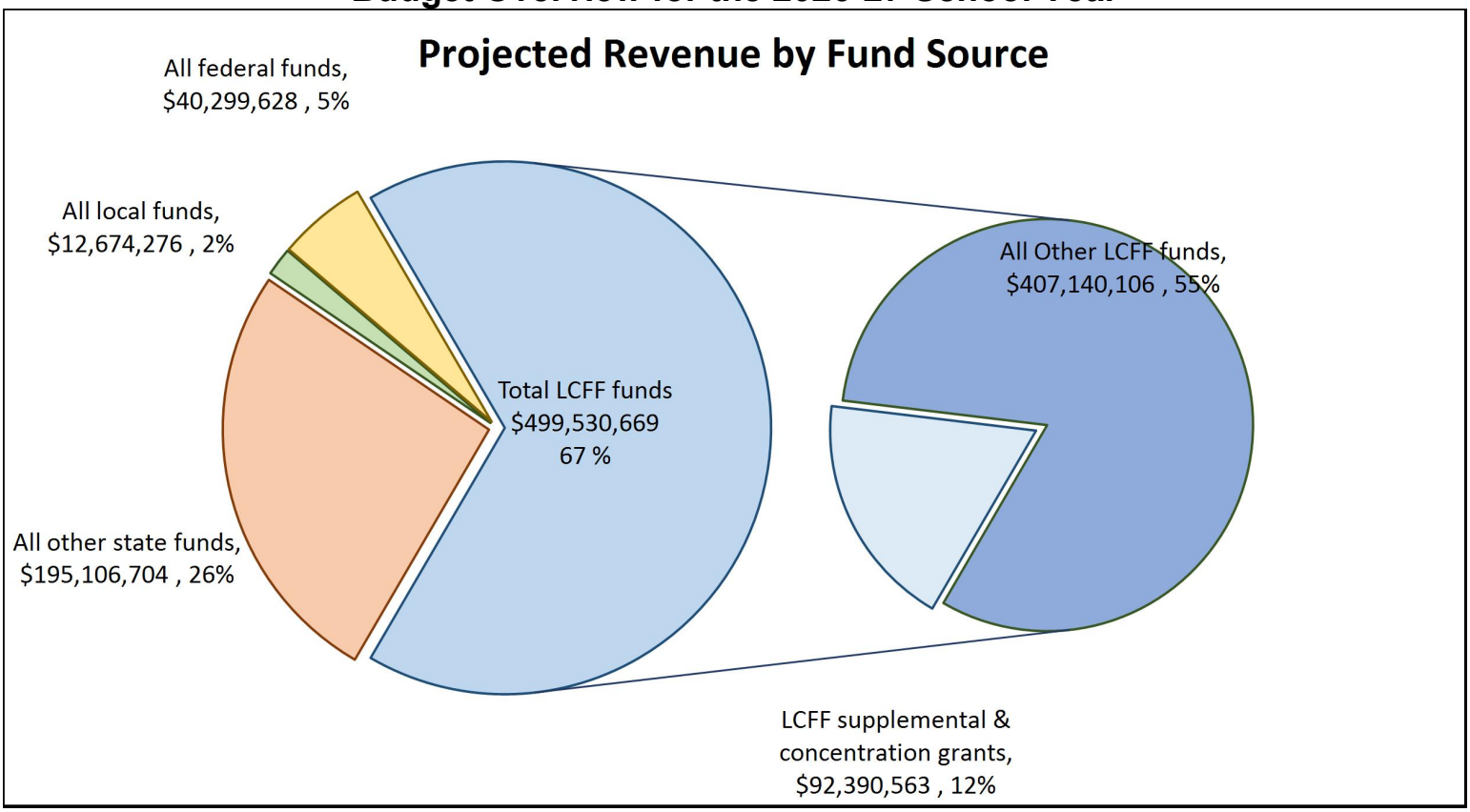
Fall 2024 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parental Involvement	Met
Priority 6: School Climate	Met
Priority 7: Course Access	Met

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District
CDS Code: 34674390000000
School Year: 2026-27
LEA contact information:
Cancy McArn
Superintendent
superintendent@scusd.edu
916.643.7400

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

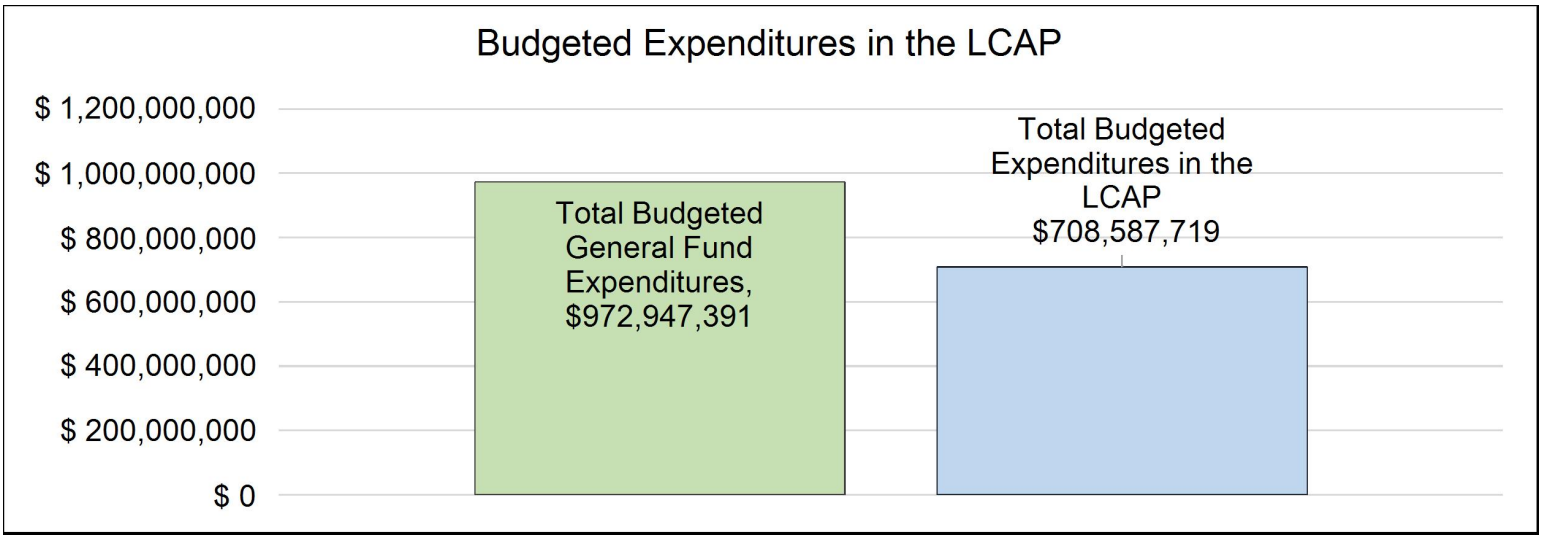


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento City Unified School District is $747,611,277, of which $499,530,669 is Local Control Funding Formula (LCFF), $195,106,704 is other state funds, $12,674,276 is local funds, and $40,299,628 is federal funds. Of the $499,530,669 in LCFF Funds, $92,390,563 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 Sacramento City Unified 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: Sacramento City Unified School District plans to spend $972,947,391 for the 2026-27 school year. Of that amount, $708,587,719.00 is tied to actions/services in the LCAP and $264,359,672 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

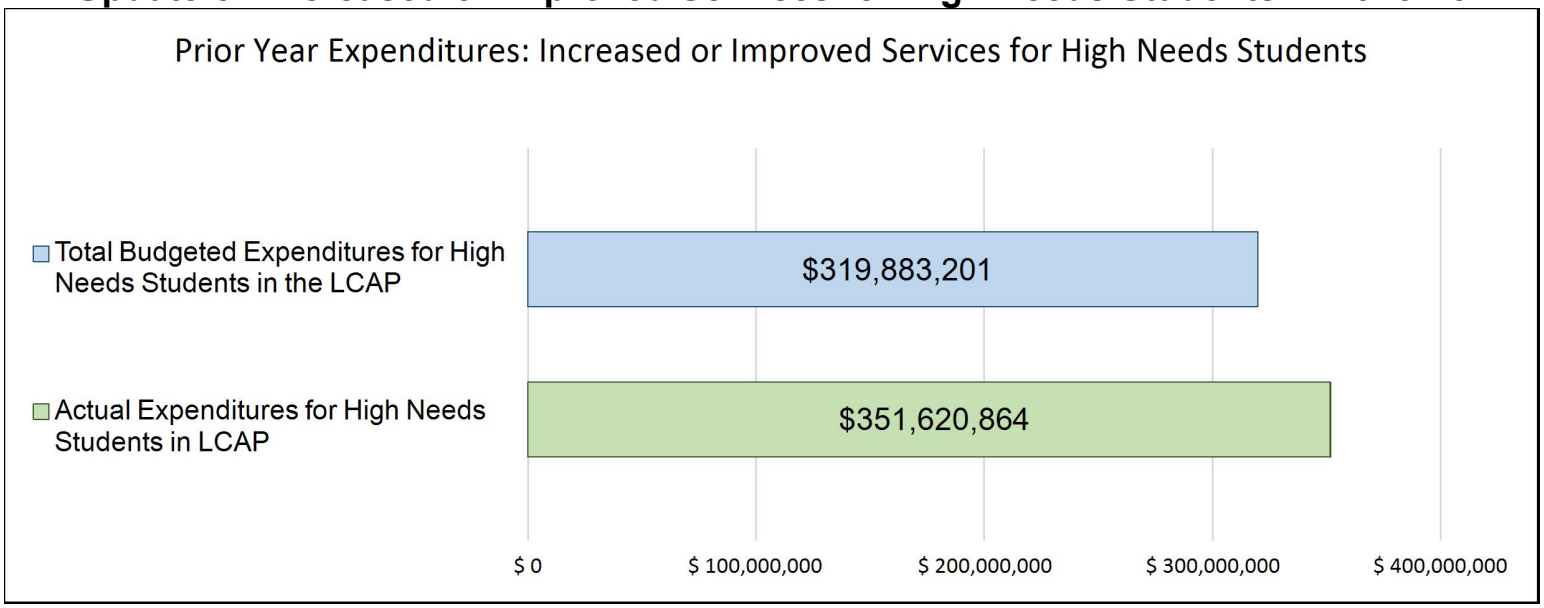
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those specifically included) and special education services (except for those specifically included).

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

In 2026-27, Sacramento City Unified School District is projecting it will receive $92,390,563 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $487,613,056.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sacramento City Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sacramento City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Sacramento City Unified School District's LCAP budgeted $319,883,201 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $351,620,864 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Cancy McArn Superintendent	superintendent@scusd.edu 916.643.7400

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 Sacramento City Unified School District's (SCUSD) Local Control and Accountability Plan (LCAP) provides for educational planning, goals, actions, and outcomes for 36,423 students in grades transitional kindergarten through 12 in 70 schools as of the December 2025 California School Dashboard. There is a diverse body of students and their families within SCUSD as: nearly 65% are socioeconomically disadvantaged, about 19% are English Learner students (including 2,844 Long- Term English Learners), and approximately 17% of students served receive Special Education services. A total of 1,568 students in the district have been identified as homeless youth, and 127 students are receiving foster youth services.

Additionally, SCUSD also has a rich ethnic/racial diversity of students as well as demonstrated by the following (rounded to the nearest decimal):

Hispanic/Latino - 41%
White - 18%
Asian - 17%
African American - 11%
Two or More Races - 9%
Pacific Islander - 2%
Filipino - 1%

American Indian - 1%

The following schools will be expending Equity Multiplier (EM) funding during the 2026-27 school year:

Schools Currently Receiving Funding in 2025-26 (and Carryover Funds in 2026-27) Which Are Not Receiving Additional Equity Multiplier Funds in 2026-27
Bret Harte Elementary (Goal 5)
Martin Luther King Jr Elementary (Goal 10)
Success Academy K-8 (Goal 11)
Woodbine Elementary (Goal 12)
Nicholas Elementary (Goal 14)
Pacific Elementary (Goal 15)

Schools Currently Receiving Funding in 2025-26 (and Carryover EM Funds in 2026-27) Which Are Receiving Additional Equity Multiplier Funds in 2026-27
American Legion HS (Goal 4)
Capital City School (Goal 6)
Caroline Wenzel Elementary (Goal 7)
Isador Cohen Elementary (Goal 8)
John Morse Therapeutic Center (Goal 9)
Father Keith B Kenny K-6 School (Goal 13)

NEW Schools Not Currently Receiving Funding in 2025-26 Which Are Newly Identified to Receive Equity Multiplier Funds in 2026-27
Hiram Johnson (Goal 16)
John Bidwell (Goal 17)
John Cabrillo (Goal 18)
Leataata Floyd (Goal 19)
Oak Ridge (Goal 20)
Parkway (Goal 21)

Reflections: Annual Performance

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

The California School Dashboard (Dashboard) provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The information on the Dashboard is especially informative with respect to the development of the three-year LCAP cycle, as it provides the district and its education partners a roadmap of the district's strengths and most needed areas of improvement. Based upon the state’s requirement that 2023 California Dashboard areas of Red and CCI Very Low be addressed in the three-year LCAP cycle beginning with the 2024-25 school year, the following groups and their related outcomes remain a

central focus of the improvement efforts we move into 2026-27 -- the last year of our current three-year plan:

Red Areas from Baseline 2023 Dashboard

- African American students' graduation rate (improved to Green on 2025 Dashboard) and suspension rate (Red on 2025 Dashboard)
- American Indian students' suspension rate (Red on 2025 Dashboard)
- English Learner students' academic indicator in English Language Arts (ELA) and Math (both improved to Orange on 2025 Dashboard)
- Foster Youth students' College / Career Indicator (CCI) (improved to Yellow on 2025 Dashboard), graduation rate (improved to Yellow on 2025 Dashboard), and academic indicator in ELA and Math (improved to Orange on 2025 Dashboard)
- Homeless Youth students' CCI (improved to Yellow on 2025 Dashboard), graduation rate (improved to Yellow on 2025 Dashboard), and suspension rate (improved to Orange on 2025 Dashboard)
- Students With Disabilities CCI (improved to Orange on 2025 Dashboard), graduation rate (improved to Yellow on 2025 Dashboard), and suspension rate (Red as of 2025 Dashboard)

In collaboration with its educational partners, the district has focused this educational plan on improving the outcomes of those who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula's Unduplicated Pupil Count – English Learner, Foster Youth, and Socioeconomically Disadvantaged (low income) students – and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: African American students, American Indian students, Homeless Youth students, and Students With Disabilities. The district and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students. The theory of action is that as the district improves its services to and the outcomes for students in these groups, it will also improve services and outcomes for all district students.

The 2026-27 LCAP continues actions to address all of the instances on the 2023 California School Dashboard with the lowest level of performance. The color table included after this section includes the list of district schools along with information indicating instances where the overall and/or any student group in the school performed at the lowest level on one or more indicators on the 2023 Dashboard (as indicated by the red shading). The color table also includes the responsive district level required actions be taken to address these areas of lowest performance over the three-year LCAP cycle. A list of the instances of red areas across the district and its schools on the 2025 California School Dashboard are provided for reflection purposes.

A reflection of the 2025 California School Dashboard results released in November 2025 for the district revealed the following:

The overall Graduation Rate improved by 3.5 percentage points, increasing from 84.6% to 88.1%. Additionally, the percentage of graduates prepared for College/Career has increased by 6.1 percentage points, rising to 38.1%. Furthermore, every student group in the district has demonstrated an improvement in their graduation rates and preparedness for College/Career.

Student performance improved in English Language Arts (ELA) and Math, with increases of 4.7 and 6.7 points, respectively, as measured by the Distance From Standard (DFS) on the CAASPP. Average ELA and Math CAASPP results were 28.2 and 57.2 scale score points below the Standard Met score, respectively.

Other notable improvements include a slight (+0.6) increase in the percent of English Learner students making progress towards becoming fluent in English (from 41.2% to 41.8%), and a reduction in Chronic Absenteeism by 2.3 percentage points (from 25.4% to 23.1%).

However, it is worth noting that the district's Suspension Rate has increased by 0.4 percentage points from 5.8% to 6.2%, with the following student groups all receiving rating of Red and showing an increase in the percent of students suspended over the prior year: American Indian (+1.2%), African American (+0.7%), Long Term English Learners (+0.7), and Students With Disabilities (+0.1).

The district Met Standards for each of the local areas on the Dashboard: Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

The District achieved an overall Green performance level in Science. This rating reflects an average of 49.4 science points, which represents a 2.1-point increase from the previous reporting period. While the district-wide status is high, the data reveals significant performance gaps among specific demographics. Six student groups currently sit at the Orange (Low) performance level. The Hispanic student group, the largest of these cohorts with 3,209 students, maintained a score of 44.3 points. Socioeconomically Disadvantaged students followed closely with 43.8 points, reflecting a slight increase of 1.1 points. English Learners scored 38.6 points, while Pacific Islander students reached 38.1 points. Long-Term English Learners and Foster Youth recorded the lowest scores at 35.7 and 34.9 points respectively, though the Foster Youth group showed the most significant growth with an 8-point increase. Students with Disabilities and African American students both reached the Yellow (Medium) performance level. Students with Disabilities averaged 36.6 points, showing a 1.7-point increase, while African American students averaged 37.1 points, maintaining their level with a 1.1-point increase. American Indian students also landed in the Yellow category with 44.4 points, though this group saw a slight decline of 1.4 points.

Based on the 2025 California School Dashboard, the District employs a total teaching full-time equivalent (FTE) of 1,647.2 staff members. Within this workforce, 84.2% of teachers are considered "Clear," meaning they are fully credentialed and properly assigned for their specific subject and student placement. This performance level places the district above the statewide average of 82.5% and significantly ahead of the Sacramento County average, which sits at 80.8%.

SCUSD anticipates having unexpended Learning Recovery Emergency Block Grant (LREBG) funds after June 30, 2026. These funds will be used to improve ELA, Mathematics, and attendance student outcomes.

Across the district, 47.8% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in ELA.

A review of our district’s ELA results on the 2025 California School Dashboard reveals that at the district level, African American (AA), American Indian (AI), Pacific Islander (PI), English Learner (EL), Long-Term English Learner (LTEL), Foster Youth (FY), Homeless (HY), Socioeconomically Disadvantaged (SED), and Students With Disabilities (SWD) received a status level of either Very Low or Low. It is promising to note that although their performance was low, AA, AI, PI, EL, FY, HY, SED, and SWD all demonstrated an improvement in their average Distance From Met (DFM) in ELA. However, at 53 of the 64 schools who received a 2025 Dashboard, at least one student group

received a status level of either Very Low or Low. In 51 of the 53 schools noted above, at least one of the following groups received performed low in ELA: ALL, AA, AI, EL, FY, HY, SED, and SWD.

Districtwide, 56.3% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in Mathematics.

A review of our district's Mathematics results on the 2025 School Dashboard reveals that at the district level, AA, AI, PI, EL, LTEL, FY, HY, and SWD received a status level of either Very Low or Low. Similar to a promising trend noted in ELA, the following groups that performed low in Mathematics did demonstrate improvement in their average DFM: AA, AI, EL, FY, HY, PI, and SWD. However, at 52 of the 64 schools who received a 2025 Dashboard, at least one student group received a status level of either Very Low or Low. In 50 of the 52 schools noted above, at least one of the following groups received performed low in Math: ALL, AA, AI, EL, FY, HY, SED, and SWD.

The 2025 Dashboard also reveals that student attendance in grades K-8 remains an area of concern as 23.1% students across the district were chronically absent. Despite the high level of chronic absenteeism across the district, a number of student groups demonstrated an improvement (decrease) in the number of students who were chronically absent: ALL, AA, AI, Asian (A), EL, LTEL, Hispanic (H), HY, Two of More (TOM), PI, SED, and SWD. Chronic Absenteeism by student group ranged from 49.1% and 41.5% for HY and AA students, respectively, to 13.5% and 10.5% for W and A students, respectively. Across 56 schools in the district serving students between the grades of K thru 8, at least one student group had a Very High or High rate of chronic absenteeism.

Based on the above needs assessment, the district's remaining allocation of LREBG funds ($7.95 million) will be used to in action 3.2 to provide supplemental mental health services as an intervention to improving chronic absenteeism and ELA and Math outcomes.

Reflections: Technical Assistance

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

With positive growth in student group outcomes, SCUSD is no longer eligible for Direct Technical Assistance based on the 2025 Dashboard. Legislation now requires that all districts describe two years of eligibility for Differentiated Assistance:

- On the 2024 California School Dashboard (Dashboard) the district is eligible for African American students in Academics (Priority 4) and Suspension (Priority 6) and Foster Youth in Academics (Priority 4), Chronic Absenteeism and Graduation (Priority 5), Suspension (Priority 6), and College/Career Indicator (Priority 8).

- On the 2025 Dashboard the district is eligible for the American Indian student group in Academics (Priority 4) and Suspension (Priority 6). During the 2025-26 school year, the American Indian Education Program team chose to participate in the Insight to Action improvement network meetings offered by the Sacramento County Office of Education (SCOE) as its technical assistance provider to address the status of differentiated assistance.

During the meetings of the Insight to Action network, the team completed activities facilitated by the SCOE Continuous Improvement Team beginning with Dashboard data analysis and identification of an area of focus. The AIEP team selected academics as its area of focus. From

there, the team conducted a root cause analysis, developed and prioritized change ideas, and worked with a SCOE leader on action planning for the area of focus. One of the projects planned is to develop a training video to provide asynchronous professional development on the Native American Studies Master Curriculum that will enhance educators' cultural understanding of factors that may be impacting student outcomes. The Native Youth Advisory Council and the American Indian Education Program Parent Committee have been engaged in studying the cause and brainstorming change ideas to implement in 2026-27.

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.

The SCUSD school that was identified for Comprehensive Support and Improvement (CSI) based their performance as reported in the Dashboard released in December 2025:

Low-Performing Criteria

- John Morse Therapeutic Center

Support for Identified Schools

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

SCUSD provides multiple layers of support for the school to engage in a Cycle of Continuous Improvement (CCI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. Instructional Assistant Superintendents incorporate significant time to support these processes in monthly principal meetings and in their one-on-one support to site leadership.

Additional district staff provide support through review of the school plan content and through individual consultations with leaders on an as needed basis. Site staff are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, and Graduation Rate) and select those areas of greatest need (Red and Orange). Upon confirmation of eligibility, staff were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and exemplar content.

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned School Plan for Student Achievement (SPSA) process. These occur over three weeks in the spring and offer staff the opportunity to engage with peers in the following:

- Review CSI requirements and eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Support for needs assessment and resource inequity identification
- Identification of effective strategies and supports

- Support for goal setting and identification of appropriate measurable outcomes
- Assistance with funding allocations and appropriate use of targeted funding resources
- Guidance for engaging stakeholders and requirements for plan approval

The site's leadership team members have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. They also have ongoing access to support from State and Federal Programs and Research and Strategy, Academic office, Student Support and Health Services, and more. The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determines what evidence-based interventions to implement. This process is supported by broader educational partner feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process, and targeted surveys. These sources of stakeholder feedback help the site to better understand the specific needs of their community. The School Climate Survey provides the site an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help the site to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow the site to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

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

SCUSD continues to use a SPSA Mid-Year review tool to support the site in monitoring and evaluating the effectiveness of the site's plan. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, the school is required to:

1. Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal:
   - Restate the expected outcome of the strategy in terms of student achievement.
   - Detail the specific actions taken to date.
   - Describe current progress in achieving the expected outcomes as a result of implementing the strategy.
   - Detail how identified student groups were impacted by the strategy.

2. Describe the level of implementation:
   - Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal.

3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the

midyear reflection.
Guidance provided to principals/school site at the outset of the year includes the expectation that the site is regularly monitoring the plans outlined in the SPSA. This includes specific review of their goals, strategies, and outcomes as part of the Mid-Year review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.

District staff will continue to work in partnership with various offices including but not limited to Instructional Assistant Superintendents, State and Federal, and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed, disproportionately below their peers.

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Sacramento City Unified School District	**FY, HY, SWD**	**AA, FY, HY, SWD**	**EL, FY**	**EL, FY**			**AA, AI/AN, HY, SWD**	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
A M Winn Elementary K-8 Waldorf			All, H, SED, SWD	All, H, SED			All, AA, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Abraham Lincoln El			All, AA, EL, SED, SWD	AA, EL, H, SED, SWD		A	AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Albert Einstein MS			AA, SWD	All, H, SED, SWD		EL, H	All, AA, EL, H, TOM, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Alice Birney Waldorf-Inspired K8										
American Legion HS	All, H, SED	All, H, SED	All, SED	All, SED			All, AA, EL, H, SED, SWD	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Arthur A. Benjamin Health Profes							All, AA, SED, SWD			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Bret Harte Elementary			All, SED, SWD	All, SED, SWD			All, AA, H, SED, SWD, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
C K McClatchy HS			AA, H, SED, SWD	All, AA, EL, H, SED, SWD					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Caleb Greenwood										
California MS			AA, EL, SWD	AA, EL, H, SED, SWD		SWD	All, AA, H, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Camellia Basic Elementary										
Capital City School	All, H, SED	All, H, SED	A	All, A, EL, H, W				1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Caroline Wenzel Elementary			All, AA, SED	AA			All, AA, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Cesar Chavez ES			AA, SWD	AA, SWD					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Crocker/Riverside Elementary										

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
David Lubin Elementary										
Earl Warren Elementary					EL				2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Edward Kemble Elementary			EL, H				AA, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Elder Creek Elementary			H, SWD	SWD					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Ethel I Baker Elementary			All, A, EL, H, PI, SED	All, A, EL, PI, SED					2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Ethel Phillips Elementary			All, SED, SWD	SWD	EL	SWD			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Father Keith B Kenny K-6 School			AA				All, AA, H, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Fern Bacon MS			EL, SWD	SWD			AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Genevieve Didion Elementary										
Golden Empire Elementary						All, EL, H, TOM, SED, SWD	AA			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
H W Harkness Elementary			All, H, SED				AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hiram W Johnson HS	AA, SWD	AA					All, AA, H, SED, SWD	1.1, 1.2, 1.4, 1.5		3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hollywood Park Elementary			All, SED, SWD	SWD		H	EL, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Hubert H. Bancroft Elementary			SED						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Isador Cohen Elementary			All, H, SED, SWD	All, EL, H, SED, SWD	EL	A, EL, SED, SWD, W	All, AA, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
James W Marshall Elementary						EL	All, AA, TOM, SED, W			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Bidwell Elementary						AA				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
John Cabrillo Elementary			AA, SWD	SWD		AA	AA, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John D Sloat Elementary			H, SWD	H, SWD		EL			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John F Kennedy HS	AA, SWD		EL, H, SED, SWD	EL, SED, SWD			AA, SED	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John H. Still K-8			AA, SWD	All, AA, EL, H, SED, SWD			All, AA, A, EL, H, SED, SWD, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
John Morse Therapeutic Center						All, SED, SWD	All, SED, SWD			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Leataata Floyd Elementary							All			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Leonardo da Vinci K - 8 School						EL				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Luther Burbank HS	SWD	SWD	A	A, EL, H, SED	EL		AA, TOM	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Mark Twain Elementary			EL			SWD			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Martin Luther King Jr Elementary			AA, SWD				All, AA, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Matsuyama Elementary						AA, SWD				3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Miwok MS				EL	EL				2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Nicholas Elementary			AA, EL, SED	AA, H, SWD		AA	All, AA, H, SED		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
O W Erlewine Elementary										
Oak Ridge Elementary			EL	EL, SWD		All, SED, SWD	AA		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Pacific Elementary			All, A, EL, H, SED, SWD	All, A, EL, H, SED, SWD	EL		All, AA, A, EL, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Parkway Elementary School			All, AA, A, EL, SED, SWD, TOM	All, AA, SWD			AA, SWD, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Phoebe A Hearst Elementary										
Pony Express Elementary			SWD	SWD		AA, EL	AA, H, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Rosa Parks K-8 School			EL, H	SWD			PI, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Rosemont HS	EL		SWD, W	AA, SWD	EL		All, AA, SED, SWD	1.1, 1.2, 1.4, 1.5	2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Sam Brannan MS			All, AA, EL, H, SED	AA, EL, H		AA	All, EL, H, SED, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
School of Engineering and Scienc			EL		EL		AA, EL, H, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Sequoia Elementary			AA				All, AA, H, SED, TOM		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Success Academy K-8							All, SED			3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Susan B Anthony Elementary			EL						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Sutterville Elementary										
Suy:u Elementary			EL				AA, HY, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Tahoe Elementary			All, H, SED, SWD						2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	
Theodore Judah Elementary										
Umoja International Academy			All, AA, EL, H, SED	AA, EL		All, AA, EL, H, TOM, SED, SWD, W	All, AA, EL, H, TOM, SED, W		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
Washington			SED			TOM			2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
West Campus HS										

Legend	All - All Students, A - Asian, AA - African American, AI - American Indian, EL - English Learner, FY - Foster Youth, H - Hispanic, HY - Homeless Youth, SED - Socio. Econ. Disadvantaged, SWD - Students With Disabilities, W - White, TOM - Two or More									
	California Dashboard State Priorities							District Actions Where Related Red Area(s) Addressed		
Site	**College / Career**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension Rate**	**College / Career & Graduation**	**English Language Arts, Mathematics, & English Learner Progress**	**Chronic Absenteeism & Suspension**
Will C Wood MS			AA, EL	AA, PI, SWD		A, EL, H	All, AA, H, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23
William Land Elementary										
Woodbine Elementary			All, EL, H, SED	All, H	EL		All, AA, SED, SWD		2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18	3.1, 3.2, 3.3, 3.4, 3.5, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.21, 3.23

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
LCAP Parent Advisory Committee (PAC)	Monthly meetings were held from October 2025 through March 2026 to facilitate monitoring of the implementation of Year 2 of the current plan, inclusive of the Mid-Year Update, available mid-year metrics, and mid-year financial data as part of the mid-year action implementation status update. Various department subject matter experts met with the PAC to review their implementation of various actions to improve graduation, academic, and welcoming and safety outcomes. Additionally, a draft of the LCAP was shared with the PAC on April 13, 2026, and written comments from the PAC were solicited. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 4, 2026. The adoption of the LCAP was on June 18, 2026.
Local Collective Bargaining Partners	Sacramento City Teachers' Association (SCTA) Consultation with SCTA and the district occurred in February 2026. During this consultation, the following were discussed: There were several investments discussed to improve student outcomes, including funds identified to support Reading Intervention Teachers (Action 2.14) and mental health support (Action 3.2). The LCAP remains focused on supporting underserved student groups, with targeted resources directed toward African American and American Indian students, English Learners, Foster Youth, Homeless Youth, students with disabilities, and students in socioeconomically disadvantaged households. Current data from the 2025 California School Dashboard shows positive growth in several areas: graduation

Educational Partner(s)	Process for Engagement
	rates and college/career readiness are rising, and academic performance in Math and ELA is improving across most student groups. While the District has seen a decrease in chronic absenteeism, there is a noted increase in suspension rates that the district is actively investigating. Current analysis is focused on Office Discipline Referrals (ODRs) and the correlation with suspension rates. Service Employees International Union (SEIU) Consultation with SEIU and the district occurred in January 2026. During this consultation, the following were discussed: We discussed the LCAP's goals and outcomes around graduation, academics, and welcoming and safe schools. A point of concern were attendance and suspension outcomes for American Indian and African American students. We reviewed the high suspension rates, indicating a need for continued MTSS implementation. One of the potential ways to address attendance might be attendance enforcement. SIEU discussed about the past role of attendance enforcement officers to effectively encouraged student attendance. Potentially consider of reinstating a similar position for improved attendance. Teamsters and TCS Consultation with Teamsters and TCS and the district occurred in January 2026. During this consultation, the following were discussed: We discussed the intersection between LCAP Goal 3 (Safety and Sense of Welcome) and the care and maintenance of school facilities. The team highlighted a strong correlation between school climate, facility quality, and student learning. Central to the discussion was the belief that conducive learning environments are crucial for student motivation. Therefore, investing in facility upkeep and presentation can positively impact student well-being and attendance. Feedback emphasized the need to maintain and increase investments to prevent Williams Act infractions and to continually improve the number of schools receiving a "Good" rating on the Facility Inspection Tool (FIT). United Professional Educators (UPE)

Educational Partner(s)	Process for Engagement
	Consultation with UPE and the district occurred in January 2026. During this consultation, the following were discussed: We reviewed the district's three primary LCAP goals. The discussion highlighted the provision of social workers and counselors (action 3.2) to improve school culture and climate and reading intervention teachers (within action 2.14) to improve reading literacy. This is the first year of implementation of reading intervention teachers, and early reports are that there is increased student engagement. Social worker support is making a positive impact across all schools. There is a recommendation that additional support be considered through the re-instatement of Learning Support Coordinator positions. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 4, 2026. The adoption of the LCAP was on June 18, 2026.
Student Advisory Council (SAC)	The LCAP framework, including an overview of current actions, was discussed with the SAC in November 2025. During this consultation, the following were discussed: The objectives of the District's Big 3 Goals: Goal 1 - Improving graduation outcomes, Goal 2 - Improving academic outcomes, and Goal 3 - Improving sense of welcoming and safety outcomes. The students' focus on improved culture and climate were evident. Key takeaways from the conversation include an interest in ensuring the success of our historically underserved students. It was also evident that the students appreciate the importance of early learning literacy in achieving academic success, as demonstrated by their comments regarding the recently implemented action of placing reading specialists on all elementary campuses throughout the district.
District English Learner Advisory Committee (DELAC)	The DELAC was consulted in March 2026, and the LCAP's framework around improving graduation, academic, and welcoming and safety outcomes was reviewed. Available mid-year metrics and the mid-year action implementation status update was shared to solicit feedback from the DELAC. Additionally, a draft of the LCAP was sent to the DELAC on May 6, 2026 to solicit their written comments. The full draft of the LCAP, inclusive of budget information, was presented at

Educational Partner(s)	Process for Engagement
	the Public Hearing on June 4, 2026. The adoption of the LCAP was on June 18, 2026.
SELPA Administrator and Community Advisory Committee (CAC)	The LCAP framework and focus areas were discussed with the SELPA Administrator and CAC in March 2026. The following topics were highlighted: Community partners requested increased transparency regarding LCAP implementation, specifically focusing on the monitoring of IEP transition planning and the rigorous vetting of instructional aides. Inquiries were raised concerning the management of social worker vacancies and the specific triggers for student health services. Furthermore, there is a call for data on the scale of college and career programs—such as the Summer Career Launch Pad and four-year graduation planning—alongside a recommendation to partner with more inclusive work-readiness providers to better serve students with moderate-to-severe disabilities.
African American/Black Student Focal Group Committee (AABSFGC)	Consulted with the African American / Black Students' Community Committee on February 4, 2026. The consultation included a discussion about African American student support and advocacy, highlighting student data and specific actions (1.2, 3.2, and 3.7) for academic and career counseling and mentoring. A representative from the Black African American Advisory Board provided information regarding their role in monitoring continuous improvement for African American students in academics, culture, and climate. Part of the discussion involved implementation of an African American Studies course starting next fall, concern about the need for diverse and highly qualified teachers with lived experiences for the course, and recruitment efforts for African American teachers and the importance of a supportive environment.
General Community Updates	Updates regarding the development of the LCAP were provided to parents, students, and community members at several times throughout the school-year. September 2025 - Reviewed New LCAP and underlying framework with parents and community members at the Parent Information

Educational Partner(s)	Process for Engagement
	Exchange (PIE) lunch meeting facilitated by the Family and Community Empowerment (FACE) office. February 2026 - Shared Mid-Year Update with parents, community members, and board members as part of Mid-Year Update. This opportunity provided the district's educational partners a status of the available metrics and implementation levels of all actions within the LCAP.
Equity Multiplier - American Legion Staff (AL-Staff) School Site Council (AL-SSC), English Learner Advisory Council (AL-ELAC)	AL-Staff, February 2026: Audience: Teachers, staff Topics discussed: Students on track to graduate, Equity Multiplier Goals: Actions and Metrics, WASC report, Student Support Center Updates, Discipline Procedures, Testing Updates AL-SSC, January 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SPSA Update, Equity Multiplier Goals: Actions and Metrics AL-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: Equity Multiplier Goals: Actions and Metrics, Testing Updates
Equity Multiplier - Bret Harte Staff (BH-Staff), School Site Council (BH-SSC), English Learner Advisory Committee (BH-ELAC)	BH-Staff, February 2026: Audience: Teachers, staff Topics discussed: Celebrations & Community, Assessment Results, Equity Multiplier funding, suggested uses/actions, metrics, goals BH-SSC / BH-ELAC, February 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SSC Meeting Calendar, SPSA, Training, ELAC Updates, Budget Changes, Equity Multiplier funding, suggested uses/actions, metrics, goals
Equity Multiplier - Capital City Staff (CC-Staff), School Site Council (CC-SSC)	CC-Staff, March 2026: Audience: Teachers, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: Review Attendance, SPSA, Use of Equity Multiplier Funds CC-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Caroline Wenzel School Site Council (CW-SSC), English Learner Advisory Committee (CW-ELAC)	CW-SSC / CW-ELAC, March 2026: Audience: Parents/guardians, parents of English Learner students community members, teachers, principal, staff Topics discussed: Equity Multiplier funding and goals: actions and metrics
Equity Multiplier - Isador Cohen Staff (IC-Staff), School Site Council (IC-SSC), English Learner Advisory Committee (IC-ELAC)	IC-Staff, March 2026: Audience: Teachers, staff Topics discussed: Upcoming Assembly Day, Spring Conferences, Equity Multiplier Goals: actions and metrics IC-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Equity Multiplier Goals: actions and metrics IC-ELAC, March 2026: Audience: Parents of English Learner students, community members Topics discussed: DELAC Presentation, Assessment Data, SSC Report, Use of Equity Multiplier Funds
Equity Multiplier - John Morse (JM-Staff)	JM-Staff, March 2026: Audience: Teachers, staff Topics discussed: Mystery Science, Equity Multiplier Goals: Actions and Metrics, Holiday Celebration JM-SSC, March 2026: Audience: Parents/guardians Topics discussed: Equity Multiplier Goals: Actions and Metrics, Mid Year Review of Goals and Strategies, 2026-27 SPSA Planning

Educational Partner(s)	Process for Engagement
Equity Multiplier - Martin Luther King Staff (MLK-Staff), School Site Council (MLK-SSC)	MLK-Staff, December 2025: Audience: Teachers, staff Topics discussed: PTA Update, Outdoor Classroom Update, Dashboard Results, Budget and Timelines, including Equity Multiplier funding, suggested uses/actions, metrics, goals MLK-SSC, January 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: ELPAC Testing, New Enrollment Calendar, Athletics, PTA, Use of English Learner Funds, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Success Academy (SA-Staff), Parent Survey (SA-PS)	SA-SSC, March 2026: Audience: Parents/guardians Topics discussed: SPSA, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Woodbine Staff (WB-Staff), School Site Council (WB-SSC), English Learner Advisory Committee (WB-ELAC)	WB-Staff, March 2026: Audience: Teachers, staff Topics discussed: Equity Multiplier Goals: Actions and Metrics, Staff Survey, State Testing, Accommodations, Reclassification WB-SSC, February 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: School Needs Survey, Equity Multiplier Goals: Actions and Metrics WB-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: DELAC Update, Equity Multiplier Goals: Actions and Metrics, Attendance Data Review
Equity Multiplier - Fr Keith B Kenny School Site Council (FKBK-SSC), English Learner Advisory Committee (FKBK-ELAC)	FKBK-Staff, January 2026: Audience: Teachers, staff Topics discussed: Recess Reset Overview, Equity Multiplier Goals: Actions and Metrics FKBK -SSC, February 2026:

Educational Partner(s)	Process for Engagement
	Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Recess Reset Overview, Equity Multiplier funds FKBK -ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: Review of Bylaws, DELAC Representative Report, Equity Multiplier Goals: Actions and Metrics, ELPAC Testing
Equity Multiplier - Nicholas (NIC-Staff), School Site Council (NIC-SSC), English Learner Advisory Committee (NIC-ELAC)	NIC-Staff, March 2026: Audience: Teachers, staff Topics discussed: Community Circle, Self-Regulation CAASPP, Equity Multiplier Goals: Actions and Metrics NIC-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: School Plan Updates, Equity Multiplier Goals: Actions and Metrics NIC-ELAC, March 2026: Audience: Parents of English Learner students, community members Topics discussed: ELPAC Data, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Pacific (PAC-Staff), School Site Council (PAC-SSC), English Learner Advisory Committee (PAC-ELAC)	PAC-Staff, March 2026: Audience: Teachers, staff Topics discussed: Energy Bus, Equity Multiplier Goals: Actions and Metrics / SSC, Parent-Teacher Conferences, CAASPP Training, Community Schools PAC -SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SPSA Budget Revision Review and Action, Equity Multiplier Goals: Actions and Metrics PAC -ELAC, March 2026:

Educational Partner(s)	Process for Engagement
	Audience: Parents of English Learner students, community members Topics discussed: Equity Multiplier Goals: Actions and Metrics, ELA Acceleration, Math Acceleration, Suspension Reduction & Climate
Equity Multiplier - Hiram Johnson (HJ-Staff), School Site Council (HJ-SSC), English Learner Advisory Committee (HJ-ELAC)	HJ-Staff, March 2026: Audience: Teachers, staff Topics discussed: 9th Grade House Data-Best Practices, Community Schools, instructional Leadership Reflections, including Equity Multiplier Goals: Actions and Metrics HJ-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Instructional Model Slides, Community Schools. Develop plan for Equity Multiplier funds. HJ-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: ELAC, Needs Assessment, Equity Multiplier funds
Equity Multiplier - John Bidwell (JB-Staff), School Site Council (JB-SSC), English Learner Advisory Committee (JB-ELAC)	JB-Staff, February 2026: Audience: Teachers, staff Topics discussed: ELAC Testing, Tutoring, Behavior Uptick, Equity Multiplier Goals: Actions and Metrics JB-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Library Books Ordered, Math Tutoring Update, Equity Multiplier Goals: Actions and Metrics JB-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: CAASPP Scores, Budget – EL Funding, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - John Cabrillo (JC-Staff), School Site Council (JC-SSC), English Learner Advisory Committee (JC-ELAC)	JC-Staff, March 2026: Audience: Teachers, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: MTSS Implementation, Tier 1 Interventions and Data Collection, Targeted Support Team Requests, Overview of Equity Multiplier Funds and Potential Uses JC-SSC/ELAC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Needs for Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Leataata Floyd (LF-Staff), School Site Council (LF-SSC)	LF -Staff, March 2026: Audience: Teachers, staff Topics discussed: Assessment Results, Field Trip Q&A, Summer School Updates, Equity Multiplier Funds and Potential Uses LF -SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SPSA, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Oak Ridge (OR-Staff), School Site Council (OR-SSC), English Learner Advisory Committee (OR-ELAC)	OR-Staff, March 2026: Audience: Teachers, staff Topics discussed: Report Cards, Academic Conferences, Equity Multiplier Goals: Actions and Metrics OR -SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: California Dashboard Results, Extended Day Funds, Develop plan for Equity Multiplier funds OR -ELAC, March 2026: Audience: Parents of English Learner students, community members Topics discussed: English Learner Students' IEPs, Develop plan for Equity Multiplier funds
Equity Multiplier - Parkway (PAR-Staff), School Site Council (PAR-SSC), English Learner Advisory Committee (PAR-ELAC)	PAR-Staff, March 2026: Audience: Teachers, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: Report and Records, Parkway Village Empowerment, Family Stem, Assessments, Equity Multiplier Funds and Potential Uses, 2nd Grade Data Presentation, Grade-Level Listening Sessions, Facilities Update PAR-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Community Schools, SPSA, Needs for Equity Multiplier Goals: Actions and Metrics PAR-ELAC, April 2026: Audience: Parents of English Learner students, community members Topics discussed: ELPAC, Needs for Equity Multiplier Goals: Actions and Metrics

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

The adopted LCAP update was influenced by feedback provided by nine (9) district-level educational partners and various site-based educational partners at Equity Multiplier schools.

Below is a reference to these actions grouped by each educational partner for the adopted 2026-27 LCAP. Note that many actions will appear more than once as they are provided in response to feedback received from multiple partners.

PAC - Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18, 2.22, 3.1, 3.3, 3.6, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.18, 3.20, 3.21
DELAC - Actions 1.2, 1.3, 2.3, 2.5, 2.7, 2.12, 2.22, 3.6, 3.10, 3.12, 3.14, 3.17, 3.18
CAC - Actions 1.2, 1.3, 1.4, 2.7, 2.8, 3.2, 3.5, 3.12
AABSFGC - Actions 1.2, 3.2, 3.7
SAC - Actions 1.1, 1.2, 1.5, 2.3, 2.5, 2.9, 3.8

Recommendations were solicited and received at various community meetings conducted from October 2025 through May 2026. Although various specific actions within the plan were influenced by feedback provided by educational partners, the following actions seem enjoy consensus support across various groups:

Improve Career and Technical Education Pathways and Programs (Action 1.1)
Provide Academic and Career Counseling (Action 1.2)

Provide Supplemental College and Career Supports (Action 1.3)
Accelerate Progress Toward Graduation Through Credit Recovery (Action 1.5)
Engagement and Training for Parents of English Learners (Action 2.3)
Implement English Learner Master Plan (Action 2.5)
Provide Attendance and Engagement Strategies (Action 3.12)

Additionally, for each of the 18 sites identified to receive Equity Multiplier funding, educational partner feedback influenced their actions as follows:

Goal 4 - American Legion: Resource Specialist; Additional Section of English; and Additional Social Worker Services (Actions 4.1, 4.2, and 4.3)

Goal 5 - Bret Harte: Additional Clerk Hours; Field Trips and Reverse Field Trips (Actions 5.1 and 5.7)

Goal 6 - Capital City: Implement Schools PLP; ELA Resource Specialist; Math Resource Specialist; Field Trips; Supplemental Curriculum; Clerk; Stipends for ELPAC and CAASPP Testing Coordinators; and College and Career Readiness Intervention Incentives; Engagement/Participation Support; PE Supplemental Materials; School Safety; and Family Engagement Translator (Actions 6.1, 6.3, 6.4, 6.7, 6.8, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, and 6.21)

Goal 7 - Caroline Wenzel: Instructional Aides; Campus Monitor; Social Worker; Library Media Tech; Yard Duty; Play Works; and AVID (Actions 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, and 7.9)

Goal 8 - Isador Cohen: Instructional Aide; Social Worker; Attendance Clerk; ELD Program; Bilingual Aide; and CABE Conference / Teacher Training (Actions 8.2, 8.3, 8.4, 8.5, 8.6, and 8.7)

Goal 9 - John Morse: Develop a School-wide Behavior Management Plan (SBMP); Wellness Room; Student Elective Club; Sensory Room; Building Staff Skills to Support Students With Disabilities; and Behavior Advantage Program (Actions 9.7, 9.8, 9.9, 9.10, and 9.11)

Goal 10 Martin Luther King: Provide Additional Social Worker Services (Action 10.6)

Goal 11 Success Academy: Student and Family Assemblies; Professional Development - Release Time; Positive Behavior Intervention and Support (PBIS) Materials and Incentives; School Intervention Staff Assistant (Actions 11.3, 11.4, 11.5, and 11.6)

Goal 12 Woodbine: Site Instruction Coordinator; Additional Clerical Support; Teacher Assistant Bilingual-Hmong; Academic Instruction Professional Development; Additional Technology for Students; SBMP Professional Development; and Adaptive Environments for Academic Self-Regulation (Actions 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, and 12.6)

Goal 13 Fr Keith B Kenny: Professional Development - Coaching and Literacy Consulting; Teacher Release Time; Attendance Incentives; Field Trips and Reverse Field Trips; Additional Attendance Clerk Support; Additional Social Worker Support; Additional Campus Monitor Support; and Additional Assistant Principal Support (Actions 13.1, 13.3, 13.6, 13.7, 13.8, 13.9, 13.10, and 13.11)

Goal 14 Nicholas: Resource Specialist; Leveled Library, Teacher Release Time; Professional Learning; Teacher Intervention; Recess Organized Student Activities; Field Trips; Supplemental Materials, Technology, and Supplies; ELD Curriculum; Fingerprinting Costs; PBIS; Assistant Principal; Summer Teacher Planning; Kinder Orientation; Library Technician; and Additional Supervision (Actions 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 14.10, 14.11, 14.12, 14.13, 14.14, 14.15, 14.16, and 14.17)

Goal 15 Pacific: Site Instructional Coordinator (Intervention Lead); PlayWorks Intervention; Additional Nursing Services; Instructional Aides; Teacher Release Time; Positive Behavior and Intervention Support (PBIS) Professional Learning; California Association for Bilingual Education (CABE) Professional Learning; Additional Clerk Hours; Yard Monitor; Field Trips and Reverse Field Trips; Structured Literacy Intensification Block; Math Acceleration System and Project Based Learning System; Teacher Professional Development Resources; and Tier 2 Behavior Intervention System (Actions 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9, 15.10, 15.11, 15.12, 15.13, 15.14, and 15.15)

Goal 16 Hiram Johnson: Training Specialist – High School; Resource Teacher – Secondary; Site Instructional Coordinator; Youth & Family Mental Health Advocate; Parent Advisor; Professional Development; Mentorship for African American Students; Campus Monitor; and Clerk III (Actions 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, and 16.9)

Goal 17 John Bidwell: Additional Social Worker Services; School-wide Field Trips; and Extend the Attendance Clerk's Hours (Actions 17.1, 17.2 and 17.3)

Goal 18 John Cabrillo: Additional Clerk Hours; Additional Noon Duty Hours; Field Trips & Reverse Field Trips; Teacher Release Time; Staff Per Diem; Leader in Me Curriculum; and Attendance Incentives (18.1, 18.2, 18.3, 18.4, 18.5, 18.6, and 18.7)

Goal 19 Leataata Floyd: Additional Clerk Hours; Noon Duty; Field Trips; and Instructional Aides (Actions 19.1, 19.2, 19.3 and 19.4)

Goal 20 Oak Ridge: Transportation Resources; Health Services; Support Services Coordinator; Noon Duty; Outreach Per Diem Hours; Professional Development; and Instructional Aid Support (Actions 20.1, 20.2, 20.3, 20.4, 20.5, 20.6, and 20.7)

Goal 21 Parkway: Specialist II, Student Support Center; School Intervention Staff Assistant; Campus Monitor; Additional Yard Duty/Walking School Bus; Additional Yard Duty Positions; Additional Clerk Support; Academic Planning Days; PBL Professional Development; PBL Professional Development Curriculum Resources; PBIS, Restorative Practices, PBL, and Student Engagement Materials; PBIS Professional Development and Release / Collaboration Time; PBIS Rewards Voyage Training; Equity Book Audit; and Newsletter Communication Subscription (Actions 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, 21.7, 21.8, 21.9, 21.10, 21.11, 21.12, 21.13, and 21.14)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 is about graduation outcomes. By 2027, the following cohort outcomes will be achieved: • Graduation rate increased by 5% and • College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 is to improve the graduation outcomes of historically underserved students in the district. Outcomes are concerned with students successfully graduating from district schools and prepared for college / career. Each of the following student groups have historically been underserved in the district based on their graduation and college/career preparedness rates. Although the data for these student groups are being highlighted by each unique demographic, the district and its educational partners are aware that there is intersectionality between the demographics.

The overall graduation rate on the California School Dashboard released in December 2023 was 83.8%. Below are the respective graduation rates for each of our historically underserved groups:

African American: 74.0
American Indian: 72.2
English Learner: 72.1
Students With Disabilities: 67.0
Foster Youth: 57.1
Homeless Youth: 59.2
Socioeconomically Disadvantaged: 81.7

Of the students who did graduate, only 33.2% were deemed Prepared on the College and Career Indicator (CCI) resulting in a Low rating. Below are the respective college/career preparedness rates for each of our historically underserved groups:

African American: 12.6
American Indian: No baseline data reported on CA Dashboard

English Learner: 12.3
Students With Disabilities: 6.9
Foster Youth: 0.0
Homeless Youth: 9.8
Socioeconomically Disadvantaged: 27.4

Our analysis of student outcomes has identified that individuals in the above student groups are historically underserved in our district. To promote equity and excellence in education, our plan prioritizes the achievement and success of these students, providing them with the support and resources they need to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 83.8 African American (AA): 74.0 American Indian (AI): 72.2 English Learner (EL): 72.1 Long-Term EL (LTEL: No data Students With Disabilities (SWD): 67.0 Foster Youth (FY): 57.1 Homeless Youth (HY): 59.2 Socioeconomically Disadvantaged (SED): 81.7 Source: Five-Year Graduation Rate in California School	2023-24 Graduation Rate ALL: 84.6 AA: 76.4 AI: No data EL: 74.6 LTEL: 81.4 SWD: 68.2 FY: 35.3 HY: 61.1 SED: 83.1 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25	2024-25 Graduation Rate ALL: 88.1 AA: 86.5 AI: 81.8 EL: 77.6 LTEL: 84.1 SWD: 75.4 FY: 70.8 HY: 79.7 SED: 85.9 Source: Five-Year Graduation Rate in California School Dashboard Released in 2025-26	2025-26 Graduation Rate ALL: 88.8 AA: 79.0 AI: 77.2 EL: 77.1 LTEL: 85.4 SWD: 72.0 FY: 62.1 HY: 64.2 SED: 86.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	 ALL: 4.3 AA: 12.5 AI: 9.6 EL: 5.5 LTEL: N/A SWD: 8.4 FY: 13.7 HY: 5.0 SED: 4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2023-24				
1.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 33.2 African American (AA): 12.6 American Indian (AI): 11.8 English Learner (EL): 12.3 Long-Term EL (LTEL): No data Students With Disabilities (SWD): 6.9 Foster Youth (FY): 0.0 Homeless Youth (HY): 9.8 Socioeconomically Disadvantaged (SED): 27.4 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 31.9 AA: 16.1 AI: No data EL: 11.6 LTEL: 12.3 SWD: 6.4 FY: 0.0 HY: 13.0 SED: 27.4 Source: College/Career Indicator in California School Dashboard Released in 2024-25	2024-25 College/Career Prepared Rate ALL: 38.1 AA: 16.6 AI: 9.1 EL: 14.5 LTEL: 15.5 SWD: 8.4 FY: 13.0 HY: 15.1 SED: 30.9 Source: College/Career Indicator in California School Dashboard Released in 2025-26	2025-26 College/Career Prepared Rate ALL: 38.2 AA: 17.6 AI: 16.8 EL: 17.3 LTEL: 16.3 SWD: 11.9 FY: 5.0 HY: 14.8 SED: 32.4 Source: College/Career Indicator in California School Dashboard Released in 2026-27	ALL: 4.9 AA: 4.0 AI: -2.7 EL: 2.2 LTEL: No data SWD: 1.5 FY: 13.0 HY: 5.3 SED: 3.5
1.3	A-G Completion Rate	2022-23 A-G Completion Rate ALL: 51.1 African American (AA): 30.0 American Indian (AI): 25.0	2023-24 A-G Completion Rate ALL: 50.1 AA: 34.3 AI: No data EL: 33.1 SWD: 20.3 FY: 0.0	2024-25 A-G Completion Rate ALL: 53.8 AA: 30.9 AI: 22.2 EL: 35.2 SWD: 20.5 FY: 25.0	2025-26 A-G Completion Rate ALL: 56.1 AA: 35.0 AI: 30.0 EL: 40.7 SWD: 21.6 FY: 14.1	ALL: 2.7 AA: 0.9 AI: -2.8 EL: -0.5 SWD: 3.9 FY: 15.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 35.7 Students With Disabilities (SWD): 16.6 Foster Youth (FY): 9.1 Homeless Youth (HY): 19.6 Socioeconomically Disadvantaged (SED): 45.2 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)	HY: 32.0 SED: 45.6 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2024-25 (No Charter Schools)	HY: 32.3 SED: 47.5 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2025-26 (No Charter Schools)	HY: 24.6 SED: 50.2 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2026-27 (No Charter Schools)	HY: 12.7 SED: 2.3
1.4	Career Technical Education (CTE) Pathway Completion Rate	2022-23 CTE Completion Rate ALL: 10.2 African American (AA): 6.9 American Indian (AI): 5.6 English Learner (EL): 8.8 Students With Disabilities (SWD): 9.6 Foster Youth (FY): 0.0 Homeless Youth (HY): 4.5 Socioeconomically Disadvantaged (SED): 10.4	2023-24 CTE Completion Rate ALL: 9.3 AA: 4.9 AI: N<11 EL: 11.2 SWD: 5.8 FY: N<11 HY: 8.3 SED: 10.5 Source: TS Internal Analysis, March 2025	2024-25 CTE Completion Rate ALL: 13.0 AA: 14.1 AI: N<11 EL: 9.2 SWD: 10.7 FY: 16.7 HY: 7.1 SED: 13.3 Source: TS Internal Analysis, March 2026	2025-26 CTE Completion Rate ALL: 15.2 AA: 11.9 AI: 10.6 EL: 13.8 SWD: 14.6 FY: 5.0 HY: 9.5 SED: 15.4 Source: TS Internal Analysis, April 2027	ALL: 2.8 AA: 7.2 AI: No data EL: 0.4 SWD: 1.1 FY: 16.7 HY: 2.6 SED: 2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: TS Internal Analysis, April 2024				
1.5	A-G and CTE Completion Rate Combined	2022-23 A-G and CTE Completion Rate Combined ALL: 5.3 African American (AA): 3.1 American Indian (AI): 5.6 English Learner (EL): 3.8 Students With Disabilities (SWD): 1.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.0 Socioeconomically Disadvantaged (SED): 5.1 Source: TS Internal Analysis, April 2024	2023-24 A-G and CTE Completion Rate Combined ALL: 4.7 AA: 2.7 AI: N<11 EL: 3.5 SWD: 1.8 FY: N<11 HY: 6.3 SED: 5.0 Source: TS Internal Analysis, March 2025	2024-25 A-G and CTE Completion Rate Combined ALL: 7.1 AA: 6.0 AI: N<11 EL: 3.6 SWD: 2.8 FY: 8.3 HY: 1.6 SED: 6.9 Source: TS Internal Analysis, March 2026	2025-26 A-G and CTE Completion Rate Combined ALL: 10.3 AA: 8.1 AI: 10.6 EL: 8.8 SWD: 6.5 FY: 5.0 HY: 5.0 SED: 10.1 Source: TS Internal Analysis, April 2027	ALL: 1.8 AA: 2.9 AI: No data EL: -0.2 SWD: 1.3 FY: 8.3 HY: 1.6 SED: 1.8
1.6	On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion	2023-24 On-Track Graduation Status ALL: 58.6 African American (AA): 43.5 American Indian (AI): 56.5 English Learner (EL): 42.1 Students With Disabilities (SWD): 43.8	2024-25 On-Track Graduation Status ALL: 61.0 AA: 51.4 AI: 50.0 EL: 45.8 SWD: 50.0 FY: 33.3 HY: 36.8 SED: 58.3	2025-26 On-Track Graduation Status ALL: 62.5 AA: 49.3 AI: 53.8 EL: 48.0 SWD: 48.6 FY: 24.4 HY: 40.6 SED: 60.3	2026-27 On-Track Graduation Status ALL: 63.6 AA: 48.5 AI: 61.5 EL: 47.1 SWD: 48.8 FY: 30.0 HY: 31.5 SED: 60.9	ALL: 3.9 AA: 5.8 AI: -2.7 EL: 5.9 SWD: 4.8 FY: -0.6 HY: 14.1 SED: 4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): 25.0 Homeless Youth (HY): 26.5 Socioeconomically Disadvantaged (SED): 55.9 Source: Graduation On-Track Status Indicator 6148 Retrieved April 2024, from the PTAI Counseling Dashboard	Source: Graduation On-Track Status Indicator 6148 Retrieved February 2025, from the PTAI	Source: Graduation On-Track Status Indicator 6148 Retrieved March 2026 from the PTAI	Source: Graduation On-Track Status Indicator 6148 Retrieved April 2027, from the PTAI	
1.7	On-Track A-G Status Percentage of 9th-12th grade students on track for A-G considering course completion	2023-24 On-Track A-G Status ALL: 55.0 African American (AA): 38.5 American Indian (AI): 43.5 English Learner (EL): 33.5 Students With Disabilities (SWD): 28.4 Foster Youth (FY): 22.9 Homeless Youth (HY): 28.0 Socioeconomically Disadvantaged (SED): 50.0 Source: A-G On-Track Status Indicator 6134 Retrieved April 2024, from the PTAI Counseling Dashboard	2024-25 On-Track A-G Status ALL: 59.0 AA: 41.5 AI: 45.8 EL: 35.6 SWD: 31.5 FY: 23.8 HY: 33.2 SED: 53.3 Source: A-G On-Track Status Indicator 6134 Retrieved February 2025, from the PTAI	2025-26 On-Track A-G Status ALL: 60.9 AA: 44.0 AI: 40.8 EL: 39.3 SWD: 33.8 FY: 22.2 HY: 36.4 SED: 56.5 Source: A-G On-Track Status Indicator 6134 Retrieved March 2026, from the PTAI	2026-27 On-Track A-G Status ALL: 60.0 AA: 43.5 AI: 48.5 EL: 38.5 SWD: 33.4 FY: 27.9 HY: 33.0 SED: 55.0 Source: A-G On-Track Status Indicator 6134 Retrieved April 2027, from the PTAI Counseling Dashboard	ALL: 5.9 AA: 5.5 AI: -2.7 EL: 5.8 SWD: 5.4 FY: -0.7 HY: 8.4 SED: 6.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	AP Pass Rates (Percent of Assessments Which Received 3+)	2022-23 AP Pass Rate ALL: 30.0 African American (AA): 18.0 American Indian (AI): 0 English Learner (EL): 8.0 Students With Disabilities (SWD): 11.8 Foster Youth (FY): 0 Homeless Youth (HY): 0 Socioeconomically Disadvantaged (SED): 22.7 Source: District TS Analysis based on CALPADS	2023-24 AP Pass Rate ALL: 58.3 AA: 41.0 AI: N<11 EL: 29.7 SWD: 30.3 FY: N<11 HY: N<11 SED: 46.7 Source: TS Internal Analysis, March 2025	2024-25 AP Pass Rate ALL: 66.3 AA: 46.4 AI: N<11 EL: 44.8 SWD: 41.9 FY: N<11 HY: 42.9 SED: 57.0 Source: TS Internal Analysis, March 2026	2025-26 AP Pass Rate ALL: 35.0 AA: 23.0 AI: 5.0 EL: 13.0 SWD: 16.8 FY: 5.0 HY: 5.0 SED: 27.7 Source: District TS Analysis based on CALPADS	ALL: 36.3 AA: 26.4 AI: No Data EL: 36.8 SWD: 30.1 FY: No data HY: 42.9 SED: 34.3
1.9	IB Pass Rates (Percent of Assessments Which Received 4+)	2022-23 IB Pass Rate 23.0 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2023 IB Exams Reported in 2023-24 by GATE Office	2023-24 IB Pass Rate 29.3 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2024 Exams Reported in 2024-25 by GATE Office	2024-25 IB Pass Rate 22.4 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2024 Exams Reported in 2025-26 by GATE Office	2025-26 IB Pass Rate 28.0 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2026 IB Exams Reported in 2026-27 by GATE Office	-0.6

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.

1.1 COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs: Substantially implemented as planned.
1.2 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling: Substantially implemented as planned.
1.3 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Supplemental / Enrichment College and Career Supports: Implemented, but UCAN contract was not operationalized.
1.4 COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling: Substantially implemented as planned.
1.5 COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery: Substantially implemented as planned.

1.6 CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy: Substantially implemented as planned.

1.7 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program: Substantially implemented as planned at Umoja International Academy, Luther Burbank, and Caleb Greenwood.
1.8 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways: Substantially implemented as planned as AP and IB exams will be administered in mid-May 2026.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below due to higher than budgeted salaries and benefits:

1.1 COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs
1.3 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Supplemental / Enrichment College and Career Supports
1.7 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program

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

When taken together, the suite of actions implemented under Goal 1 has proven highly effective in moving the district toward its 2027 graduation and college-readiness targets. The synergy between academic guidance, credit recovery, and the removal of financial barriers resulted in a significant 4.3% increase in the overall graduation rate (reaching 88.1%) and a 4.9% increase in students graduating "Prepared" for college and career.

The progress observed in the Measuring and Reporting Results section is the direct result of the following interconnected efforts:

- Graduation and Foundation Supports: The combined impact of Provide Academic and Career Counseling (Action 1.2) and Central Support for Aligned Master Scheduling (Action 1.4) ensured that students remained on a viable path toward completion. These foundational supports were augmented by Accelerate Progress Toward Graduation Through Credit Recovery (Action 1.5), which effectively increased the number of 12th graders reaching "On-Track" status by providing necessary seats and teacher support at the Sacramento Accelerated Academy.
- College and Career Pathway Strength: The district saw a measurable rise in the College/Career Indicator (CCI) due to the focus on Improve Career and Technical Education (CTE) Pathways and Programs (Action 1.1). By aligning these pathways with professional standards, the district increased the percentage of students meeting "Prepared" criteria. This was further bolstered by the action to Eliminate Financial Barriers for College Pathways (Action 1.8), which helped lead to a dramatic jump in AP pass rates from 30.0% to 58.3% by removing the cost burden of exams.
- Specialized and Advanced Programming: The district maintained its commitment to high-level rigorous coursework through Provide support for International Baccalaureate (IB) Program (Action 1.7), ensuring specialized staff and resources remained available at Umoja, Luther Burbank, and Caleb Greenwood. While Pathways to Multiliteracy (Action 1.6) faced proctoring challenges, its redesign for the coming year ensures it remains a core component of the district's equity strategy.
- Targeted Outreach and Intervention: The intent of Provide Supplemental / Enrichment College and Career Supports (Action 1.3) remains vital for closing the achievement gap for underrepresented groups. The district's ability to track a 12.5% increase in the African American graduation rate demonstrates that when these collective actions reach the intended student groups, the impact is profound.

By integrating master scheduling, personalized counseling, and robust credit recovery, the district has created a comprehensive safety net that is effectively moving all student groups toward the 2027 focus goals.

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.

Actions Added or Modified for 2025-26

The collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 1.6 CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy: Beginning with the 2025-26 school year, this action is modified to indicate that the district will offer the Avant and Alta language proficiency exams in-person at a centralized district location, and will cover transportation costs to ensure equitable access for all eligible students.

Long-Term English Learner was added to metrics 1.1 and 1.2.

For the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Improve Career and Technical Education (CTE) pathways and programs. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation integrated projects aligned to cross-curricular standards within CTE pathways. The CTE Completer Rate (Metric 1.4) and College/Career Prepared Rate (Metric 1.2) are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.	$5,226,707.00	Yes
1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery. On-Track Graduation Status (Metric 1.6), On-Track A-G Status (Metric 1.7), College/Career Prepared Rate (Metric 1.2), Graduation Rate (Metric 1.1), A-G Rate (Metric 1.3), and A-G and CTE Completer Combined Rate (Metric 1.5) are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, African American/Black Student Focal Group Committee, Student Advisory Council.	$10,579,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Continue providing additional counseling supports to principally benefit students in the Unduplicated Pupil Count. Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs. On-Track Graduation Status (Metric 1.6), On-Track A-G Status (Metric 1.7), College/Career Prepared Rate (Metric 1.2), Graduation Rate (Metric 1.1), A-G Rate (Metric 1.3), and A-G and CTE Completer Combined Rate (Metric 1.5) are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.	$483,066.00	Yes
1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Coordinate districtwide scheduling and direct support to school sites. Increase percentage of students graduating from high school (Metric 1.1) college and career ready (Metric 1.2). Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Community Advisory Committee.	$248,847.00	Yes
1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status, providing targeted access at individual high school sites as well as the district's central credit recovery program at Sacramento Accelerated Academy. Increase percentage of students graduating from high school (Metric 1.1) and meeting A-G requirements (Metric 1.3). Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$3,717,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	Provide the Avant and ALTA World Language Placement Exam to eligible incoming 9th grade students (who speak a language other than English at home) in order to ensure appropriate placement. The exam will also be offered to newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English to waive the state and district world language graduation requirement. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses, increasing college and career readiness for English Learners. Increase the percent of English Learner students who graduate (Metric 1.1) and are prepared for College/Career (Metric 1.2). Beginning with the 2025-26 school year, this action is clarified to indicate that the district will offer the Avant and Alta language proficiency exams in-person at a centralized district location, and will cover transportation costs to ensure equitable access for all eligible students. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$6,637.00	Yes
1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Provide personnel and materials support for International Baccalaureate (IB) Program, including continuing expanding access to the International Baccalaureate (IB) program at target schools, aimed at reducing disproportionality in college-going rates. This allocation requires IB Programs have: IB Site Coordinators (a requirement of the IB Program) at the three IB sites (Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary), IB specific professional learning, instructional materials, and membership fees. Increase the percent of students who pass college preparation exams (Metric 1.9) and graduate college and career ready (Metric 1.2).	$608,056.00	Yes
1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS -	Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation. Increase the percent of students who graduate college and career ready (Metric 1.2).	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Eliminate Financial Barriers for College Pathways			

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 is about improving academic outcomes as students move through the district. At least 80% of all students in grades 4-8 will demonstrate growth toward mastering standards in English Language Arts (ELA) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2026-27.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To facilitate the achievement of the district's graduation and college/career preparedness outcomes, Goal 2 is designed to improve the academic performance outcomes of historically underserved students in the district as they move from grade to grade and from school to school. Improvement in student performance in English Language Arts (ELA) and Math is a critical focus of this goal, as is the growth of students on the California School Dashboard's academic indicators for these subjects.

A review of the 2022-23 Smarter Balanced Assessment (SBAC) ELA results revealed that 51.1% of students with matched scores improved their Distance From Met (DFM) from 2021-22 to 2022-23. Across all students, the ELA Distance From Met was -34.8. Below are the respective SBAC ELA DFM for each of our historically underserved groups:

African American: -91.9
American Indian: -76.1
English Learner: -84.2
Students With Disabilities: -111.8
Foster Youth: -119.6
Homeless Youth: -122.3
Socioeconomically Disadvantaged: -61.0

A review of the 2022-23 SBAC Math results revealed that 47.1% of students with matched scores improved their DFM from 2021-22 to 2022-23. Across all students, the Math DFM was -67.3. Below are the respective SBAC Math DFM for each of our historically underserved groups:

African American: -132.0
American Indian: -103.5
English Learner: -106.5
Students With Disabilities: -141.4
Foster Youth: -138.9
Homeless Youth: -162.6
Socioeconomically Disadvantaged: -93.0

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 51.1 African American (AA): 49.0 American Indian (AI): 42.9 English Learner (EL): 55.3 Students With Disabilities (SWD): 49.7 Foster Youth (FY): 42.9 Homeless Youth (HY): 42.9 Socioeconomically Disadvantaged (SED): 50.8 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 51.5 AA: 49.3 AI: 44.9 EL: 53.6 SWD: 52.3 FY: 36.8 HY: 52.1 SED: 51.4 Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)	2024-25 Percent of Students Improving ELA DFM ALL: 55.1 AA: 52.8 AI: 49.3 EL: 55.6 SWD: 53.8 FY: N<11 HY: 51.6 SED: 55.3 Source: 20250717 2024-25 SBAC Results-May 15th (Internal Analysis)	2025-26 ELA Distance From Met ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0 Source: 2025-26 SBAC Results-May15th (Internal Analysis)	 ALL: 4.0 AA: 3.8 AI: 6.4 EL: 0.3 SWD: 4.1 FY: N<11 HY: 8.7 SED: 4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percent of Students Improving SBAC Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 47.1 African American (AA): 42.0 American Indian (AI): 52.1 English Learner (EL): 46.8 Students With Disabilities (SWD): 43.6 Foster Youth (FY): 42.9 Homeless Youth (HY): 34.1 Socioeconomically Disadvantaged (SED): 46.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM ALL: 44.3 AA: 38.7 AI: 45.6 EL: 43.1 SWD: 43.4 FY: 42.1 HY: 40.8 SED: 43.5 Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)	2024-25 Percent of Students Improving Math DFM ALL: 46.9 AA: 42.8 AI: 42.3 EL: 46.5 SWD: 47.5 FY: N<11 HY: 44.7 SED: 45.9 Source: 20250717 2024-25 SBAC Results-May 15th (Internal Analysis)	2025-26 Math Distance From Met ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0 Source: 2025-26 SBAC Results-May15th (Internal Analysis)	ALL: -0.2 AA: 0.8 AI: -9.8 EL: -0.3 SWD: 3.9 FY: N<11 HY: 10.6 SED: -0.4
2.3	Academic Indicator SBAC ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met ALL: -34.8 African American (AA): -91.9 American Indian (AI): -76.1 English Learner (EL): -84.2 Long-Term EL (LTEL): No data	2023-24 ELA Distance From Met ALL: -32.9 AA: -90.8 AI: -68.5 EL: -85.7 LTEL: -105.5 SWD: -106.8 FY: -125.8 HY: -104.4 SED: -60.5	2024-25 ELA Distance From Met ALL: -28.2 AA: -83.8 AI: -67.4 EL: -81.2 LTEL: -109.2 SWD: -96.3 FY: -93.7 HY: -91.3 SED: -58.6	2025-26 ELA Distance From Met ALL: -24.8 AA: -81.9 AI: -66.1 EL: -74.2 LTEL: -97.5 SWD: -101.8 FY: -109.6 HY: -112.3 SED: -51.0	ALL: 6.6 AA: 8.1 AI: 8.7 EL: 3.0 LTEL: No data SWD: 15.5 FY: 25.9 HY: 31.0 SED: 2.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): -111.8 Foster Youth (FY): -119.6 Homeless Youth (HY): -122.3 Socioeconomically Disadvantaged (SED): -61.0 Source: ELA Academic Performance in California School Dashboard Released in 2023-24	Source: ELA Academic Performance in California School Dashboard Released in 2024-25	Source: ELA Academic Performance in California School Dashboard Released in 2025-26	Source: ELA Academic Performance in California School Dashboard Released in 2026-27	
2.4	Academic Indicator SBAC Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -67.3 African American (AA): -132.0 American Indian (AI): -103.5 English Learner (EL): -106.5 Long-Term EL (LTEL): No data Students With Disabilities (SWD): -141.4 Foster Youth (FY): -138.9 Homeless Youth (HY): -162.6	2023-24 Math Distance From Met ALL: -63.9 AA: -132.4 AI: -106.2 EL: -106.7 LTEL: -152.6 SWD: -137.1 FY: -179.9 HY: -135.4 SED: -91.6 Source: Math Academic Performance in California School Dashboard Released in 2024-25	2024-25 Math Distance From Met ALL: -57.2 AA: -124.8 AI: -103.9 EL: -100.0 LTEL: -153.1 SWD: -123.9 FY: -114.5 HY: -122.6 SED: -87.5 Source: Math Academic Performance in California School Dashboard Released in 2025-26	2025-26 Math Distance From Met ALL: -57.3 AA: -122.0 AI: -93.5 EL: -96.5 LTEL: -144.6 SWD: -131.4 FY: -128.9 HY: -152.6 SED: -83.0 Source: Math Academic Performance in California School Dashboard Released in 2026-27	ALL: 10.1 AA: 7.2 AI: -0.4 EL: 6.5 LTEL: No data SWD: 17.5 FY: 24.4 HY: 40.0 SED: 4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): -93.0 Source: Math Academic Performance in California School Dashboard Released in 2023-24				
2.5	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 43.2 % of Long Term ELs (LTELs) are making progress towards proficiency: No data % of ELs Decreased in at Least 1 ELPI Level: 17.4 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 38.6 % of ELs who Maintained ELPI Level 4: 3.1	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 41.2 % of LTELs are making progress towards proficiency: 41.7 % of ELs Decreased in at Least 1 ELPI Level: 19.6 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 39.1 % of ELs who Maintained ELPI Level 4: 3.5	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 41.8 % of LTELs are making progress towards proficiency: 46.5 % of ELs Decreased in at Least 1 ELPI Level: 16.6 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 41.5 % of ELs who Maintained ELPI Level 4: 1.5	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 53.2 % of LTELs are making progress towards proficiency: 49.7 % of ELs Decreased in at Least 1 ELPI Level: 7.4 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 48.6 % of ELs who Maintained ELPI Level 4: 13.1	% of ELs are making progress towards proficiency: -1.4 % of LTELs are making progress towards proficiency: No data % of ELs Decreased in at Least 1 ELPI Level: -0.8 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 2.9 % of ELs who Maintained ELPI Level 4: -1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of ELs who Progressed at Least One ELPI Level: 39.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	% of ELs who Progressed at Least One ELPI Level: 37.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2024-25	% of ELs who Progressed at Least One ELPI Level: 40.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26	% of ELs who Progressed at Least One ELPI Level: 49.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	% of ELs who Progressed at Least One ELPI Level: 1.0
2.6	English Learner Reclassification Rate	2022-23 RFEP Rate 5.8 Source: District Multilingual Education Analysis based on Student Information System Records	2023-24 RFEP Rate 8.5 Source: District Multilingual Education Analysis based on Student Information System Records Retrieved December 2024	2024-25 RFEP Rate 9.5 Source: District Multilingual Education Analysis based on Student Information System Records Retrieved January 2026	2025-26 RFEP Rate 15.8 Source: District Multilingual Education Analysis based on Student Information System Records	3.7
2.7	TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher	2023-24 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.1 African American (AA): 39.2 American Indian (AI): 47.8 English Learner (EL): 34.0	2024-25 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.7 AA: 40.4 AI: 43.2 EL: 32.9 SWD: 34.2	2025-26 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.3 AA: 38.3 AI: 47.1 EL: 33.1 SWD: 35.3	2026-27 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 65.1 AA: 49.2 AI: 57.8 EL: 44.0 SWD: 43.1	ALL: 0.2 AA: -0.9 AI: -0.7 EL: -0.9 SWD: 2.2 FY: 2.6 HY: 5.6 SED: -0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 33.1 Foster Youth (FY): 31.7 Homeless Youth (HY): 30.2 Socioeconomically Disadvantaged (SED): 46.6 Source: DBDM Dashboard Retrieved April 2024	FY: 39.2 HY: 35.8 SED: 45.6 Source: DBDM Dashboard Retrieved March 2025	FY: 34.3 HY: 35.8 SED: 46.3 Source: DBDM Dashboard Retrieved March 2026	FY: 41.7 HY: 40.2 SED: 56.6 Source: DBDM Dashboard Retrieved April 2027	
2.8	7-12 ELA Percent Semester 1 Grades of C or Higher	2023-24 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 81.0 African American (AA): 70.3 American Indian (AI): 71.9 English Learner (EL): 76.3 Students With Disabilities (SWD): 68.4 Foster Youth (FY): 58.5 Homeless Youth (HY): 62.7 Socioeconomically Disadvantaged (SED): 77.6 Source: DBDM Dashboard Retrieved April 2024	2024-25 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 81.4 AA: 70.9 AI: 69.4 EL: 72.8 SWD: 69.9 FY: 62.6 HY: 66.6 SED: 77.2 Source: DBDM Dashboard Retrieved January 2025	2025-26 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 82.5 AA: 71.7 AI: 67.4 EL: 73.3 SWD: 73.3 FY: 66.1 HY: 70.5 SED: 79.0 Source: DBDM Dashboard Retrieved February 2026	2026-27 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 91.0 AA: 80.3 AI: 81.9 EL: 86.3 SWD: 78.4 FY: 68.5 HY: 72.7 SED: 87.6 Source: DBDM Dashboard Retrieved April 2027	ALL: 1.5 AA: 1.4 AI: -4.5 EL: -3.0 SWD: 4.9 FY: 7.6 HY: 7.8 SED: 1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	TK/K-6 Math Percent Trimester 2 Grades of 3 or Higher	2023-24 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 54.6 African American (AA): 35.5 American Indian (AI): 43.0 English Learner (EL): 38.1 Students With Disabilities (SWD): 35.2 Foster Youth (FY): 34.3 Homeless Youth (HY): 27.0 Socioeconomically Disadvantaged (SED): 46.0 Source: DBDM Dashboard Retrieved April 2024	2024-25 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 55.3 AA: 35.7 AI: 40.1 EL: 38.6 SWD: 36.2 FY: 40.9 HY: 33.9 SED: 45.5 Source: DBDM Dashboard Retrieved March 2025	2025-26 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 54.9 AA: 34.2 AI: 42.4 EL: 37.6 SWD: 36.3 FY: 29.9 HY: 35.2 SED: 46.0 Source: DBDM Dashboard Retrieved March 2026	2026-27 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 64.6 AA: 45.5 AI: 53.0 EL: 48.1 SWD: 45.2 FY: 44.3 HY: 37.0 SED: 56.0 Source: DBDM Dashboard Retrieved April 2027	ALL: 0.3 AA: -1.3 AI: -0.6 EL: -0.5 SWD: 1.1 FY: -4.4 HY: 8.2 SED: 0.0
2.10	7-12 Math Percent of Semester 1 Grades of C or Higher	2023-24 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 72.3 African American (AA): 56.5 American Indian (AI): 52.3 English Learner (EL): 63.2	2024-25 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 72.1 AA: 55.3 AI: 58.4 EL: 60.5 SWD: 58.8 FY: 57.8 HY: 50.0	2025-26 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 74.5 AA: 61.3 AI: 59.0 EL: 63.1 SWD: 63.9 FY: 51.5	2026-27 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 82.3 AA: 66.5 AI: 62.3 EL: 73.2 SWD: 68.0 FY: 62.7 HY: 51.3	ALL: 2.2 AA: 4.8 AI: 6.7 EL: -0.1 SWD: 5.9 FY: -1.2 HY: 19.6 SED: 2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 58.0 Foster Youth (FY): 52.7 Homeless Youth (HY): 41.3 Socioeconomically Disadvantaged (SED): 67.6 Source: DBDM Dashboard Retrieved April 2024	SED: 67.0 Source: DBDM Dashboard Retrieved January 2025	HY: 60.9 SED: 70.1 Source: DBDM Dashboard Retrieved February 2026	SED: 77.6 Source: DBDM Dashboard Retrieved April 2027	
2.11	i-Ready Reading Spring Results (Percent of Students Achieving Annual Typical Growth from January 1 thru March 31)	2023-24 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 44.0 African American (AA): 39.0 American Indian (AI): 45.0 English Learner (EL): 40.0 Students With Disabilities (SWD): 39.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	2024-25 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 44.0 AA: 38.0 AI: 37.0 EL: 43.0 SWD: 46.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	2025-26 Percent of Students Achieving Annual Typical Growth from February 16 thru March 20, 2026 ALL: 46.0 AA: 40.0 AI: 39.0 EL: 41.0 SWD: 43.0 Source: i-Ready Diagnostic Growth Custom Reports	2026-27 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 54.0 AA: 49.0 AI: 55.0 EL: 50.0 SWD: 49.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	ALL: 2.0 AA: 1.0 AI: -6.0 EL: 1.0 SWD: 4.0
2.12	i-Ready Math Spring Results (Percent of Students Achieving Annual Typical Growth	2023-24 Percent of Students Achieving Annual Typical Growth	2024-25 Percent of Students Achieving Annual Typical Growth	2025-26 Percent of Students Achieving Annual Typical Growth	2026-27 Percent of Students Achieving Annual Typical Growth	ALL: 1.0 AA: 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from January 1 thru March 31)	from January 1 thru March 31 ALL: 35.0 African American (AA): 31.0 American Indian (AI): 35.0 English Learner (EL): 36.0 Students With Disabilities (SWD): 32.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	from January 1 thru March 31 ALL: 37.0 AA: 30.0 AI: 27.0 EL: 39.0 SWD: 39.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	from February 16 thru March 20 ALL: 36.0 AA: 31.0 AI: 41.0 EL: 37.0 SWD: 35.0 Source: i-Ready Diagnostic Growth Custom Reports	from January 1 thru March 31 ALL: 45.0 AA: 41.0 AI: 45.0 EL: 46.0 SWD: 42.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	AI: 6.0 EL: 1.0 SWD: 3.0
2.13	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80%	2021-22 Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 58.9% Source: 2021-22 Special Education Annual Performance Report, Retrieved from CDE November 2023	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 60.4% Source: 2022-23 Special Education Annual Performance Report, Retrieved from CDE November 2024	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 61.6% Source: 2023-24 Special Education Annual Performance Report, Retrieved from CDE January 2026	2024-25 Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 68.9% Source: 2024-25 Special Education Annual Performance Report, Retrieved from CDE November 2026	2.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Cognative Abilities Test (CoGAT) Percent of Grade 1 and 3 Students With Age Percentile Rank >= 75% On At Least One Domain	2023-24 Percent of Students Passing CoGAT ALL: 27.0 African American (AA): 10.4 American Indian (AI): 10.5 English Learner (EL): 15.2 Students With Disabilities (SWD): 15.3 Foster Youth (FY): 8.6 Homeless Youth (HY): 7.0 Socioeconomically Disadvantaged (SED): 21.5 Source: SCI Internal Analysis, April 2024	2024-25 Percent of Students Passing CoGAT ALL: 28.1 AA: 11.2 AI: 15.8 EL: 12.6 SWD: 15.3 FY: 14.3 HY: 9.5 SED: 18.4 Source: SCI Internal Analysis, May 2025	2025-26 Percent of Students Passing CoGAT ALL: 30.2 AA: 11.1 AI: 15.0 EL: 15.8 SWD: 17.1 FY: 16.0 HY: 14.6 SED: 20.7 Source: SCI Internal Analysis, May 2026	2026-27 Percent of Students Passing CoGAT ALL: 37.0 AA: 20.4 AI: 20.5 EL: 25.2 SWD: 25.3 FY: 18.6 HY: 17.0 SED: 31.5 Source: SCI Internal Analysis, April 2027	ALL: 3.2 AA: 0.7 AI: 4.5 EL: 0.6 SWD: 1.8 FY: 7.4 HY: 7.6 SED: -0.8
2.15	California Science Test (CAST) - Percent of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)	2022-23 CAST Students Standards/Exceeded Met ALL: 25.5 African American (AA): 7.8 American Indian (AI): 13.7 English Learner (EL): 2.7 Long-Term EL (LTEL): 1.0	2023-24 CAST Students Standards/Exceeded Met ALL: 25.1 AA: 10.9 AI: 11.4 EL: 2.2 Long-Term EL: 1.6 SWD: 6.8 FY: 5.3 HY: 7.6 SED: 17.2	2024-25 CAST Students Standards/Exceeded Met ALL: 27.0 AA: 10.2 AI: 8.1 EL: 2.3 LTEL: 1.0 SWD: 10.2 FY: 5.6 HY: 11.0 SED: 17.1	2025-26 CAST Students Standards/Exceeded Met ALL: 35.5 AA: 17.8 AI: 23.7 EL: 12.7 LTEL: 10 SWD: 19.5 FY: 10.0 HY: 20.2 SED: 27.1	ALL: 2.5 AA: 2.4 AI: -5.6 EL: -0.4 LTEL: 0.0 SWD: 0.7 FY: 5.6 HY: 0.8 SED: 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 9.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 10.2 Socioeconomically Disadvantaged (SED): 17.1 Source: CAASPP Science, Non-Charter Schools Released in 2023-24	Source: CAASPP Science, Non-Charter Schools Released in 2024-25	Source: CAASPP Science, Non-Charter Schools Released in 2025-26	Source: CAASPP Science, Non-Charter Schools Released in 2026-27	
2.16	Staff Connectedness - Percent of Positive Responses (Belongingness / Connectedness)	2023-24 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 69.7 Source: 2023-24 Spring School Climate Survey for Staff	2024-25 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 73.2 Source: 2024-25 Spring School Climate Survey for Staff	2025-26 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 75.5 Source: 2025-26 Spring School Climate Survey for Staff	2026-27 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 75.7 Source: 2026-27 Spring School Climate Survey for Staff	5.8
2.17	District English Learner Advisory Council (DELAC) Participation - Percentage of Schools with an English Learner Advisory Committee (ELAC) Sending a Representative to at	2023-24 48.0 (30 of 62 schools) Source: Multilingual Education Internal Analysis, April 2024	2024-25 46.7 (28 of 60 schools) Source: Multilingual Education Internal	2025-26 51.4 (19 of 37 schools) Source: Multilingual Education Internal	2026-27 100.0 (62 of 62 schools) Source: Multilingual Education Internal	3.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Least One DELAC Meeting		Analysis, March 2025	Analysis, April 2026	Analysis, April 2027	
2.18	Percent of Teachers With Full Credential (Williams)	2021-22 Percent of Teachers With Full Credential Reported in 2023-24 87.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2022-23 Percent of Teachers With Full Credential Reported in 2024-25 85.7 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2023-24 Percent of Teachers With Full Credential Reported in 2025-26 84.2 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2024-25 Percent of Teachers With Full Credential Reported in 2026-27 92.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	-3.1
2.19	Percent of Students With Required Textbooks (Williams)	2023-24 Percent of Students With Required Textbooks 100.0 Source: 2023-24 School Accountability Report Card	2024-25 Percent of Students With Required Textbooks 100.0 Source: 2024-25 School Accountability Report Card	2025-26 Percent of Students With Required Textbooks 100.0 Source: 2025-26 School Accountability Report Card	2026-27 Percent of Students With Required Textbooks 100.0 Source: 2026-27 School Accountability Report Card	0.0
2.20	State Standards Survey Results	2023-24 Percentage of modal responses	2024-25 Percentage of	2025-26 Percentage of	2026-27 Percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability'	indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 34.8 Source: Local Survey of Administrators	modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 34.5 Source: Local Survey of Administrators	modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 42.0 Source: Local Survey of Administrators	modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 50.0 Source: Local Survey of Administrators	7.2

Goal Analysis [2025-26]

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

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

2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families: Substantially implemented as planned.
2.2 EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility: Substantially implemented as planned.

2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners: Substantially implemented as planned.
2.4 MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners: Substantially implemented as planned.
2.5 MULTILINGUAL EDUCATION - Implement English Learner Master Plan: Substantially implemented as planned.
2.6 MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners: Substantially implemented as planned.

2.7 SPECIAL EDUCATION - School Psychologists: Substantially implemented as planned.
2.8 SPECIAL EDUCATION - Instructional assistance for Students with Disabilities: Substantially implemented as planned.

2.9 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results: Substantially implemented as planned.
2.10 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making: Substantially implemented as planned.

2.11 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff: Substantially implemented as planned.
2.12 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development: Substantially implemented as planned.
2.13 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention: Substantially implemented as planned.

2.14 HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum: Substantially implemented as planned.
2.15 HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention: Substantially implemented as planned.

2.16 CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy: Substantially implemented as planned.
2.17 CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework: Partially implemented, but several of the planning sessions delayed and cancelled.
2.18 CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments: Substantially implemented as planned.
2.19 CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services: Substantially implemented as planned.
2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support: Substantially implemented as planned.
2.21 CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff: Substantially implemented as planned.

2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support: Substantially implemented as planned.

2.23 IAS - Eight (8) Additional School Days - LREBG: Substantially implemented as planned.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below due to higher than budgeted salaries and benefits:

2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families
2.7 SPECIAL EDUCATION - School Psychologists
2.8 SPECIAL EDUCATION - Instructional assistance for Students with Disabilities
2.13 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention
2.15 HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention
2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support
2.21 CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff
2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to reduced substitute and per diem costs.

2.17 CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework

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

The synergy of these actions is most evident in the English Learner Progress Indicator and the English Learner Reclassification Rate, which has climbed from a baseline of 5.8% to 9.5%. This suggests that the specialized instructional strategies and parent engagement efforts are successfully moving students toward English proficiency. Additionally, the Percent of Time Students With Disabilities are Served in a Least Restrictive Environment has shown a steady increase to 61.6%, indicating that the district's focus on inclusion is yielding systemic change.

While secondary outcomes, such as 7-12 Math Grades and i-Ready Reading Growth, show positive movement, the SBAC Distance From Met for both ELA and Math highlights a persistent gap. Although most student groups are showing "Distance From Met" improvements, the pace of growth needs to increase significantly to reach the Year 3 targets of 80% of students demonstrating growth. The data suggests that while the foundational "Conditions of Learning" (staffing and materials) are being met, the instructional interventions are currently in a stage of incremental rather than transformative improvement.

To achieve these results, the district has deployed a comprehensive set of actions across several key departments:

Early Childhood & Foundations: Action 2.1 focuses on providing early childhood education, while Action 2.2 provides access to the two-year Transitional Kindergarten program to build early literacy and numeracy.

Multilingual Education: A multi-pronged approach includes Action 2.3 (Parent Engagement/Training), Action 2.4 (Professional Learning), Action 2.5 (EL Master Plan Implementation), and Action 2.6 (Targeted Interventions/Tutoring).

Special Education: Support is funneled through Action 2.7 (School Psychologists) and Action 2.8 (Instructional Assistance) to ensure students with disabilities are supported in the least restrictive environments.

Site-Based Leadership & Field Support: Action 2.9 empowers School Site Councils to determine SPSA-based actions, while Action 2.10, Action 2.11, Action 2.12, and Action 2.13 provide localized data decision-making, collaboration time, and readiness interventions.

Staffing & Professional Growth: The district maintains core conditions through Action 2.14 (Base and Supplemental Staffing) and Action 2.15 (Employee Pipelines/Retention).

Instructional Systems: Strategy is aligned and expanded through Action 2.16 (Literacy/Numeracy PL Plan), Action 2.17 (MTSS Framework), Action 2.18 (Common Assessments), Action 2.19 (Advanced Learner Services), Action 2.20 (Teacher Induction), Action 2.21 (Instructional Materials), and Action 2.23 (Additional School Days - LREBG) which increases instructional time to address learning recovery.

Evaluation: Oversight and analytical support is provided by Action 2.22 (LCAP Office Data Support).

Together, these actions form a comprehensive framework that addresses the "Conditions of Learning" while striving to improve "Pupil Outcomes" through data-driven instruction and targeted student support.

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.

Actions Added or Modified for 2025-26

The collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners: Beginning in 2025-26, this action is modified to reflect its intent to increase the percent of English Learner students progressing in English Language Development and improving the English Learner Reclassification Rate.

Actions 2.4, 2.5, 2.6, and 2.12 are modified to include additional detail in services provided to improve the outcomes of English Learners and Long-Term English Learners.

Action 2.14 HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum: Beginning with the 2025-26 school year, this action is modified to provide Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites. This is action is intended to improve the percent of teachers who are fully credentialed (Metric 2.18) and to improve literacy (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) results across the district.

Action 2.16 CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy: Beginning with the 2025-26 school year, this action is modified to also incorporate the design and coordination of a multi-year Professional Learning Plan for classified, certificated, and management staff focused on implementing Multi-Tiered Systems of Support (MTSS) to strengthen literacy instruction across all elementary sites. This plan includes strategic utilization of Reading Intervention Teachers at each elementary site to provide targeted, data-driven interventions aligned to student needs. Professional learning will emphasize Foundational Literacy practices, structured interventions, and Integrated Multi-Tiered Systems of Support (MTSS) frameworks

Action 2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11), Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and percent of English Learner students reclassified to English proficient (Metric 2.6).

Action 2.23 IAS - Eight (8) Additional School Days - LREBG: Beginning with the 2025-26 school year, this action is added to reflect the use of Learning Recovery Emergency Block Grant (LREBG) funds to increase instructional time by eight (8) days at the beginning of the school year in response to the district's needs assessment.

Long-Term English Learner was added to metrics 2.3, 2.4, 2.5, and 2.15.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Modified for 2026-27

Action 2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families
Action 2.2 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility
Action 2.5 MULTILINGUAL EDUCATION - Implement English Learner Master Plan
Action 2.6 MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners
Action 2.19 CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services

Actions Discontinued June 2026

Action 2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support
Action 2.23 IAS - Eight (8) Additional School Days - LREBG

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	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families (Modified 2026-27)	Provide access to early childhood education for eligible students and families to build a strong foundation for academic success, social emotional development, early literacy skills, and school readiness. Universal PreKindergarten Programs (UPK) offer a combination of state-funded and Head Start-funded programs, ranging from Infant/Toddler to School-Age. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites. Increase the percent of TK/K-6 ELA Grades of 3 or Higher (Metric 2.7). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$14,434,886.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility (Modified 2026-27)	Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility which uses a modified curriculum that is developmentally appropriate and aligns the PK Learning Foundations and the Kindergarten Content Standards. Students enroll in a full year of Early/Transitional Kindergarten programming to strengthen school readiness skills and build upon a strong learning foundation for success in elementary, secondary, and beyond. Increase the percent of students demonstrating academic success in ELA (Metric 2.7) and Math (Metrics 2.9). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$14,409,746.00	No
2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Update English Language Development support structure to provide direct services to engage and train parents of English Learner students. Support school sites with establishing operational English Language Advisory Committees, enhancing district and site parent communication, interpreting and translating (oral and writing) communication using specific home languages, coordinating services to assist families in obtaining access to school programs and resources, recruiting parents for site and district programs (ELAC, DELAC, SSC, LCAP PAC, etc.), and meeting with parents of students that are in need of additional tier 2 and 3 support. English Language Arts, Math, and English Learner Progress Indicators Required Action. Beginning in 2025-26, this action is modified to reflect its intent to increase the percent of English Learner students progressing in English Language Development (Metric 2.5) and improving the English Learner Reclassification Rate (Metric 2.6). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.	$431,051.00	Yes
2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English	Professional learning to support English Language Development services. Beginning with the 2025-26 school year, this action is modified to include the following additional detail: The district will provide professional learning opportunities for teachers and administrators at all school sites to enhance English Language Development (ELD) services. This action aligns with the	$836,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learners (Modified 2025-26)	goal of increasing the percentage of English Learner (EL) students making progress in ELD, English Language Arts (ELA), Math, and the English Learner Progress Indicators (ELPI). The professional development will focus on research-based ELD practices, data-driven instruction, and strategies for supporting ELs across content areas. These opportunities will be ongoing and tailored to meet the needs of different school sites and grade levels. This action is designed to improve outcomes for EL and LTEL students. Increase the percent of English Learner students progressing in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27)	Refocus implementation of the English Learner (EL) Master Plan on activities that are explicitly mandated under California Education Code and federal requirements, including Every Student Succeeds Act (ESSA) and Title III of the Elementary and Secondary Education Act. The district will ensure that all required components of the EL Master Plan are implemented with fidelity, including identification, placement, program services, progress monitoring, and reclassification procedures for English Learners. The district will prioritize mandated activities such as the provision of both Integrated and Designated English Language Development (ELD), annual assessment of English proficiency, and timely reclassification processes, ensuring that all practices meet state and federal compliance standards. Coordination with school sites will focus on consistent execution of these required elements, supported by clear guidance, training, and monitoring systems. Implementation will emphasize legally required supports to address the needs of diverse EL populations, including newcomers and Long-Term English Learners (LTELs) through differentiated instruction and access to grade-level curriculum. Professional learning will be aligned to mandated instructional requirements to ensure educators are equipped to deliver standards-based ELD and content instruction. These efforts are designed to improve required accountability outcomes, including increased progress in English Language Development (Metric 2.5) and improved reclassification rates	$399,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Metric 2.6), in alignment with state accountability systems and federal reporting obligations. All activities will continue to reflect input from educational partners, including advisory committees, in accordance with stakeholder engagement requirements under Local Control Funding Formula (LCFF).		
2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27)	The district will provide targeted tutoring and intervention services, including in-person, online, and technology-based programs, to support English Learner, migrant, and long-term English Learner students, with priority given to secondary newcomer students. Services will include virtual tutoring, adaptive learning platforms, and digital intervention tools to accelerate language development and improve achievement in English Language Arts and Mathematics. Professional learning and ongoing coaching will be provided for teachers, paraprofessionals, administrators, and site teams in new state standards, designated and integrated English Language Development (ELD) and effective use of instructional technology to support English learners. Beginning in the 2025–26 school year, supports will be delivered on an as-needed basis to ensure individualized student support, with professional development emphasizing evidence-based practices that promote timely English Learner reclassification. These actions are designed to strengthen language acquisition, improve academic outcomes, and advance educational equity, with the goal of increasing English Learner progress in ELD (Metric 2.5) and improving the English Learner Reclassification Rate (Metric 2.6), consistent with English Language Arts, Mathematics, and English Learner Progress Indicators, and aligned with feedback from the LCAP Parent Advisory Committee.	$140,869.00	Yes
2.7	SPECIAL EDUCATION - School Psychologists	Provide school psychological services, including participation on Student Success Teams (SSTs). Increase the amount of time students receiving Special Education services are in a least restrictive environment (Metric 2.13). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, District English Learner Advisory Committee.	$11,957,622.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Provide students with disabilities specific instructional aide supports as identified in their Individualized Education Program (IEP). The percent of students who receive Special Education services and are served in a Least Restricted Environment (LRE) is one of the intended impacted areas of this action (Metric 2.13). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee.	$58,138,278.00	No
2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	School Site Council-determined, SPSA-based actions to improve ELA and Math performance. These funds are used to implement actions/strategies that benefit the targeted student groups identified by the site's Needs Assessment. Actions are described by each school site in their School Plan for Student Achievement (SPSA) and each school site defines measurable outcomes for monitoring progress and measuring effectiveness. Actions or strategies in each school's SPSA support achievement of the school's established goals, which represent each site's efforts to achieve the overall goals present in the district's LCAP. Examples of actions/strategies in Goal 1 include increased counseling services, expanded credit recovery options, and field trip experiences. Examples of actions/strategies in Goal 2 include bilingual instructional aides, targeted academic intervention, after school tutoring, and professional development for staff, including those teaching English Learner students. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.	$5,895,690.00	Yes
2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENT	Use student data for secondary department chairs to provide interventions for secondary students. Increase the percent of students making progress in ELA (Metric 2.8) and Math (Metric 2.10) secondary coursework.	$745,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
	S - Secondary department-level data-based decision-making	English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$172,947.00	Yes
2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - English Language Development (Modified 2025-26)	School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Beginning with the 2025-26 school year, this action is modified to include the following additional detail: Professional learning for both elementary and secondary educators will center on the implementation of high-quality, standards-aligned instruction to support English learners, including newcomers and Long-Term English Learners (LTELs). At the secondary level, the focus will be on integrated English Language Development (ELD) across content areas, ensuring that language development is embedded in all disciplines. At the elementary level, emphasis will be placed on foundational skills development, integrated with designated and integrated ELD practices. These professional learning priorities align with the district's English Learner Master Plan and reflect School Site Council-determined, SPSA-based actions aimed at improving English Language Development (ELD) outcomes. Increase the percent of students making progress in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$1,059,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Provide research and evidence-based interventions at Title 1 schools for students who are low income and for students demonstrating high needs. Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and increase the percent of students progressing in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$7,612,278.00	Yes
2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. Smaller class sizes allow for teachers and instructional staff to be better attuned to the unique needs of each learner. Although this strategy benefits all students, the targeted assistance that SCUSD provides to site leaders during the annual staffing and budget development process ensures that unduplicated pupils' needs are prioritized. The targeted assistance allows the district to maintain schools and school sites to maintain programs above and beyond what would be possible with base funding alone. SCUSD is reduced class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. This action also provide additional staffing to high-needs sites where the percentage of students who are English Learner, Foster Youth, and/or Low Income comprise more than 55% of the student enrollment. Beginning with the 2025-26 school year, this action is modified to provide $12,198,186 in Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites. This action is intended to improve the percent of teachers who are fully credentialed (Metric 2.18) and to improve literacy (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) results across the district.	$290,050,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	Develop and implement pathways and pipelines for current employees and community members to acquire credentials and certifications (e.g. teaching credential). Increase SCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees. This action is particularly focused on recruitment and retention of teachers to improve outcomes for low-income students and students of color, as teacher attrition disproportionately impacts these schools. Full credential teacher recruitment and retention (Metric 2.18) is one of the intended impacted areas of this action.	$4,741,364.00	Yes
2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. Beginning with the 2025-26 school year, this action is clarified to also incorporate the design and coordination of a multi-year Professional Learning Plan for classified, certificated, and management staff focused on implementing Multi-Tiered Systems of Support (MTSS) to strengthen literacy instruction across all elementary sites. This plan includes strategic utilization of Reading Intervention Teachers at each elementary site to provide targeted, data-driven interventions aligned to student needs. Professional learning will emphasize Foundational Literacy practices, structured interventions, and Integrated Multi-Tiered Systems of Support (MTSS) frameworks. Increase State Standards Survey Results (Metric 2.20) and the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$1,296,398.00	Yes
2.17	CURRICULUM AND INSTRUCTION - Design & Implement	Develop and implement a district-wide Multi-Tiered System of Supports. This action includes coordinating a District MTSS Design Team to collaboratively define tiers of instruction and intervention; establish	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
	District-Wide Multi-Tiered System of Supports Framework	common teaming structures and assurances; and develop a comprehensive assessment, intervention, and progress monitoring system. Provide professional learning for teachers, site-based teams, and site/department leaders on MTSS principles and practices, including universal tier one instructional best practices, data-based decision-making, tiered instruction, and progress monitoring and intervention strategies. TK-6 ELA Grades of 3 or Higher (Metric 2.7), TK-6 Math Grades of 3 or Higher (Metric 2.9), 7-12 ELA Grades of C or Higher (Metric 2.8), 7-12 Math Grades of C or Higher (Metric 2.10), i-Ready Reading Spring Scale Scores (Metric 2.11), i-Ready Math Spring Scale Scores (Metric 2.12), SBAC ELA Scores (Metrics 2.1 and 2.3), SBAC Math Scores (Metrics 2.2 and 2.4), and California Science Test (Metric 2.15) outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	To assess the effectiveness of standards implementation, staff will: coordinate and support the administration of district-wide universal screeners and common assessments; engage in ongoing progress monitoring of academic performance and growth of students, particularly those from traditionally underserved communities; and collect and analyze data related to academic performance, student demographics, and program effectiveness to identify trends and areas for improvement, measure the impact of actions, and design professional learning. i-Ready Reading Spring Scale Scores (Metric 2.11), i-Ready Math Spring Scale Scores (Metric 2.12), and Reclassification Rate (Metric 2.6) outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$285,000.00	No
2.19	CURRICULUM AND INSTRUCTION -	Eliminate barriers to equitable identification for, and student receipt of, advanced learner services Grade 2-12. Administer the Cognitive Abilities	$902,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Provide Equitable Access to Advanced Learner Services (Modified 2026-27)	Test (CogAT) to facilitate universal screening of all students for recommended access to advanced learner opportunities in Grades 2-6 and placement in advanced Middle School courses. Provide ongoing professional learning for elementary teachers providing GATE services in grades 2-6. The CoGAT pass rate for Age Percentile Rank for grade 3 students is one of the intended impacted areas of this action (Metric 2.14).		
2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support (Discontinued June 2026)	Provide professional learning and coaching support to new teachers and new administrators. Continuously improve and align the SCUSD Teacher Induction Program to address district priorities and support new teachers (those pursuing preliminary credentials, including clear single-subject, multiple-subject, or teacher-specialist credentials, intern credentials, short-term permits, and credentials outside of teachers) as they develop their proficiency to deliver High Quality Instruction in alignment with the California Standards for the Teaching Profession. Provide teachers and administrators new to SCUSD with a comprehensive orientation and support process aligned with district priorities. Establish and maintain alternative pathways for acquiring a teaching credential by way of teacher internship and residencies opportunities for grades TK-12. Increase retention of site and district administrators by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders, including individual and small group mentoring and networking, site visits, new administrator training, and just in time supports. Full credential teacher recruitment and retention (Metric 2.18) is one of the intended impacted areas of this action.		No
2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	Provide all students and staff sufficient instructional materials (print, manipulatives, and digital) for board-adopted curricula and library books for TK-12 aligned with District Academic Priorities: Culture & Climate, Literacy and Numeracy. Includes project-based learning opportunities utilizing school libraries. Includes newly adopted materials and replacement materials for lost/damaged items. The sufficiency of student textbooks is one of the intended impacted areas of this action (Metric 2.19).	$3,626,256.00	No

Action #	Title	Description	Total Funds	Contributing
2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Provide data analysis and program evaluation support to guide continuous improvement planning and decision making. District leadership will use data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11), Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and percent of English Learner students reclassified to English proficient (Metric 2.6). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$2,089,088.00	Yes
2.23	IAS - Eight (8) Additional School Days - LREBG (Discontinued June 2026)	The purpose of this action is to use Learning Recovery Emergency Block Grant (LREBG) funds to increase instructional time by eight (8) days at the beginning of the school year in response to the district's needs assessment. Research supports that there is a positive correlation between additional instruction time and student progress and performance in core academic subjects. Across the district, 50.3% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in ELA. For at least 75% of the district’s schools, the district received a status level indicating low performance in Mathematics for one of more of the following student groups on the 2024 Dashboard: ALL, AA, EL, H, SED, and SWD. This action accounts for the district's entire remaining allocation of $5,078,574 in LREBG funds, and the district does not anticipate receiving any additional LREBG funds in 2026-27 and 2027-28. Increase State Standards Survey Results (Metric 2.20) and the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12).		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district. All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.	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.

The district and its education partners understand that the best learning happens when all students and families will feel safe and connected in their school community. To improve our district's culture and climate, Goal 3 is strategically designed to leverage professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices to decrease the incidents that arise and result in students being suspended and removed from their learning environments.

More than 6 (6.1%) of every 100 students were excluded from their education via suspension, resulting in an Orange rating on the Dashboard released in December 2023. Below are the respective suspension rates for each of our historically underserved groups:

African American: 15.3
American Indian: 9.0
English Learner: 4.3
Students With Disabilities: 9.3
Foster Youth: 17.8
Homeless Youth: 13.4
Socioeconomically Disadvantaged: 7.4

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 6.1 African American (AA): 15.3 American Indian (AI): 9.0 English Learner (EL): 4.3 Long-Term EL (LTEL): No data Students With Disabilities (SWD): 9.3 Foster Youth (FY): 17.8 Homeless Youth (HY): 13.4 Socioeconomically Disadvantaged (SED): 7.4 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 5.8 AA: 15.3 AI: 11.5 EL: 4.1 LTEL: 7.7 SWD: 8.7 FY: 18.8 HY: 12.7 SED: 7.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 6.2 AA: 16.0 AI: 12.7 EL: 4.7 LTEL: 8.4 SWD: 8.9 FY: 14.4 HY: 11.3 SED: 7.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 4.0 AA: 4.0 AI: 4.0 EL: 3.0 LTEL: 4.0 SWD: 4.0 FY: 4.0 HY: 4.0 SED: 4.0 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: 0.1 AA: 0.7 AI: 3.7 EL: -0.3 LTEL: No data SWD: -0.4 FY: -3.4 HY: -2.1 SED: 0.1
3.2	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate ALL: 29.2 African American (AA): 48.8 American Indian (AI): 44.5 English Learner (EL): 24.4	2023-24 Chronic Absenteeism Rate ALL: 25.4 AA: 43.9 AI: 39.2 EL: 22.3 LTEL: 25.6 SWD: 31.7 FY: 43.7 HY: 57.5	2024-25 Chronic Absenteeism Rate ALL: 23.1 AA: 41.5 AI: 33.8 EL: 18.3 LTEL: 21.0 SWD: 29.9 FY: 36.3 HY: 49.1	2025-26 Chronic Absenteeism Rate ALL: 20.0 AA: 20.0 AI: 20.0 EL: 20.0 LTEL: 20.0 SWD: 20.0 FY: 20.0 HY: 20.0	ALL: -6.1 AA: -7.3 AI: -10.7 EL: -6.1 LTEL: No data SWD: -7.0 FY: -6.1 HY: -23.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term EL (LTEL): No data Students With Disabilities (SWD): 36.9 Foster Youth (FY): 42.4 Homeless Youth (HY): 72.1 Socioeconomically Disadvantaged (SED): 34.9 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	SED: 31.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	SED: 28.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	SED: 20.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	SED: -6.2
3.3	Attendance Rate - Percentage of Students With 96%+ Attendance Rate	2023-24 Percentage of Students With 96%+ Attendance Rate ALL: 45.0 African American (AA): 33.0 American Indian (AI): 31.0 English Learner (EL): 47.0 Students With Disabilities (SWD): 41.0 Foster Youth (FY): 37.0 Homeless Youth (HY): 21.0 Socioeconomically Disadvantaged (SED): 42.0	2024-25 Percentage of Students With 96%+ Attendance Rate ALL: 45.0 AA: 33.0 AI: 29.0 EL: 48.0 SWD: 39.0 FY: 41.0 HY: 23.0 SED: 42.0 Source: ABC Attendance Report Retrieved March 2025	2025-26 Percentage of Students With 96%+ Attendance Rate ALL: 48.0 AA: 37.0 AI: 30.0 EL: 52.0 SWD: 43.0 FY: 40.0 HY: 29.0 SED: 44.0 Source: ABC Attendance Report Retrieved March 2026	2026-27 Percentage of Students With 96%+ Attendance Rate ALL: 55.0 AA: 43.0 AI: 41.0 EL: 57.0 SWD: 51.0 FY: 47.0 HY: 31.0 SED: 52.0 Source: ABC Attendance Report Retrieved April 2027	ALL: 3.0 AA: 4.0 AI: -1.0 EL: 5.0 SWD: 2.0 FY: 3.0 HY: 8.0 SED: 2.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: ABC Attendance Report Retrieved April 2024				
3.4	Percent of Students Expelled	2022-23 Expulsion Rate ALL: 0.1 African American (AA): 0.2 American Indian (AI): 0.0 English Learner (EL): 0.0 Students With Disabilities (SWD): 0.1 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.2 Socioeconomically Disadvantaged (SED): 0.1 Source: CDE Dataquest Expulsion Rate Report Released in 2023-24, Non-Charter	2023-24 Expulsion Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: No data available FY: No data available HY: No data available SED: No data available Source: CDE Dataquest Expulsion Rate Report Released in 2024-25, Non-Charter	2024-25 Expulsion Rate ALL: 0.1 AA: 0.2 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.1 SED: 0.1 Source: CDE Dataquest Expulsion Rate Report Released in 2025-26, Non-Charter	2025-26 Expulsion Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0 SED: 0.0 Source: CDE Dataquest Expulsion Rate Report Released in 2026-27, Non-Charter	ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: -0.1 FY: 0.0 HY: -0.1 SED: 0.0
3.5	Student Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) ALL: 63.0 African American (AA): 59.0 American Indian (AI): 58.3	2024-25 Percent of Positive Responses (Safety) ALL: 63.0 AA: 57.1 AI: 56.6 EL: 57.1 SWD: 57.2	2025-26 Percent of Positive Responses (Safety) ALL: 64.2 AA: 58.5 AI: 65.6 EL: 58.0 SWD: 59.5	2026-27 Percent of Positive Responses (Safety) ALL: 69.0 AA: 65.0 AI: 64.3 EL: 61.4 SWD: 62.6	ALL: 1.2 AA: -0.5 AI: 7.3 EL: 2.6 SWD: 2.9 FY: 7.0 HY: 3.2 SED: 1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 55.4 Students With Disabilities (SWD): 56.6 Foster Youth (FY): 61.3 Homeless Youth (HY): 54.5 Socioeconomically Disadvantaged (SED): 60.4 Source: Spring 2023-24 School Climate Survey for Students	FY: 63.4 HY: 52.5 SED: 61.3 Source: Spring 2024-25 School Climate Survey for Students	FY: 68.3 HY: 57.7 SED: 61.8 Source: Spring 2025-26 School Climate Survey for Students	FY: 67.3 HY: 60.5 SED: 66.4 Source: Spring 2026-27 School Climate Survey for Students	
3.6	Student Connectedness Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Belongingness/Connectedness) ALL: 67.0 African American (AA): 62.2 American Indian (AI): 65.8 English Learner (EL): 58.6 Students With Disabilities (SWD): 62.6 Foster Youth (FY): 67.7 Homeless Youth (HY): 64.3 Socioeconomically Disadvantaged (SED): 64.0	2024-25 Percent of Positive Responses (Belongingness/Connectedness) ALL: 68.6 AA: 63.5 AI: 62.7 EL: 63.0 SWD: 64.8 FY: 72.1 HY: 60.3 SED: 66.8 Source: Spring 2024-25 School Climate Survey for Students	2025-26 Percent of Positive Responses (Belongingness/Connectedness) ALL: 70.1 AA: 65.1 AI: 67.2 EL: 64.3 SWD: 65.9 FY: 77.9 HY: 65.2 SED: 67.4 Source: Spring 2025-26 School Climate Survey for Students	2026-27 Percent of Positive Responses (Belongingness/Connectedness) ALL: 73.0 AA: 68.2 AI: 71.8 EL: 64.6 SWD: 68.6 FY: 73.7 HY: 70.3 SED: 70.0 Source: Spring 2026-27 School Climate Survey for Students	ALL: 3.1 AA: 2.9 AI: 1.4 EL: 5.7 SWD: 3.3 FY: 10.2 HY: 0.9 SED: 3.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2023-24 School Climate Survey for Students				
3.7	Family Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) 85.4 Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians	2024-25 Percent of Positive Responses (Safety) 88.2 Source: Spring 2024-25 School Climate Survey for Parents/Guardians N = 1778 parents/guardians	2025-26 Percent of Positive Responses (Safety) 89.8 Source: Spring 2025-26 School Climate Survey for Parents/Guardians N = 978 parents/guardians	2026-27 Percent of Positive Responses (Safety) 88.4 Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians	4.4
3.8	Family Connectedness Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Belongingness/Connectedness) 84.4 Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians	2024-25 Percent of Positive Responses (Belongingness/Connectedness) 88.7 Source: Spring 2024-25 School Climate Survey for Parents/Guardians N = 1778 parents/guardians	2025-26 Percent of Positive Responses (Belongingness/Connectedness) 88.9 Source: Spring 2025-26 School Climate Survey for Parents/Guardians N = 978 parents/guardians	2026-27 Percent of Positive Responses (Belongingness/Connectedness) 87.4 Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians	4.5
3.9	Kelvin Student Voice Survey Positivity Rate - Percent of Positive Responses (Belonging)	2023-24 Percent of Positive Responses (Belonging) ALL: 83.0	2024-25 Percent of Positive Responses (Belonging) ALL: 84.0	2025-26 Percent of Positive Responses (Belonging) ALL: 81.0	2026-27 Percent of Positive Responses (Belonging) ALL: 90.0	ALL: -2.0 AA: -3.0 AI: -1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American (AA): 77.0 American Indian (AI): 76.0 English Learner (EL): 85.0 Students With Disabilities (SWD): 85.0 Source: 2023-24 Kelvin Winter (December) Student Voice Survey	AA: 78.0 AI: 82.0 EL: 85.0 SWD: 85.0 Source: 2024-25 Kelvin Winter (December) Student Voice Survey	AA: 74.0 AI: 75.0 EL: 80.0 SWD: 79.0 Source: 2025-26 Kelvin Winter (September/October) Student Voice Survey	AA: 90.0 AI: 90.0 EL: 90.0 SWD: 90.0 Source: 2026-27 Kelvin Winter (December) Student Voice Survey	EL: -5.0 SWD: -6.0
3.10	Staff Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) 51.0 Source: Spring 2023-24 School Climate Survey for Staff	2024-25 Percent of Positive Responses (Safety) 60.6 Source: Spring 2024-25 School Climate Survey for Staff	2025-26 Percent of Positive Responses (Safety) 56.8 Source: 2025-26 Spring School Climate Survey for Staff	2026-27 Percent of Positive Responses (Safety) 54.0 Source: Spring 2026-27 School Climate Survey for Staff	5.8
3.11	Middle School Dropout Rate	2022-23 Middle School Drop-out Rate ALL: 0.3 African American (AA): 0.6 American Indian (AI): 0.0 English Learner (EL): 0.4 Students With Disabilities (SWD): 0.2	2023-24 Middle School Drop-out Rate ALL: 0.6 AA: 1.7 AI: 6.7 EL: 0.6 SWD: 0.0 FY: N<11 HY: 0.0 SED: 0.8	2024-25 Middle School Drop-out Rate ALL: 0.1 AA: 0.0 AI: 0.0 EL: 0.2 SWD: 0.0 FY: N<11 HY: 0.7 SED: 0.2	2025-26 Middle School Drop-out Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0 SED: 0.0	ALL: -0.2 AA: -0.6 AI: 0.0 EL: -0.2 SWD: -0.2 FY: No data HY: -1.1 SED: -0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): 0.0 Homeless Youth (HY): 1.8 Socioeconomically Disadvantaged (SED): 0.3 Source: TS Internal Analysis, April 2024	Source: TS Internal Analysis, March 2025	Source: TS Internal Analysis, March 2025	Source: TS Internal Analysis, April 2027	
3.12	Percent of Schools With “Good” Facility Rating	2023-24 97.1 Source: LCAP Office Internal Analysis Based on 2023 SARC, April 2024 (No Charter Schools)	2024-25 98.6 Source: LCAP Office Internal Analysis Based on 2024 SARC, March 2025 (No Charter Schools)	2025-26 97.1 Source: LCAP Office Internal Analysis Based on 2025 SARC, January 2026 (No Charter Schools)	2026-27 100.0 Source: LCAP Office Internal Analysis Based on 2026 SARC, April 2027 (No Charter Schools)	0.0
3.13	High School Dropout Rate	2022-23 High School Drop-out Rate: ALL: 10.0 African American (AA): 14.5 American Indian (AI): 23.5 English Learner (EL): 17.1 Students With Disabilities (SWD): 12.0 Foster Youth (FY): 23.8 Homeless Youth (HY): 31.1	2023-24 High School Drop-out Rate: ALL: 9.4 AA: 15.8 AI: N<11 EL: 13.9 SWD: 13.2 FY: 13.8 HY: 23.8 SED: 10.7 Source: Four-Year Adjusted Cohort Outcome	2024-25 High School Drop-out Rate: ALL: 7.1 AA: 9.4 AI: 9.1 EL: 11.3 SWD: 10.2 FY: 21.7 HY: 13.9 SED: 8.6 Source: Four-Year Adjusted Cohort Outcome	2025-26 High School Drop-out Rate: ALL: 7.0 AA: 9.5 AI: 13.5 EL: 12.1 SWD: 7.0 FY: 13.8 HY: 16.1 SED: 6.6 Source: Four-Year Adjusted Cohort Outcome	ALL: -2.9 AA: -5.1 AI: -14.4 EL: -5.8 SWD: -1.8 FY: -2.1 HY: -17.2 SED: -3.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 11.6 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	Released in 2024-25 (No Charter Schools)	Released in 2025-26 (No Charter Schools)	Released in 2026-27 (No Charter Schools)	
3.14	Percentage of School Site Councils (SSC) Provided Updated Training (Schools Should Once Every Two Years)	2023-24 Percentage SSC Provided Updated Trainings 8.0 Source: State and Federal Office	2024-25 Percentage SSC Provided Updated Trainings 5.0 Source: State and Federal Office	2025-26 Percentage SSC Provided Updated Trainings 12.0 Source: State and Federal Office	2026-27 Percentage SSC Provided Updated Trainings 10 Source: State and Federal Office	4.0
3.15	Number of LCAP Office Engagement Activities With the Community Advisory Committee	2023-24 2	2024-25 1	2025-26 2	2026-27 2	0

Goal Analysis [2025-26]

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

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

3.1 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth: Substantially implemented as planned.
3.2 STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services: Substantially implemented as planned.
3.3 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth: Substantially implemented as planned.
3.4 STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic: Substantially implemented as planned.

3.5 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs: Substantially implemented as planned.
3.6 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students: Substantially implemented as planned.
3.7 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA): Partially implemented, but the district entered into fewer contracts for expanded learning services.
3.8 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council: Substantially implemented as planned.
3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement: Substantially implemented as planned.

3.10 SUMMER SCHOOL - Summer Programming: Substantially implemented as planned.

3.11 ENROLLMENT CENTER - Centralized Enrollment Services: Substantially implemented as planned.

3.12 ATTENDANCE - Attendance and Engagement Strategies: Substantially implemented as planned.
3.13 ATTENDANCE - Family Communication Tools: Not implemented as the district did not continue the contract a third party service provider.

3.14 STATE AND FEDERAL - Family and Community Empowerment (FACE):Substantially implemented as planned.
3.15 STATE AND FEDERAL - Parent Teacher Home Visits: Substantially implemented as planned.

3.16 STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response: Substantially implemented as planned.

3.17 SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports: Substantially implemented as planned.

3.18 SAFETY - Re-imagine School Safety: Substantially implemented as planned.

3.19 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule: Substantially implemented as planned.
3.20 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers: Substantially implemented as planned.
3.21 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions: Implemented, but fewer funds were allocated to sites as a result of less LCFF received by the district.

3.22 FACILITIES SUPPORT SERVICES - School Facilities Maintenance: Substantially implemented as planned.

3.23 CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices: Partially implemented as less professional development sessions were provided than originally planned.
3.24 CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan: Substantially implemented as planned.

3.25 CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces: Substantially implemented as planned, including with enhanced services due to additional grant received.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below due to higher than budgeted salaries and benefits:

3.4 STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic
3.5 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs
3.8 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council
3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement
3.10 SUMMER SCHOOL - Summer Programming
3.14 STATE AND FEDERAL - Family and Community Empowerment (FACE)

Expenditures were less than budgeted due to the estimated salaries and benefits for the following actions:

3.7 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men’s and Women’s Leadership Academy (MWLA): Reduced contract costs related to expanding learning programs.

3.13 ATTENDANCE - Family Communication Tools: The contract for third party service provider was not continued.

3.21 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions: Fewer funds were allocated to sites as the amount of LCFF estimated was less than the actual amount received.

3.23 CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices: Reduced substitute and per diem costs.

3.25 CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces: The 2025-26 ELOP award was $15 million greater than expected at adopted.

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

Based on the data provided in the Measuring and Reporting Results section, the collective implementation of the actions under Goal 3 has proven effective in improving school climate and reducing exclusionary barriers to learning. The district’s holistic approach—combining mental health services, student engagement programs, and family support—has led to a measurable increase in student and family belongingness.

The most significant indicator of effectiveness is the Chronic Absenteeism Indicator, which saw a substantial district-wide decrease, highlighted by a notable drop for Homeless Youth. This is bolstered by the Attendance Rate, which shows an increasing percentage of students reaching high attendance thresholds.

Furthermore, the district's focus on culture is validated by the Student Connectedness Perception and the Kelvin Student Voice Survey, both of which show upward trends in positivity across almost all student groups. While the Suspension Rate showed a slight uptick in the most recent Dashboard year, the data regarding Middle School and High School Dropout Rates shows significant declines. These results suggest that the "Engagement" and "Conditions of Learning" priorities are successfully keeping more students connected to their school communities and ensuring that the vast majority of schools maintain a “Good” Facility Rating.

The following actions work in coordination to achieve the progress noted above:

Direct Student & Health Support: Action 3.1 (Services and Support for Foster Youth), Action 3.2 (Provide Student Support Services), Action 3.3 (Services and Support for Homeless Youth), and Action 3.4 (School Nurses and Immunization Clinic) provide essential wrap-around health and social services.

Youth Development & Engagement: Students are empowered through Action 3.5 (Provide a range of Expanded Learning Programs), Action 3.6 (Address the Unique Needs of American Indian and Alaska Native students), Action 3.7 (Men’s and Women’s Leadership Academy), Action 3.8 (Student Advisory Council), and Action 3.9 (Implement State Seal of Civic Engagement).

Academic & Connection Bridges: Transition and continuous learning support are provided via Action 3.10 (Summer Programming) and Action 3.11 (Centralized Enrollment Services).

Attendance & Specialized Support: Targeted re-engagement is driven by Action 3.12 (Attendance and Engagement Strategies), Action 3.13 (Family Communication Tools), and Action 3.17 (Social, Emotional, and Mental Health Supports).

Family & Community Empowerment: Partnerships are strengthened by Action 3.14 (Family and Community Empowerment), Action 3.15 (Parent Teacher Home Visits), and the engagement activities measured by the Community Advisory Committee and School Site Council Training.

Safety & School Culture: Building inclusive environments is the focus of Action 3.16 (Bullying Prevention Training, Intervention, and Response), Action 3.18 (Re-imagine School Safety), Action 3.21 (SSC-Determined School Climate Actions), and Action 3.23 (Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices).

Environment & Talent Foundations: Structural and professional supports include Action 3.22 (School Facilities Maintenance), Action 3.19 (Restructured Salary Schedule), and Action 3.20 (Fingerprinting for Volunteers).

Visual and Performing Arts: Engagement through the arts is facilitated by Action 3.24 (Implement the District Visual and Performing Arts Strategic Arts Plan) and Action 3.25 (Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces).

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.

Actions Added or Modified for 2025-26

The collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 3.3 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth: Beginning with the 2025-26 school year, this action is modified to reflect its intent is to improve students' perception regarding their belongingness and connectedness to their school community.

Action 3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement: Beginning with the 2025-26 school year, this action is modified to reflect that CURRICULUM AND INSTRUCTION is overseeing the implementation of this action.

Action 3.11 ENROLLMENT CENTER - Centralized Enrollment Services: Beginning with the 2025-26 school year, this action is modified to reflect an intent to improve families' perception regarding their belongingness and connectedness to their school community.

Action 3.18 SAFETY - Re-imagine School Safety: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to also improve the Expulsion Rate, Family Safety Perception, student dropout rates, and Staff Safety Perception.

Action 3.19 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to improve Staff Connectedness Perception and Staff Safety Perception.

Long-Term English Learner was added to metrics 3.1 and 3.2.

Metric 3.14, Percentage of School Site Councils (SSC) Provided Updated Training, was added.

Metric 3.15, Number of LCAP Office Engagement Activities With the Community Advisory Committee, was added.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

Action 3.13 ATTENDANCE - Family Communication Tools

Actions Modified for 2026-27

Action 3.2 STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds)
Action 3.15 STATE AND FEDERAL - Parent Teacher Home Visits

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	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families. Improve student perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$1,246,776.00	Yes
3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27)	Provide services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic. Improve students' perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). These services are rooted in research showing that integrated student supports are essential for fostering the school connectedness required to improve attendance and reduce exclusionary discipline. Suspension and Chronic Absenteeism Rate Required Action. This action accounts for the district's entire remaining allocation of $7.95 million in LREBG funds, and the district does not anticipate receiving any additional LREBG funds in 2027-28. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, African American/Black Student Focal Group Committee.	$11,125,097.00	Yes
3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and	Continue to provide direct support for Homeless Youth and families in compliance with state and federal requirements. Continue to develop and refine procedures and policies for referral of students and families to be identified as Homeless, including data collection via the refined	$1,723,258.00	No

Action #	Title	Description	Total Funds	Contributing
	Support for Homeless Youth (Modified 2025-26)	implementation of a universal housing survey administered twice annually. Families that indicate housing instability will be identified and offered supportive services for homelessness. Data collection and analysis enables Homeless Services staff to provide better direct support for Homeless Youth and families in compliance with state and federal requirements. Beginning with the 2025-26 school year, this action is modified to reflect its intent is to improve students' perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Provide nursing services as a key component of the district's wrap-around health services. Reduce students' rates of chronic absenteeism (Metric 3.2) and increase students' rates of attendance (Metric 3.3). Suspension and Chronic Absenteeism Rate Required Action.	$21,447,374.00	Yes
3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	Provide expanded learning programs at 70 school sites, including before school, after school, summer, and intersession learning. At district high schools, integrated services implemented in collaboration with District staff, community partners and external providers also include including home visits, outreach, referral to resources, enrichments (music, arts, dance), small group instruction, tutoring, homework help, structured games and sports, and credit recovery/elective courses. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	$30,863,768.00	No
3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and	Address the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students via the American Indian Educational Program by providing tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. Family Connectedness Perception (Metric 3.8) is one of the	$34,967.00	No

Action #	Title	Description	Total Funds	Contributing
	Alaska Native students	intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.		
3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA)	Provide leadership academy services to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments, empowering students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, African American/Black Student Focal Group Committee.	$48,180.00	No
3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	Provide student advisory services that promote student voice and problem-solving, and introduce students to the concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. Student Advisory Council delegates work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.	$684,000.00	No
3.9	CURRICULUM AND INSTRUCTION - Implement State Seal of Civic Engagement (Modified 2025-26)	Continue implementation of State Seal of Civic Engagement (SSCE) program for students initiated in 2021-22, including refinement of rubrics, expansion of entry points for students, creation of additional opportunities for engagement in K-12 curriculum, and expansion of the number and range of partnerships that provide students opportunity for community engagement. Students interview participants, front line staff and	$684,000.00	No

Action #	Title	Description	Total Funds	Contributing
		management of expanded learning programs to assess needs in the area of continuous quality improvement. Once students assess the needs, they plan and propose program changes/improvements to YDSS management. Beginning with the 2025-26 school year, this action is modified to reflect that CURRICULUM AND INSTRUCTION is overseeing the implementation of this action. Student Connectedness Perception is one of the intended impacted areas of this action (Metrics 3.6 and 3.9).		
3.10	SUMMER SCHOOL - Summer Programming	Provide summer programming to address learning loss to give students opportunities to reconnect in their learning environments in a way that lead to healing and accelerated classroom learning and academic success. In addition to the morning academic session, there is a strong emphasis on enrichment activities to promote connectedness. Activities include art, dance, music, and STEM programming held in the afternoon hours. At high schools, credit recovery and Bridge programming for incoming 9th graders are the prioritized. Summer programs are open for all students, however, English Learners, students from low socio-economic groups, Foster youth and unhoused students are prioritized in the program. Student Connectedness Perception is one of the intended impacted areas of this action (Metrics 3.6 and 3.9). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$10,105,000.00	No
3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Provide centralized enrollment services as a gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include translation services, family services and referrals to support families in transition (e.g. students with disabilities, homeless youth, foster youth, and student immunizations). Facilitate open enrollment and enrollment in high-school specialty programs. Beginning with the 2025-26 school year, this action is modified to reflect an intent to improve families' perception regarding their belongingness and connectedness to their school community (Metric 3.7). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback	$3,458,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.12	ATTENDANCE - Attendance and Engagement Strategies	Support school sites in focused efforts to reduce chronic absenteeism, including promoting best practices (e.g. regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network). Providing expanded supports to include capacity building for staff, tiered re-engagement and absence support, engaging youth voice to promote positive engagement and attendance, implementation of a restorative School Attendance Review Board (SARB) process, and summer community outreach events. Chronic Absenteeism (Metric 3.2) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.	$6,000.00	Yes
3.13	ATTENDANCE - Family Communication Tools (Discontinued June 2026)	Provide family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism, including the delivery of personalized messages to families based on an analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support. Reduce students' rates of chronic absenteeism (Metric 3.2). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		No
3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Provide a range of capacity-building and constituent service opportunities to families and guardians. Improve families' perception regarding their belongingness and connectedness to their school community (Metric 3.8). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$1,688,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27)	Provide parent and teacher home visits. Student Suspension Rate (Metric 3.1), Chronic Absenteeism (Metric 3.2), Student Connectedness Perception (Metrics 3.6 and 3.9), and Family Connectedness Perception (Metric 3.8) are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$548,192.00	Yes
3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Develop and deliver training to school sites, providing direct response and intervention for bullying incidents, and collaborating with constituent services and the Student Hearing and Placement Department. Bullying Prevention staff works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts. Suspension Rate (Metric Metric 3.1), Chronic Absenteeism (Metric 3.2), and Student Safety Perception (Metric 3.5) are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	$534,173.00	Yes
3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	Provide students with disabilities access to trained mental health professionals (School Social Workers) that can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, and consultation with teachers, parents, and administrators. The student Suspension Rate (Metric 3.1) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$2,717,534.00	No

Action #	Title	Description	Total Funds	Contributing
3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Building upon past learnings from Phase I for the effort to re-image school safety by using data to identify safety-based behavior concerns, continue providing safety evidence-based services that positively impact students, staff, and school campus safety and culture. Such services include conflict mediation and partnering with agencies to identify and address causation factors. Momentum from Phase II is moving the district quickly to Phase III, which includes a process to reduce suspensions at the middle and high school levels and address other equity concerns that contribute to the "school to prison pipeline" disproportionately impacting black and brown students. The district's strategy continues to emphasize and value the collaboration with community based organizations, grass roots organizations (lived experience), and other district partners to accomplish district wide school safety. The student Suspension Rate (Metric 3.1) is one of the intended impacted areas of this action. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to also improve the Expulsion Rate (Metric 3.4), Family Safety Perception (Metric 3.7), student dropout rates (Metrics 3.11 and 3.13), and Staff Safety Perception (Metric 3.10). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$3,340,691.00	Yes
3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Maintain a competitive salary and benefits package for certificated staff in order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. (Carver-Thomas and Darling-Hammond [2017] Teacher Turnover: Why It Matters and What We Can Do About It). With a competitive salary and benefit package, the district expects to see a reduction of teacher turnover and the retention of experienced classroom teachers, as well as an increased ability to recruit highly qualified candidates who will be effective in improving the academic	$12,339,412.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes of the unduplicated students who are the majority of our district. Being able to recruit, hire, and retain highly qualified teachers, including teachers who reflect the racial, ethnic, and linguistic demographics of the district remains a key priority for improving unduplicated student outcomes. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to improve Staff Connectedness Perception (Metric 2.16) and Staff Safety Perception (Metric 3.10).		
3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success. Family Connectedness Perception (Metric 3.8) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$20,000.00	No
3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	School Site Council-determined, SPSA-based actions to improve school culture and climate. These funds are used to implement actions/strategies that benefit the targeted student groups identified by the site's Needs Assessment. Actions are described by each school site in their School Plan for Student Achievement (SPSA) and each school site defines measurable outcomes for monitoring progress and measuring effectiveness. Actions or strategies in each school's SPSA support achievement of the school's established goals, which represent each site's efforts to achieve the overall goals present in the district's LCAP. Examples of actions/strategies in Goal 3 include staffing for Student Support Centers, programs and materials to incentivize positive attendance, enrichment experiences, Social Emotional Learning (SEL) programs, Positive Behavioral Interventions and Supports (PBIS) efforts, and professional development, family/community events, Parent Resource Center supports, and time/staff to engage in school-home outreach. Reduce students' rates of chronic absenteeism (Metric 3.2), increase students' rates of attendance (Metric 3.3), and reduce the percent of students suspended (Metric 3.1). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback	$3,166,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
		received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities. The percent of sites with a good facility rating (Metric 3.12) is one of the intended impacted areas of this action.	$133,348,494.00	Yes
3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Culture & Climate Priorities: Anti-Bias, Anti-Racist, Trauma-Informed Principles & Practices. Professional learning for all staff includes building internal training capability; structured, ongoing professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation. Staff Safety Perception (Metric 3.10) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	$935,905.00	Yes
3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Increase arts K-8 staffing in dance, music, theater and visual arts, and high school CTE courses, including developing arts leads at all district schools. Utilize the expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing. Provide Adequate Facilities, Equipment, Materials/Supplies for visual and performing arts instruction. Enhance Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement by developing and expanding partnerships with professional and community organizations and inviting and engaging parents and families to actively participate in school site and district arts programs. Develop strategies and platforms to increase and enhance communication within the district about arts programs and events and with	$4,207,791.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents/guardians and families about available arts opportunities throughout the district. Student Suspension Rate (Metric 3.1), Chronic Absenteeism (Metric 3.2), Student Connectedness Perception (Metrics 3.6 and 3.9), and Family Connectedness Perception (Metric 3.8) are some of the intended impacted areas of this action.		
3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	Provide equitable and consistent access to arts opportunities for all students during the school day and through Expanded Learning. Develop standards-based curriculum, methodology, and instruction in music, visual arts, dance, theater arts, and media arts (collectively known as VAPA) in TK-12, and develop an integrated arts curriculum in TK-6. Provide arts teachers with high-quality and relevant professional learning opportunities, time for cross-district collaboration, incentives for advancement, and support for teachers in accessing professional conferences and workshops in their field. Student Suspension Rate (Metrics 3.1), Chronic Absenteeism (Metrics 3.2), and Student Connectedness Perception (Metrics 3.6 and 3.9) are some of the intended impacted areas of this action.	$12,996,406.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027 at American Legion for each Very Low performing student group on the 2023 California School Dashboard, the • Graduation rate will improve by 5 percentage points, • College and Career Prepared rate will improve by 5 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, • SBAC Math Distance From Met will improve by 10 scale score points, and • Suspension rate will improve by 5 percent. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Rate of students making progress toward English proficiency on the ELPAC will increase by 6 percent.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

In consultation with the educational partners at American Legion, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, English Learner (EL), and Hispanic students
- Academic Indicator English Learner Progress Indicator: EL students and Long-Term EL students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 59.1 Socioeconomically Disadvantaged (SED): 58.5 Hispanic (H): 63.0 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	2023-24 Graduation Rate ALL: 66.2 SED: 66.2 H: 63.4 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25	2024-25 Graduation Rate ALL: 73.8 SED: 72.7 H: 73.3 Source: Five-Year Graduation Rate in California School Dashboard Released in 2025-26	2025-26 Graduation Rate ALL: 69.1 SED: 63.5 H: 68.0 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	ALL: 14.7 SED: 14.2 H: 10.3
4.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 0.0 Socioeconomically Disadvantaged (SED): 0.0 Hispanic (H): 0.0 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 2.8 SED: 2.9 H: 1.7 Source: College/Career Indicator in California School Dashboard Released in 2024-25	2024-25 College/Career Prepared Rate ALL: 0.9 SED: 1.0 H: 1.6 Source: College/Career Indicator in California School Dashboard Released in 2025-26	2025-26 College/Career Prepared Rate ALL: 5.0 SED: 5.0 H: 5.0 Source: College/Career Indicator in California School Dashboard Released in 2026-27	ALL: 0.9 SED: 1.0 H: 1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Academic Indicator ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met ALL: -235.6 Socioeconomically Disadvantaged (SED): -240.2 Source: Academic Indicator in California School Dashboard Released in 2023-24	2023-24 ELA Distance From Met ALL: -139.7 SED: -125.4 Source: Academic Indicator in California School Dashboard Released in 2024-25	2024-25 ELA Distance From Met ALL: -145.7 SED: -134.5 Source: Academic Indicator in California School Dashboard Released in 2025-26	2025-26 ELA Distance From Met ALL: -225.6 SED: -230.2 Source: Academic Indicator in California School Dashboard Released in 2026-27	ALL: 89.9 SED: 105.7
4.4	Academic Indicator Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -248.7 Socioeconomically Disadvantaged (SED): -248.7 Source: Academic Indicator in California School Dashboard Released in 2023-24	2023-24 Math Distance From Met ALL: -232.8 SED: -224.3 Source: Academic Indicator in California School Dashboard Released in 2024-25	2024-25 Math Distance From Met ALL: -244.2 SED: -244.4 Source: Academic Indicator in California School Dashboard Released in 2025-26	2025-26 Math Distance From Met ALL: -238.7 SED: -238.7 Source: Academic Indicator in California School Dashboard Released in 2026-27	ALL: 4.5 SED: 4.3
4.5	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 18.9 African American (AA): 26.6 Students With Disabilities (SWD): 28.6	2023-24 Suspension Rate ALL: 13.7 AA: 21.3 SWD: 20.6	2024-25 Suspension Rate ALL: 10.5 AA: 14.0 SWD: 21.1	2025-26 Suspension Rate ALL: 13.9 AA: 21.6 SWD: 23.6	ALL: -8.4 AA: -12.6 SWD: -7.5 SED: -12.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 20.2 English Learner (EL): 12.5 Hispanic (H): 16.1 Source: Suspension Indicator in California School Dashboard Released in 2023-24	SED: 14.1 EL: 9.6 H: 12.6 Source: Suspension Indicator in California School Dashboard Released in 2024-25	SED: 8.2 EL: 7.4 H: 9.2 Source: Suspension Indicator in California School Dashboard Released in 2025-26	SED: 15.2 EL: 7.5 H: 11.1 Source: Suspension Indicator in California School Dashboard Released in 2026-27	EL: -5.1 H: -6.9
4.6	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 30.6 % of Long Term ELs are making progress towards proficiency: 30.6 Source: English Learner Progress Indicator in California School Dashboard	Outcome not available. New metric added 2025-26.	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 55.0 % of Long Term ELs are making progress towards proficiency: 56.4 Source: California School Dashboard Released in 2025-26	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 36.6 % of Long Term ELs are making progress towards proficiency: 36.6 Source: English Learner Progress Indicator in California School Dashboard	% of ELs are making progress towards proficiency: 24.4 % of Long Term ELs are making progress towards proficiency: 25.8

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.

4.1 Resource Specialist: Substantially implemented as planned.
4.2 Additional Section of English: Substantially implemented as planned.
4.3 Additional Social Worker Services: Substantially implemented as planned.

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

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Success and Effectiveness

The combined impact of these efforts is most visible in the significant improvement of the Graduation Rate. All identified student groups, including Socioeconomically Disadvantaged and Hispanic students, showed substantial progress toward the goal of ensuring students complete their secondary education. This upward trend confirms that the school's targeted credit recovery and academic support systems are successfully moving students toward graduation.

Academic performance in core subjects also showed positive momentum. Both ELA and Math Distance From Met (DFM) metrics improved for the student body as a whole and for Socioeconomically Disadvantaged students compared to the baseline. Additionally, the effectiveness of the site’s climate initiatives is evidenced by a broad and consistent decrease in the Suspension Rate across every identified student group, including African American students, Students with Disabilities, and English Learners.

The school has also seen exceptional growth in the English Learner Progress Indicator, with both English Learners and Long-Term English Learners making significant strides toward English proficiency. This indicates that language support and specialized instruction are yielding strong results for the school's diverse learner population.

The following actions represent the framework utilized during the reporting period to achieve this success:

Action 4.1 (Resource Specialist): This position was central to accelerating academic performance for students who had fallen behind in their coursework. By providing direct intervention and assisting with professional learning for teachers, this role directly contributed to the gains observed in ELA and Math DFM, as well as the improved graduation rates.

Action 4.2 (Additional Section of English): This action provided essential flexibility in the master schedule, allowing students to recover missing English credits. This direct path to credit recovery served as a primary driver in the increased graduation rates for all student groups.

Action 4.3 (Additional Social Worker Services): This role addressed students' mental health and basic needs. By providing a higher level of social-emotional support, the social worker was instrumental in the continued reduction of suspension rates and helped stabilize students so they could remain focused on their academic and graduation goals.

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.

Actions Added or Modified for 2025-26

Action 4.3 Additional Social Worker Services: Beginning with the 2025-26 school year, this action will be implemented to improve student outcomes.

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:
English Learner Progress Indicator: English Learners.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	Resource Specialist	Continue funding a Resource Specialist to help accelerate the academic performance and progress of students who have fallen behind in their course work, and assist with professional learning for those teachers who do not yet have a full and clear credential. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 61.9 percent of teachers have a full and clear credential. (Metrics 4.1 thru 4.6)	$148,899.00	No
4.2	Additional Section of English	Continue funding an Additional Section of English to the master schedule to assist students in recovering missing English credits towards graduation. (Metrics 4.1 - 4.4, 4.6)	$21,997.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Additional Social Worker Services (New 2025-26)	Hire additional social worker-provided mental health services. These services will help to address the mental health and basic needs of students will lead to a higher level of academic success, and improved graduation rates and preparedness for college or careers. (Metrics 4.1 - 4.6)	$111,620.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027 at Bret Harte for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 14 percent, • Percent of students improving their SBAC Math Distance From Met will increase by 28 percent, and • Suspension rate will improve by 5 percent.	Equity Multiplier 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.

The school is not eligible for Equity Multiplier funding in 2026-27. However, the school is continuing to implement the related goal.

In consultation with the educational partners at Bret Harte, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Academic Indicators Math SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, Hispanic, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM	2023-24 Percent of Students Improving ELA DFM	2024-25 Percent of Students Improving ELA DFM	2025-26 Percent of Students Improving ELA DFM	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 58.3 Socioeconomically Disadvantaged (SED): 66.1 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	SWD: 57.1 SED: 53.2 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)	SWD: 66.7 SED: 74.3 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	SWD: 72.3 SED: 80.1	SWD: 8.4 SED: 8.2
5.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM Students With Disabilities (SWD): 50.0 Socioeconomically Disadvantaged (SED): 52.4 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM SWD: 28.6 SED: 44.7 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)	2024-25 Percent of Students Improving Math DFM SWD: 41.7 SED: 51.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving Math DFM SWD: 78.0 SED: 80.4	SWD: -8.3 SED: -1.0
5.3	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 7.9 African American (AA): 12.2 Students With Disabilities (SWD): 7.0	2023-24 Suspension Rate ALL: 5.0 AA: 14.3 SWD: 5.0 SED: 8.6 H: 1.1	2024-25 Suspension Rate ALL: 6.0 AA: 8.6 SWD: 5.6 SED: 6.5 H: 5.2	2025-26 Suspension Rate ALL: 3.9 AA: 8.2 SWD: 3.0 SED: 4.6 H: 2.2	ALL: -1.9 AA: -3.6 SWD: -1.4 SED: -2.1 H: -1.0 W: -3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 8.6 Hispanic (H): 6.2 White (W): 6.5 Source: Suspension Indicator in California School Dashboard Released in 2023-24	W: 6.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25	W: 3.0 Source: Suspension Indicator in California School Dashboard Released in 2025-26	W: 2.5 Source: Suspension Indicator in California School Dashboard Released in 2026-27	

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.

5.1 Additional Clerk Hours: Substantial implementation as planned.
5.2 Academic Coaching Support Services: Not implemented as academic conferences were not held during the school day.
5.3 Teacher Release Time: Substantial implementation as planned.
5.6 Noon Duty: Substantial implementation as planned.
5.7 Field Trips and Reverse Field Trips: Not implemented as field trips were unable to be scheduled.
5.8 Resource Specialist Intervention Support: Not implemented due to difficulties recruiting for vacant positions.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

5.8 Resource Specialist Intervention Support

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

Overall Successes and Effectiveness

The expansion of Additional Clerk Hours (5.1) has played a vital role in addressing chronic absenteeism, ensuring more students are present to receive instruction, which is directly reflected in the improved ELA Distance From Met (DFM) for both Students with Disabilities and Socioeconomically Disadvantaged students. However, the overall effectiveness of the academic strategy was partially limited as Academic Coaching Support Services (5.2) and Resource Specialist Intervention Support (5.8) were not implemented. The absence of these specialized supports likely contributed to the challenges seen in the Math DFM metrics, which have not yet returned to baseline levels.

In contrast, the utilization of Teacher Release Time (5.3) provided a necessary collaborative space for data analysis, allowing staff to pivot instructional strategies that supported the positive growth in ELA. The focus on school climate was further bolstered by the implementation of Noon Duty (5.6). This action was highly effective in fostering a safer environment, as evidenced by the significant drop in suspension rates across nearly all student groups—most notably for African American and Hispanic students. While Field Trips and Reverse Field Trips (5.7) were not implemented, the combined impact of the active clerical and climate supports has established a stronger foundation for student engagement and behavioral 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.

Actions Discontinued June 2025

5.4 Whiteboards and Novel Studies to Support Instruction: This action is discontinued as of June 2025 as the supplies were completely purchased and received in 2024-25, and the materials are reusable.
5.5 Student Smart Tutors: This action is discontinued as of June 2025 due to the inability to secure a contract for the service.
5.8 Resource Specialist Intervention Support: Beginning with the 2025-26 school year, this new actions will be implemented to improve student academic outcomes.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

5.2 Academic Coaching Support Services: This action has been removed from the Equity Multiplier plan because the Academic Coaching Support Services are not a targeted intervention exclusively serving the highest-need student group identified for Equity Multiplier.
5.3 Teacher Release Time: This action has been removed from the Equity Multiplier plan because Teacher Release Time for academic conferences and teacher collaboration meetings is a site-wide professional practice that supports all classrooms and grade levels rather than a targeted service exclusively for the highest-need student group identified for Equity Multiplier funding.
5.6 Noon Duty: This action has been removed from the Equity Multiplier plan because additional noon duty supervision is a site-wide safety and climate support that benefits all students during recess and lunch rather than a targeted intervention exclusively serving the highest-need student group identified for Equity Multiplier funding.

5.8 Resource Specialist Intervention Support: This action has been discontinued and removed from the plan. The site attempted to hire a 0.2 FTE Resource Specialist (Intervention Support) during the current year; however, recruitment efforts were unsuccessful due to ongoing staffing shortages and a limited pool of qualified candidates.

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	Additional Clerk Hours	Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. The goal for increasing the Clerk from a 3.5 hour day to a 6 hour day to decrease our school chronic absenteeism to less than 20%. If students are in school more often the more we can close the achievement gap. (Metrics 5.1 and 5.2)	$39,021.00	No
5.2	Academic Coaching Support Services (Discontinued June 2026)	Purchase Academic Coaching Support Services from the CORE in support of ELA and Math. Coaching and professional development supports will be focused on High Quality Instruction (HQI) practices, unpacking essential standards at each grade level, and improving teacher clarity in relation to instructional practices. This coaching will support each teacher, especially those teachers who do not yet have a full and clear credential, discussing student data to make informed decisions about best practices and which essential standards to focus on with each student group. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 84.9 percent of teachers have a full and clear credential. (Metrics 5.1 and 5.2)		No
5.3	Teacher Release Time (Discontinued June 2026)	Teacher Release Time for three academic conference and teacher collaboration meetings to analyze student data and create academic goals for student achievement. (Metrics 5.1 and 5.2)		No
5.4	Whiteboards and Novel Studies to Support Instruction	Whiteboards and Novel Studies to Support Instruction. The whiteboards are a 3x2 fixed on trifold boards for storage. Students work in pairs on a problem presented by the teacher and students show their work on how	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	(Discontinued June 2025)	they solved the problem. This is a high engaging activity learned through research based PD offered by SCOE. (Metrics 5.1 and 5.2)		
5.5	Student Smart Tutors (Discontinued June 2025)	Secure a contract with Study Smart Tutors to provide Intervention and Extended Day opportunity to students. Tutors will provide support with learning goals and to close the achievement gap for students. Tutoring services are 5 days a week with 10 hours of tutoring each day. Students may be supported in class, pulled out from class in small group, or seen during after school. (Metrics 5.1 and 5.2)	$0.00	No
5.6	Noon Duty (Discontinued June 2026)	Noon Duty to reduce Suspension rate. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflict as a result will lowering the school suspension rate. (Metric 5.3)		No
5.7	Field Trips and Reverse Field Trips	Field Trips and Reverse Field Trips. Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students will a connection to learning. (Metric 5.3)	$26,966.00	No
5.8	Resource Specialist Intervention Support (Discontinued June 2026)	Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-side intervention program coach. (Metrics 5.1 and 5.2)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By 2027 at Capital City for each Very Low performing student group on the 2023 California School Dashboard, the • Graduation rate will improve by 5 percentage points, • College and Career Prepared rate will improve by 5 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, and • SBAC Math Distance From Met will improve by 10 scale score points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Capital City, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, Asian, Hispanic, White students, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: English Learner students
- College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Chronic Absenteeism Indicator: ALL, Asian, Socioeconomically Disadvantaged, and Hispanic students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 59.5 Socioeconomically Disadvantaged (SED): 56.9 Hispanic (H): 63.5 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	2023-24 Graduation Rate ALL: 60.8 SED: 57.1 H: 69.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25	2024-25 Graduation Rate ALL: 69.2 SED: 66.0 H: 65.4 Source: Five-Year Graduation Rate in California School Dashboard Released in 2025-26	2025-26 Graduation Rate ALL: 64.5 SED: 61.9 H: 68.5 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	ALL: 9.7 SED: 9.1 H: 1.9
6.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 2.6 Socioeconomically Disadvantaged (SED): 2.9 Hispanic (H): 2.0 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 1.4 SED: 1.6 H: 0.0 Source: College/Career Indicator in California School Dashboard Released in 2024-25	2024-25 College/Career Prepared Rate ALL: 6.7 SED: 2.5 H: 4.2 Source: College/Career Indicator in California School Dashboard Released in 2025-26	2025-26 College/Career Prepared Rate ALL: 7.6 SED: 7.9 H: 7.0 Source: College/Career Indicator in California School Dashboard Released in 2026-27	ALL: 4.1 SED: 0.4 H: 2.2
6.3	Academic Indicator ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met Asian (A): -77.6	2023-24 ELA Distance From Met A: -74.9	2024-25 ELA Distance From Met A: -112.1	2025-26 ELA Distance From Met A: -67.6	A: -34.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Academic Indicator in California School Dashboard Released in 2023-24 2024-25 ELA Distance From Met (Baseline for EM Funds Announced February 2026) ALL: -112.1 Socioeconomically Disadvantaged (SED): -118.3 Hispanic (H): -100.2 Source: Academic Indicator in California School Dashboard Released in 2025-26	Source: Academic Indicator in California School Dashboard Released in 2024-25	ALL, SED, and H Outcomes not available. New metric added 2026-27. Source: Academic Indicator in California School Dashboard Released in 2025-26	ALL: -107.1 SED: -113.3 H: -95.2 Source: Academic Indicator in California School Dashboard Released in 2026-27	ALL, SED, and H Outcomes not available. New metric added 2026-27.
6.4	Academic Indicator Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -152.3 English Learner (EL): -146.2 Asian (A): -127.3 Hispanic (H): -167.2 White (W): -133.9 Source: Academic Indicator in California School Dashboard Released in 2023-24	2023-24 Math Distance From Met ALL: -154.2 EL: -151.4 A: -138.7 H: -149.7 W: -155.4	2024-25 Math Distance From Met ALL: -191.1 EL: - 219.6 A: -150.9 H: -202.6 W: -184.5	2025-26 Math Distance From Met ALL: -142.3 EL: -136.2 A: -117.3 H: -157.2 W: -123.9	ALL: -38.8 EL: -73.4 A: -23.6 H: -35.4 W: -50.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024-25 Math Distance From Met (Baseline for EM Funds Announced February 2026) Socioeconomically Disadvantaged (SED): -199.1 Source: Academic Indicator in California School Dashboard Released in 2025-26	Source: Academic Indicator in California School Dashboard Released in 2024-25	SED Outcomes not available. New metric added 2026-27. Source: Academic Indicator in California School Dashboard Released in 2025-26	SED: -194.1 Source: Academic Indicator in California School Dashboard Released in 2026-27	SED Outcomes not available. New metric added 2026-27.
6.5	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate A: 28.1 Source: California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate (Baseline for EM Funds Announced February 2026) ALL: 44.2 Socioeconomically Disadvantaged (SED): 46.5	Outcome not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate A: 40.6 ALL, SED, and H Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate A: 23.1 ALL: 39.2 SED: 41.5 H: 40.5 Source: California School Dashboard	A: 12.5 ALL, SED, and H Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic (H): 45.5 Source: California School Dashboard Released in 2025-26		Source: California School Dashboard Released in 2025-26		
6.6	English Learner Progress (Dashboard)	2024-25 English Learner Progress (Baseline for EM Funds Announced February 2026) % of ELs are making progress towards proficiency: 40.5 Source: California School Dashboard		Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 45.5 Source: California School Dashboard Released in 2026-27	Outcome not available. New metric added 2026-27.

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.

6.1 Implement Schools PLP: Substantially implemented as planned.
6.3 ELA Resource Specialist: Substantially implemented as planned.
6.4 Math Resource Specialist: Substantially implemented as planned.
6.5 Lexia Core5/Power Up Online Platform: Substantially implemented as planned.
6.6 i-Ready: Year-end assessment of implementation status in process.
6.7 Field Trips: Year-end assessment of implementation status in process.
6.8 Supplemental Curriculum: Year-end assessment of implementation status in process.
6.9 Site Instructional Coordinator: Not implemented due to difficulties recruiting for vacant positions.
6.10 Flexible Seating: Not implemented as a result of staff formative evaluation of the action.
6.11 Teacher Per Diems for Targeted Interventions: Substantially implemented as planned.
6.12 Teacher Per Diems for SAT/ACT Prep: Implemented, but fewer than expected students signed up for support.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

6.9 Site Instructional Coordinator

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

Overall Successes and Effectiveness

The collective implementation of the actions within this goal has demonstrated measurable success in improving student outcomes at Capital City, particularly in the areas of graduation and college readiness. When looking at the overall effectiveness, the synergy between instructional technology and specialized human resources has driven significant gains.

The graduation rate shows a clear upward trend from the baseline, with the "All Students" group increasing by nearly 10 percentage points and the Hispanic student group showing consistent progress. Similarly, the College/Career Preparedness rate has moved in a positive direction, nearly tripling for the "All Students" group compared to the baseline. While academic indicators in Math and ELA remain a challenge, the "Distance From Met" for several student groups has shown narrowing gaps or stabilized performance, indicating that the targeted interventions are reaching those most in need.

The effectiveness of this goal was supported by the following actions:

Action 6.1 (Implement Schools PLP): This provided the foundational independent learning curriculum necessary for students to access standards-aligned content.

Action 6.3 (ELA Resource Specialist) & Action 6.4 (Math Resource Specialist): These roles provided the direct, expert intervention required to improve literacy and numeracy, which are critical for increasing the number of students eligible to graduate.

Action 6.5 (Lexia Core5/Power Up) & Action 6.6 (i-Ready): These online platforms offered supplemental, targeted support for students achieving below grade level.

Action 6.7 (Field Trips): These academic trips helped boost engagement and connectivity to the curriculum.

Action 6.8 (Supplemental Curriculum): This allowed for grade-level specific materials to enhance core instruction.

However, certain actions faced hurdles: Action 6.9 (Site Instructional Coordinator) was not implemented due to recruitment challenges, and Action 6.10 (Flexible Seating) was not implemented following a staff evaluation of its potential impact. Additionally, while Action 6.11 (Teacher Per Diems for Targeted Interventions) and Action 6.12 (Teacher Per Diems for SAT/ACT Prep) were executed, the latter saw lower-than-expected student participation. Taken together, the data suggests that while personnel and software-based interventions are highly effective, traditional after-school formats may require further refinement to fully engage the independent study student population.

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.

Actions Discontinued June 2025

6.2 Response to Interventions (RtI) Materials: This action is discontinued as of June 2025 as the materials were completely purchased and received in 2024-25, and the materials are reusable.

Actions Added or Modified for 2025-26

6.5 Lexia Core5/Power Up Online Platform
6.6 i-Ready
6.7 Field Trips
6.8 Supplemental Curriculum
6.9 Site Instructional Coordinator
6.10 Flexible Seating
6.11 Teacher Per Diems for Targeted Interventions
6.12 Teacher Per Diems for SAT/ACT Prep

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:
Chronic Absenteeism Rate: Asian.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026
6.5 Lexia Core5/Power Up Online Platform: Discontinued as purchase completed by June 2026.
6.6 i-Ready (New 2025-26): Discontinued as purchase completed by June 2026.
6.9 Site Instructional Coordinator: Discontinued due to inability to fill vacancy.
6.10 Flexible Seating: Discontinued as the instructional team determined implementing flexible seating was not going to be as impactful as we had previously anticipated at improving student outcomes.
6.11 Teacher Per Diems for Targeted Interventions: Discontinued. Due to the nature of the site's independent study program focus, attempted after school tutoring was not effective at attracting the targeted students to attend the Intervention sessions.

6.12 Teacher Per Diems for SAT/ACT Prep: Discontinued. Due to the nature of the site's independent study program focus, attempted after school tutoring was not effective at attracting the targeted students to attend SAT/ACT preparation sessions.

Actions Added or Modified for 2026-27
6.13 Clerk
6.14 ELPAC Testing Coordinator Stipend
6.15 Supplement CAASSP Coordinator Stipend
6.16 College & Career Readiness Intervention Incentives
6.17 Technology Support Accessories
6.18 Engagement/Participation Support
6.19 PE supplemental materials
6.20 School Safety
6.21 Family Engagement Translator

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27:
ELA Distance From Met: ALL, Socioeconomically Disadvantaged, Hispanic
Math Distance From Met: Socioeconomically Disadvantaged
Chronic Absenteeism Rate: ALL, Hispanic, Socioeconomically Disadvantaged
English Learner Progress: English Learners

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implement Schools PLP	Purchase and Implement Schools PLP, an Independent Learning Technology-based K-12 curriculum uniquely designed for independent study. This curriculum includes related professional learning. (Metrics 6.1 and 6.4)	$214,200.00	No
6.2	Response to Interventions (RtI) Materials (Discontinued June 2025)	Purchase Response to Interventions (RtI) materials to assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math. This action includes SIPPs and planners/bullet journals to aid students in maintaining their goals and outcomes and to schedule weekly	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		tasks to develop core life skills and exhibit good study/work habits as part of meeting the Student Learning Goals. (Metrics 6.1 and 6.4)		
6.3	ELA Resource Specialist	Hire a 1.0 FTE ELA Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students eligible to graduate. The Resource Specialist will engage in literacy professional learning, especially for those teachers who do not yet have a full and clear credential, and strategies to support students needing additional literacy strategies to be successful. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 68.2 percent of teachers have full and clear credential. (Metrics 6.1 and 6.4)	$179,590.00	No
6.4	Math Resource Specialist	Hire a 1.0 FTE Math Resource Specialist provide intervention support to identified students with learning and improving math number sense. The Resource Specialist will engage in math professional learning and strategies to support students needing additional assistance and understanding of the standards for mathematical practices (SMPs) for students' success. (Metrics 6.1, 6.2, and 6.4)	$179,590.00	No
6.5	Lexia Core5/Power Up Online Platform (Discontinued June 2026)	Purchasing the Lexia Core5/Power Up K-12 online platform provides supplemental curriculum and support for students achieving below grade level standards in ELA and/or Math K-12. The use of this platform will provide targeted support for the identified students not achieving at grade level standards and will support increasing ELA scores. (Metrics 6.1 and 6.4)		No
6.6	i-Ready (Discontinued June 2026)	Purchasing i-Ready ELA and i-Ready Math K-8 subscription for the online platform which provides supplemental curriculum and support for students achieving below grade level standards in ELA and/or Math K-12. The use of this platform will provide targeted support for the identified students not		No

Action #	Title	Description	Total Funds	Contributing
		achieving at grade level standards and will support increasing Math and/or ELA scores. (Metrics 6.1 and 6.4)		
6.7	Field Trips (New 2025-26)	Allocate funds for academic field trips aligned with the California State Standards including Science, Math, Reading and Social Science. Teachers will be required to submit a Field Trip request form with prior approval. Trips may include but are not exclusive to Effie Yeaw coming to the site to present content to specific grade segments, River Cats Game awarding students with attendance, behavior and academic success as measured in Infinite Campus. (Metric 6.5)	$2,000.00	No
6.8	Supplemental Curriculum (New 2025-26)	Allocate funds to each grade level/content teacher to supplement the core curriculum. (Metrics 6.1 and 6.4)	$11,000.00	No
6.9	Site Instructional Coordinator (Discontinued June 2026)	Hire a Site Instructional Coordinator to serve as a resource to design, plan, implement, monitor, and evaluate instructional programs to include the regular monitoring of classroom instruction, analyze and report student achievement data, identify priorities, and plan for focused and targeted instruction. Engage as a team member of the Tier System to identify target students, define an assistance plan, and coordinate assessment and review of student progress. In addition, to provide support for the alignment of standards with curriculum, instruction, and assessment; identify best instructional practices, coordinate appropriate staff development training, and provide follow-up support. This action will address chronic absenteeism & graduation rates. (Metrics 6.1 and 6.4)		No
6.10	Flexible Seating (Discontinued June 2026)	Purchase seating and flexible seating for 7th - 12 graders which will increase engagement in on campus learning allowing students to improve their focus and be more productive in completing assigned work. (Metric 6.5)		No

Action #	Title	Description	Total Funds	Contributing
6.11	Teacher Per Diems for Targeted Interventions (Discontinued June 2026)	Per Diems for Teacher(s) to provide intervention for targeted and identified students struggling with the curriculum before/ after regular school hours (i.e.: zero or 7th period for secondary.) Intervention will provide students with additional targeted support in the areas of math and English Language Arts to improve their knowledge and mastery of the grade level curriculum. (Metrics 6.1 and 6.4)		No
6.12	Teacher Per Diems for SAT/ACT Prep (Discontinued June 2026)	SAT/ACT Prep teacher targeting 6th - 11th grade students in preparation for the SAT and College & Career. Approximately 10 of our students apply to Out-State-Colleges and In-State private schools that require the SAT/ACT each school year. A designated certificated staff member will support our school and improve college and career readiness. (Metrics 6.1 and 6.4)		No
6.13	Clerk (New 2026-27)	Provide additional clerk support and related sub cost to support the Tiered Re-Engagement process, increase student connectivity and engagement that will result in increased student attendance and decreased chronic absenteeism. (Metric 6.5)	$110,070.00	No
6.14	ELPAC Testing Coordinator Stipend (New 2026-27)	Allocate funding for an ELPAC testing coordinator to manage the students identified as EL and the administration of the ELPAC Assessments and monitoring completion including communication with teachers, families and students. (Metric 6.6)	$1,558.00	No
6.15	Supplement CAASSP Coordinator Stipend (New 2026-27)	Supplement the district funding for a CAASPP testing coordinator to manage the students identified to take the CAASPP Assessments, the facilitation of the CAASPP Assessments and monitoring completion including communication with teachers, families and students. (Metrics 6.3 and 6.4)	$943.00	No

Action #	Title	Description	Total Funds	Contributing
6.16	College & Career Readiness Intervention Incentives (New 2026-27)	Provide snacks and/or drinks to incentivize students' participation in receiving information from community college counselors at Capital City to help students plan for their future college courses an how to earn an AA degree. (Metric 6.2)	$3,000.00	No
6.17	Technology Support Accessories (New 2026-27)	Buy extra chargers for chromebooks: students chargers are breaking, students need replacement chargers for their chromebooks. Purchase additional chromebooks as our current chromebooks are coming up on 5 or more years old and students needing chromebook replacements. (Metrics 6.3 and 6.4)	$7,500.00	No
6.18	Engagement/Participation Support (New 2026-27)	Per Diem for staff to provide Tier 1 supports for students at risk of not meeting attendance and/or participation or engagement criteria. (Metric 6.5)	$13,600.00	No
6.19	PE supplemental materials (New 2026-27)	Funds for weights and yoga blocks for the PE class. . Of the 83 juniors and seniors, 24 need PE to graduate before the end of this year or next. That is 29% of our juniors and seniors are currently in danger of not graduating without the classes offered and having the equipment to offer them. (Metric 6.1)	$5,000.00	No
6.20	School Safety (New 2026-27)	Campus Monitor (6 hours): Additional staff will assist in securing the campus between passing periods, ensuring that all students are attending class during times of instruction. The Campus Monitor will assist with before school, study hall and lunch duty, check in with students who are on attendance radar, wandering students, and connect students to counselors, social workers, or administrators and reinforce attendance expectations in a supportive, non-punitive manner. (Metric 6.5)	$100,808.00	No

Action #	Title	Description	Total Funds	Contributing
6.21	Family Engagement Translator (New 2026-27)	Per Diem for staff to provide language interpretation to assist during our enrollment paperwork process, introduction/orientation for interested families, tiered re-engagement meetings, parent conferences, and other events as needed to improve the family communication for families that speak another language other than English. Reduce chronic absenteeism. (Metric 6.5)	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By 2027 at Caroline Wenzel for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, and • Suspension rate will improve by 2 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier 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.

In consultation with the educational partners at Caroline Wenzel, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator ELA SBAC Distance From Met: All, African American, Hispanic, and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: African American students
- Suspension Indicator: All, African American, English Learner, Hispanic, and Socioeconomically Disadvantaged, and Students With Disabilities
- Chronic Absenteeism Indicator: English Learner, Hispanic, and Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM African American (AA): 41.7 Socioeconomically Disadvantaged (SED): 41.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving ELA DFM ALL: 50.8 H: 57.1 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM AA: 35.3 SED: 49.1 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis) ALL and H Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving SBAC ELA DFM AA: 68.4 SED: 72.2 ALL: 68.8 H: 80.8 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving SBAC ELA Result (July 2026) AA: 71.7 SED: 71.5 ALL: 70.8 H: 77.1	AA: 26.7 SED: 30.7 ALL: 18.0 H: 23.7
7.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM African American (AA): 37.5 Source: 20230717 2022-23 SBAC Results-	2023-24 Percent of Students Improving Math DFM AA: 47.1 Source: 20240614 2023-24 SBAC	2024-25 Percent of Students Improving Math DFM AA: 36.8	2025-26 Percent of Students Improving Math DFM AA: 67.5	AA: -0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		May15th (Internal Analysis)	Results- May15th (Internal Analysis)			
7.3	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate African American (AA): 6.1 Socioeconomically Disadvantaged (SED): 6.4 Source: Suspension Indicator in California School Dashboard Released in 2023-24 2023-24 Suspension Rate ALL: 13.5 EL: 7.7 H: 17.8 SWD: 9.8 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2023-24 Suspension Rate AA: 12.3 SED: 15.1 ALL, EL, H, and SWD Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate AA: 19.5 SED: 15.0 ALL: 12.8 EL: 5.1 H: 10.4 SWD: 17.3 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate (December 2026) AA: 4.1 SED: 4.4 ALL: 11.5 EL: 5.7 H: 15.8 SWD: 7.8 Source: California School Dashboard Released in 2026-27	AA: 13.4 SED: 8.6 ALL: -0.7 EL: -2.6 H: -7.4 SWD: 7.5
7.4	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate SWD: 46.2	SWD Outcomes not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate SWD: 35.9	2025-26 Chronic Absenteeism Rate SWD: 36.2	SWD: -10.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate English Learners (EL): 25.7 Hispanic (H): 35.7 Source: California School Dashboard Released in 2025-26		EL and H Outcomes not available. New metric added 2026-27.	EL: 20.7 H: 30.7 Source: California School Dashboard Released in 2026-27	EL and H Outcomes not available. New metric added 2026-27.

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.

7.3 FTE Instructional Aides: Implemented, but several vacant positions are not yet filled.
7.4 Campus Monitor: Implemented, but several vacant positions are not yet filled.
7.5 Social Worker: Not implemented due to difficulties recruiting for vacant positions.
7.6 Library Media Tech: Substantially implemented as planned.
7.7 Yard Duty: Substantially implemented as planned.
7.8 Play Works: Substantially implemented as planned.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

7.3 FTE Instructional Aides

7.4 Campus Monitor
7.5 Social Worker

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

Overall Successes and Effectiveness

The collective impact of the school's academic and climate-based actions has yielded positive results. Instructional Aides (7.3) were utilized to provide targeted support in primary classrooms, contributing to the academic growth seen in English Language Arts. This instructional foundation was complemented by the work of the Library Media Tech (7.6), which provided students with essential access to reading and research materials, further driving literacy outcomes.

The school also realized significant effectiveness in improving campus culture. The presence of the Campus Monitor (7.4) and Yard Duty (7.7) staff ensured greater supervision and conflict resolution during non-instructional times. This proactive approach to student safety was bolstered by the implementation of Play Works (7.8), which equipped staff with the de-escalation skills necessary to promote peaceful play. These combined efforts are directly reflected in the improved suspension outcomes for most student populations.

It is important to note that the Social Worker (7.5) action was not implemented due to recruitment challenges. Despite this missing component, the existing actions worked in tandem to provide a comprehensive support system that addressed both the academic and behavioral needs of the student body.

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.

Actions Discontinued June 2025

7.1 Resource Specialist (Intervention Lead): This action is discontinued as of June 2025 as the district will be providing reading intervention teacher services across the district.
7.2 Resource Specialist (Intervention Support): This action is discontinued as of June 2025 as the district will be providing reading intervention teacher services across the district.

Actions Added or Modified for 2025-26

7.3 Instructional Aides - This action will be modified as part of the school's efforts to improve the retention of teachers by providing additional instructional aide support.
7.4 Campus Monitor
7.5 Social Worker
7.6 Library Media Tech
7.7 Yard Duty
7.8 Play Works

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:

Percent of Students Improving ELA DFM: ALL and Hispanic
Suspension Rate: ALL, English Learner, Hispanic, and Students with Disabilities
Chronic Absenteeism Rate: Students with Disabilities

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Added or Modified for 2026-27

7.3 Instructional Aides: This action is modified to reflect the change from three instructional aides to two.

Actions Discontinued June 2026

7.5 Social Worker: School made several attempts, but was unable to fill vacancy.
7.6 Library Media Tech: Will cover remaining cost (approx $5000) with $24,439 carry-over not budgeted for next year.
7.7 Yard Duty: Will cover remaining cost (approx $5000) with $24,439 carry-over not budgeted for next year.
7.8 Play Works: Action completed by June 2026.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27:

Chronic Absenteeism Rate: English Learners, Hispanic

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
7.1	Resource Specialist (Intervention Lead) (Discontinued June 2025)	Hire 1.0 FTE Resource Specialist (Intervention Lead) who will facilitate and implement a targeted and systematic school-wide intervention program for the 2024-25 school year. Resource Specialist will provide small group pull-out and lead staff, especially those who do not yet have a full and clear credential, in professional learning. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 71.4 percent of teachers have full and clear credential. (Metrics 7.1 and 7.2)		No

Action #	Title	Description	Total Funds	Contributing
7.2	Resource Specialist (Intervention Support) (Discontinued June 2025)	Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-wide intervention program coach for the 2024-25 school year. The Resource Specialist will support targeted small group instruction in ELA and Math.		No
7.3	Instructional Aides (Modified 2026-27)	Hire two 0.375 FTE Instructional Aides to Support Primary Classes with academic content and target students who need additional support. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 83.6 percent of teachers have a full and clear credential. This support will be provided for both 2024-25 and 2025-26 school years. (Metrics 7.1 and 7.2)	$60,000.00	No
7.4	Campus Monitor (New 2025-26)	Hire a Campus Monitor to reduce suspension rate. Additional staff will assist in securing the campus between recesses and ensuring that all students are attending class during times of instruction. The Campus Monitor will assist with recess and lunch yard duty to reduce the amount of student conflict and as a result, will reduce the school suspension rate. (Metric 7.3)	$350,000.00	No
7.5	Social Worker (Discontinued June 2026)	Hire additional School Social Worker services to support students with their Social Emotional Learning to reduce Suspension Rate. Additional staff will provide additional support for students to work through their emotions and solve problems with other students without resorting to physicality. (Metrics 7.3 and 7.4)		No
7.6	Library Media Tech (Discontinued June 2026)	Hire a Library Media Tech to support student learning and increase achievement in ELA. The Library Media Tech will provide students with the opportunity to utilize the library and access the books for reading and research on different topics. (Metrics 7.1)		No

Action #	Title	Description	Total Funds	Contributing
7.7	Yard Duty (Discontinued June 2026)	Hire a Noon Duty to reduce Suspension Rate. Additional staff will assist in securing play yard during recess and lunches to reduce the amount of student conflict and as a result, will result in reducing the school suspension rate. (Metrics 7.3)		No
7.8	Play Works (Discontinued June 2026)	Fund and implement Play Works to reduce suspension rate. This program will train our yard duty and campus monitor to effectively de-escalate student situations and lead to students participating in peaceful play during recess and lunch times. (Metric 7.3)		No
7.9	7.9 AVID (New 2026-27)	Fund and implement AVID to “close the opportunity gap by preparing all students for college readiness and success in a global society”. This program will offer professional learning for our teachers to support implementation of AVID across our school with fidelity. (Metrics 7.1 thru 7.4)	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By 2027 at Isador Cohen for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 16 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 24 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 10 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Isador Cohen, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, English Learner, Students With Disabilities, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, Hispanic, and White students
- English Learner Progress Indicator: English Learner students
- Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students
- Chronic Absenteeism Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, Asian, Hispanic, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 62.1 Students With Disabilities (SWD): 60.0 Socioeconomically Disadvantaged (SED): 61.2 Hispanic (H): 64.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving ELA DFM English Learner (EL): 65.7 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 51.2 SWD: 62.5 SED: 51.9 H: 52.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2024-25 Percent of Students Improving ELA DFM ALL: 60.0 SWD: 59.3 SED: 59.3 H: 51.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis) EL Outcome not available. New metric added 2026-27.	2025-26 Percent of Students Improving ELA DFM ALL: 78.1 SWD: 76.0 SED: 77.2 H: 80.5 EL: 70.7	ALL: -2.1 SWD: -0.7 SED: -1.9 H: -13.1 EL Outcome not available. New metric added 2026-27.
8.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 48.5	2023-24 Percent of Students Improving Math DFM ALL: 56.1	2024-25 Percent of Students Improving Math DFM ALL: 56.9	2025-26 Percent of Students Improving Math DFM ALL: 72.5	ALL: 8.4 SWD: 5.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 35.0 Socioeconomically Disadvantaged (SED): 47.1 English Learner (EL): 39.3 Hispanic (H): 56.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving Math DFM White (W): 63.2 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	SWD: 50.0 SED: 54.5 EL: 54.2 H: 60.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	SWD: 40.7 SED: 55.0 EL: 56.6 H: 44.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis) W Outcome not available. New metric added 2026-27.	SWD: 59.0 SED: 71.1 EL: 63.3 H: 80.3 W: 68.2	SED: 7.9 EL: 17.3 H: -11.9 W Outcome not available. New metric added 2026-27.
8.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 23.6 Source: English Learner Progress Indicator in California School	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 34.5 Source: English Learner Progress Indicator in California School	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 40.5 Source: English Learner Progress Indicator in California School	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 28.6 Source: English Learner Progress Indicator in California School	% of ELs are making progress towards proficiency: 16.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2023-24	Dashboard Released in 2024-25	Dashboard Released in 2025-26	Dashboard Released in 2026-27	
8.4	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 4.5 African American (AA): 11.7 Socioeconomically Disadvantaged (SED): 5.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 2.9 AA: 8.3 SED: 3.2 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 3.2 AA: 10.9 SED: 3.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 2.5 AA: 9.7 SED: 3.0 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -1.3 AA: -0.8 SED: -1.5
8.5	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate Students With Disabilities (SWD): 36.7 Socioeconomically Disadvantaged (SED): 36.8 English Learner (EL): 28.2 Asian (A): 20.8 White (W): 36.8 Source: Chronic Absenteeism Indicator in California School	2023-24 Chronic Absenteeism Rate SWD: 21.7 SED: 28.8 EL: 17.2 A: 11.4 W: 25.5 AA Outcome not available. New metric added 2025-26. Source: Chronic Absenteeism	2024-25 Chronic Absenteeism Rate SWD: 24.4 SED: 19.7 EL: 7.4 A: 4.9 W: 5.7 AA: 45.3 H Outcome not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate SWD: 26.7 SED: 26.8 EL: 18.2 A: 10.8 W: 26.8 AA: 38.4 H: 21.9 Source: Chronic Absenteeism Indicator in California School	Year 1 Growth SWD: -12.3 SED: -17.1 EL: -20.8 A: -15.9 W: -31.1 AA: -3.1 H Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2023-24 2023-24 Chronic Absenteeism Rate AA: 48.4 Source: California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate Hispanic (H): 26.9 Source: California School Dashboard Released in 2025-26	Indicator in California School Dashboard Released in 2024-25	Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	Dashboard Released in 2026-27	

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.

8.2 Instructional Aide: Not implemented due to difficulties recruiting for vacant positions.
8.3 Social Worker: Implemented, but not all funded positions filled.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

8.2 Instructional Aide
8.3 Social Worker

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

Overall Successes and Effectiveness

The collective impact of the active actions has been essential in driving these positive outcomes. Action 8.3 (Social Worker) served as a primary catalyst for the improvements seen in school climate and student engagement; by addressing mental health and social-emotional needs, this support directly contributed to the decline in suspension rates and the notable gains in attendance. Furthermore, although the Instructional Aide (8.2) action was not implemented due to recruitment challenges, the overall strategic focus remained effective in moving students toward proficiency, particularly in Math where nearly all identified groups showed performance growth compared to the baseline.

While English Language Arts results have shown some year-over-year fluctuations, the current support system is effectively establishing a foundation for academic growth.

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.

Actions Discontinued June 2025
8.1 Resource Specialist: Beginning with the 2025-26 school year, this action is being discontinued as the district will be ensuring that reading specialist positions are provided at all schools across the district to improve literacy.

Actions Added or Modified for 2025-26
8.3 Instructional Aide: Beginning with the 2025-26 school year, this new action is added to provide 0.5 FTE social worker-provided mental health services.

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:
Chronic Absenteeism Rate: African American

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Added or Modified for 2026-27
8.2 Instructional Aide: Change from part-time to full-time aide due to the lack of interest in part-time aide positions.
8.4 Attendance Clerk
8.5 ELD Program
8.6 Bilingual Aide
8.7 CABE Conference / Teacher Training

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27:
Percent of Students Improving ELA DFM: English Learners
Percent of Students Improving Math DFM: White
Chronic Absenteeism Rate: Hispanic

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
8.1	Resource Specialist (Discontinued June 2025)	Hire a 1.0 FTE Resource Specialist to Support Identified Students' Improvement in learning to read and in using reading skills to access the core curriculum. The intervention support will include the coach assisting teachers and instructional aides in the grouping of students for intervention. The coach will also assist teachers, especially those who do not yet have a full and clear credential, and other instructional aides with the implementation of reading assessments, like DIBELS, SIPPs and i-Ready. The coach will provide support to staff with literacy professional learning and strategies to support students needing additional literacy strategies to be successful. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 82.6 percent of teachers have full and clear credential. (Metrics 8.1 - 8.3)		No
8.2	Instructional Aide (Modified 2026-27)	Hire two (2) Full-time FTE Instructional Aides to provide support with core reading or math content and target students who need additional support. The support will also assist teachers, especially those who do not yet have a full and clear credential, and other staff with the implementation of the academic program. (Metrics 8.1 - 8.3)	$200,000.00	No
8.3	Social Worker (New 2025-26)	Hire a 0.5 FTE Social Worker to Support Identified Students' Improvement in social emotional and academic outcomes. The improved school climate and culture resulting from this additional mental health support will also assist teachers, especially those who do not yet have a full and clear credential, and other staff with the implementation of the academic program. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes	$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		report, 80.0 percent of teachers have a full and clear credential. (Actions 8.1 - 8.5)		
8.4	Attendance Clerk (New 2026-27)	Extend the hours of attendance clerk by 2.5 hours a day to a total of 6 hours per day. Increasing the hours of clerk with aide with efforts to decrease chronic absenteeism and increase attendance. (Metric 8.5)	$80,000.00	No
8.5	ELD Program (New 2026-27)	Use Write Brain Writing and Language Program to supplement core for English Language Learners and students who struggle with academic language to strengthen student oral and written expression scores on ELPAC. (Metric 8.3)	$80,000.00	No
8.6	Bilingual Aide (New 2026-27)	Extend the hours of one bilingual position by 2.5 hours a day to a total of 6 hours per day. Increasing the hours of bilingual aide with efforts to increase ELPAC and CAASPP scores. (Metrics 8.1, 8.2, and 8.3)	$85,000.00	No
8.7	CABE Conference / Teacher Training (New 2026-27)	CABE conference attendance for teachers and support staff. Training in understanding how to work better with parents and students to reduce chronic absenteeism and teacher training to raise ELPAC and CAASPP scores. (Metrics 8.1, 8.2, and 8.3)	$24,331.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By 2027 at John Morse for each Very Low performing student group on the 2023 California School Dashboard, the • Suspension rate will improve by 5 percentage points, and • Chronic Absenteeism rate will improve by 5 percentage points. Although the school received additional Equity Multiplier funds for the 2025-26 school year, the site will continue implementing its original goals as the school did not receive any 2024 California School Dashboard color ratings due to its enrollment size.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at John Morse, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:
- Suspension Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students
- Chronic Absenteeism Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 39.4 Students With Disabilities (SWD): 39.4	2023-24 Suspension Rate ALL: 15.4 SWD: 16.0 SED: 19.0	2024-25 Suspension Rate ALL: 15.4 SWD: 15.4 SED: 9.5	2025-26 Suspension Rate ALL: 34.4 SWD: 34.4 SED: 35.0	ALL: -24.0 SWD: -24.0 SED: -30.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 40.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24	Source: Suspension Indicator in California School Dashboard Released in 2024-25	Source: Suspension Indicator in California School Dashboard Released in 2025-26	Source: Suspension Indicator in California School Dashboard Released in 2026-27	
9.2	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate ALL: 62.5 Students With Disabilities (SWD): 62.5 Socioeconomically Disadvantaged (SED): 63.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	2023-24 Chronic Absenteeism Rate ALL: 52.0 SWD: 52.0 SED: 50.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	2024-25 Chronic Absenteeism Rate ALL: 40.9 SWD: 40.9 SED: 35.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate ALL: 57.5 SWD: 57.5 SED: 58.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	ALL: -21.6 SWD: -21.6 SED: -28.0

Goal Analysis [2025-26]

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

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

9.1 Develop a School-wide Behavior Management Plan (SBMP): Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.
9.2 Teacher Per-Diem - Curriculum Development: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.
9.3 School-wide Behavior Management Plan (SBMP) Implementation & Training: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.

9.4 Restorative Justice & Trauma-Informed Practices Training: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.
9.5 Trauma-Safe/Wellness Room Implementation: Substantially implemented as planned.
9.6 Crisis Communication and Relationship Building Between Staff and Students: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.

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

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Successes and Effectiveness

The effectiveness of this goal was primarily driven by the Trauma-Safe/Wellness Room Implementation (9.5). This action provided a critical therapeutic space for students to de-escalate and receive emotional support, which served as a direct alternative to punitive measures and fostered a safer campus environment. The positive trends in both attendance and behavioral metrics suggest that providing students with the tools for emotional regulation is a high-impact strategy for this community.

While the wellness room was central to recent progress, several other planned actions were not implemented as staff shifted toward more targeted activities. Specifically, Develop a School-wide Behavior Management Plan (SBMP) (9.1), Teacher Per-Diem - Curriculum Development (9.2), School-wide Behavior Management Plan (SBMP) Implementation & Training (9.3), Restorative Justice & Trauma-Informed Practices Training (9.4), and Crisis Communication and Relationship Building Between Staff and Students (9.6) were not implemented during this cycle.

Although many components were not active, the success achieved through the implemented wellness supports highlights a strong foundation for future growth. The school has successfully reversed negative trends in suspension and absenteeism, establishing a more inclusive environment that supports the specialized needs of students with disabilities and socioeconomically disadvantaged populations.

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.

Actions Added or Modified for 2025-26

Beginning with the 2025-26 school year, these new actions will be implemented to improve student outcomes:
9.3 School-wide Behavior Management Plan (SBMP) Implementation & Training
9.4 Restorative Justice & Trauma-Informed Practices Training
9.5 Trauma-Safe/Wellness Room Implementation

9.6 Crisis Communication and Relationship Building Between Staff and Students

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

9.1 Develop a School- wide Behavior Management Plan (SBMP)
9.2 Teacher Per-Diem - Curriculum Development
9.3 School-wide Behavior Management Plan (SBMP) Development & Training
9.4 Restorative Justice & Trauma-Informed Practices Training
9.5 Trauma-Safe/Wellness Room Implementation
9.6 Crisis Communication and Relationship Building Between Staff and Students

Actions Added or Modified for 2026-27

9.7 Wellness Room
9.8 Student Elective Club
9.9 Sensory Room
9.10 Building Staff Skills to Support Students Disabilities
9.11 Behavior Advantage Program

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
9.1	Develop a School-wide Behavior Management Plan (SBMP) (Discontinued June 2026)	Develop a School-wide Behavior Management Plan (SBMP), including Multi-tiered Systems of Support (MTSS) like Positive Behavior Intervention Strategies (PBIS), to specifically target students showing lagging skill development, disabilities, trauma, or any combination of the three, causing severe behavior and/or emotional concerns that manifest in absenteeism and disciplinary concerns. This action includes teacher per-diem for SBMP development, PBIS training for all staff (especially for teachers who have not yet received their full credential), Restorative Justice Training and Trauma Informed Practices Training, Trauma-Safe/Wellness Room. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes Report, 83.4% of teachers have a full and clear credential. (Metrics 9.1 and 9.2)		No

Action #	Title	Description	Total Funds	Contributing
9.2	Teacher Per-Diem - Curriculum Development (Discontinued June 2026)	Provide teacher per-diem for curriculum and development and start-up implementation. Develop a comprehensive short-term independent study program that increases student access to coursework while absent from school and decreases chronic absenteeism by counting those days as ADA-generating independent study days when the absent student completes the work. (Metrics 9.1 and 9.2)		No
9.3	School-wide Behavior Management Plan (SBMP) Implementation & Training (Discontinued June 2026)	Implement a School-wide Behavior Management Plan (SBMP) grounded in Multi-Tiered Systems of Support (MTSS), including Positive Behavior Intervention Strategies (PBIS), to specifically address the needs of students exhibiting lagging skill development, disabilities, trauma, or a combination of these factors. This action will include: per-diem compensation for certificated and classified staff for SBMP development and PBIS training for all staff, with a priority focus on teachers who have not yet received their full credential (Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes Report, 83.4% of teachers have a full and clear credential). (Metrics 9.1 and 9.2)		No
9.4	Restorative Justice & Trauma-Informed Practices Training (Discontinued June 2026)	Provide comprehensive training for all staff in Restorative Justice Practices and Trauma-Informed Approaches to foster a safe, inclusive, and supportive school culture. This action includes Restorative Justice training to equip staff with non-punitive strategies for conflict resolution and relationship-building. Related activities include Trauma-Informed Practices training to support students struggling with the effects of chronic stress, trauma, and emotional dysregulation and ongoing coaching and support to ensure fidelity of implementation across all classrooms and school settings. (Metrics 9.1 and 9.2)		No
9.5	Trauma-Safe/Wellness Room Implementation	Create and maintain a Trauma-Safe/Wellness Room as a regulated, therapeutic space where students can de-escalate, process emotions, and receive targeted interventions to reduce the impact of trauma and		No

Action #	Title	Description	Total Funds	Contributing
	(Discontinued June 2026)	emotional distress on their academic success. This action will integrate the Trauma-Safe/Wellness Room into the broader PBIS framework to ensure alignment with school-wide behavioral expectations and interventions. Costs for staffing the space with trained professionals to provide immediate support and crisis intervention and for the implementation of structured wellness activities, mindfulness exercises, sensory supports, and de-escalation techniques, and related activities are included in this action. (Metrics 9.1 and 9.2)		
9.6	Crisis Communication and Relationship Building Between Staff and Students (Discontinued June 2026)	To continue reducing the suspension rate and increasing attendance, we will implement trauma-informed communication strategies aligned with the schools' other Equity Multiplier funded actions. This includes ongoing professional development for staff on active listening, de-escalation, and restorative conversations to foster trust and reduce re-traumatization. Clear, predictable communication practices will create a sense of safety, while a strength-based approach will affirm student resilience. Encouraging student voice through multiple avenues and collaborating with families through resources and workshops will further support emotional and academic needs. Lastly, we will use data-driven feedback to continuously refine our strategies. (Metrics 9.1 and 9.2)		No
9.7	Wellness Room (New 2026-27)	Implement and maintain a Trauma/Wellness Room to support students in managing emotions and remaining engaged in learning. Classified staff may be provided additional per diem hours to support the use of the Wellness Room and related student support activities. The space will serve as an intervention and alternative to suspension, helping reduce behavioral incidents and lost instructional time. Staff will collect and review data to ensure alignment to monitor student progress and inform decision-making. Follow-up meetings will be held with staff from other schools to support student transitions back to comprehensive school sites and to assist in the development of programs that better support student needs. This action will support the reduction of suspensions and chronic absenteeism while increasing students' access to instruction. (Metrics 9.1 and 9.2)	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.8	Student Elective Club (New 2026-27)	Support student clubs that give students fun, hands-on ways to connect, learn, and build positive relationships. Clubs such as Gardening, Science, Kindness, Come Fly With Me, and Chess will help students explore interests, practice teamwork, and develop problem-solving skills. Funds may be used for items like gardening tools, science kits, kindness project supplies, aviation-themed materials, and chess sets. By helping students feel engaged and connected to school, these clubs will improve attendance, reduce behavior issues and suspensions, and help close learning gaps. This action will support the reduction of suspensions and chronic absenteeism. (Metrics 9.1 and 9.2)	$21,771.00	No
9.9	Sensory Room (New 2026-27)	Create a Sensory Room to help students calm their bodies, manage emotions, and return to learning more quickly. The room will include sensory tools such as flexible seating, weighted items, calming visuals, movement equipment, and hands-on sensory materials. This space will be used by counselors and support staff to help students reset before behaviors escalate, reducing suspensions and time out of class. By helping students stay regulated and engaged in instruction, the Sensory Room will reduce learning gaps and support student success. This action will support the reduction of suspensions and chronic absenteeism. (Metrics 9.1 and 9.2)	$32,765.00	No
9.10	Building Staff Skills to Support Students With Disabilities (New 2026-27)	Professional development for all staff to strengthen effective practices for supporting students with disabilities, (to include by not limited to Emotional Disturbance (ED), Autism, Other Health Impairments (OHI), Specific Learning Disabilities (SLD), and Intellectual Disabilities (ID)). Training will focus on strategies that promote self-regulation, positive behavior, consistent attendance, and increased academic engagement. This goal will support the reduction of suspensions and chronic absenteeism. (Metrics 9.1 and 9.2)	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By 2027 at Martin Luther King, Jr. for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, and • Suspension rate will improve by 2 percent.	Equity Multiplier 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.

The school is not eligible for Equity Multiplier funding in 2026-27. However, the school is continuing to implement the related goal.

In consultation with the educational partners at Martin Luther King, Jr., this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: African American students and Students With Disabilities
- Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM African American (AA): 36.0 Students With Disabilities (SWD): 47.8	2023-24 Percent of Students Improving ELA DFM AA: 50.0 SWD: 56.3	2024-25 Percent of Students Improving ELA DFM AA: 42.9 SWD: 51.3	2025-26 Percent of Students Improving ELA DFM AA: 66.0 SWD: 77.8	AA: 6.9 SWD: 3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)	Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		
10.2	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 5.1 African American (AA): 10.9 Socioeconomically Disadvantaged (SED): 6.2 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 2.5 AA: 6.1 SED: 3.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 1.3 AA: 5.6 SED: 1.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 3.1 AA: 8.9 SED: 4.2 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -3.8 AA: -5.3 SED: -4.7

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.

10.2 Teacher Release Time: Implemented, but not all teacher release time used.
10.3 i-Ready: Not implemented staff elected alternative strategies to improve student academic outcomes.
10.4 Positive Behavior and Intervention Support (PBIS) Professional Learning: Not implemented as staff were unable to attend the PBIS conference.
10.6 Provide Additional Social Worker Services: Substantially implemented as planned.
10.7 Curriculum and Materials: Implemented, but not all materials purchased.

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

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Successes and Effectiveness

The implementation of Teacher Release Time (10.2) provided staff with the necessary capacity to conduct ELA assessments and deliver small-group instruction, which directly supported the positive trends observed in literacy growth. This was further bolstered by the procurement of Curriculum and Materials (10.7), ensuring that students had access to the instructional tools required for intervention. On the behavioral front, the inclusion of Additional Social Worker Services (10.6) proved highly effective; by providing conflict mediation and social-emotional monitoring, this role was a key driver in the significant decrease in suspensions and the improvement of the overall school culture.

However, certain components of the plan were not realized during this cycle. Both i-Ready (10.3) and Positive Behavior and Intervention Support (PBIS) Professional Learning (10.4) were not implemented, as staff pivoted to alternative academic strategies and were unable to attend planned training sessions.

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.

Actions Discontinued June 2025

10.1 Resource Specialist
10.5 California Association for Bilingual Education (CABE) Professional Learning

Actions Added or Modified for 2025-26

10.2 Teacher Release Time
10.6 Provide Additional Social Worker Services
10.7 Curriculum and Materials

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

10.2 Teacher Release Time
10.3 i-Ready

10.4 Positive Behavior and Intervention Support (PBIS) Professional Learning
10.7 Curriculum and Materials

Actions Added or Modified for 2026-27

10.6 Provide Additional Social Worker Services

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
10.1	Resource Specialist (Discontinue June 2025)	Hire a 1.0 FTE Resource Specialist to facilitate and implement a targeted and systematic school-wide intervention program approach to ELA, including providing small group pull-out and serve as a lead in professional learning in 2024-25 and 2025-26. There is a current tenured and fully credentialed veteran teacher interested in the position. All teachers on staff are fully credentialed. If a position arises that we must hire a new teacher, support will be provided for the staff in clearing his/her credential if needed with on-site Induction Support Provider. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 92.8 percent of teachers have full and clear credential. (Metric 10.1)		No
10.2	Teacher Release Time (Discontinued June 2026)	Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Substitutes will take classes while teachers/specialist pull students for assessments and assist with small group interventions. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 92.8 percent of teachers have a full and clear credential. The approximate release time will be 90 days during 2025-26 and 60 days during 2026-27. (Metric 10.1)		No

Action #	Title	Description	Total Funds	Contributing
10.3	i-Ready (Discontinued June 2026)	Purchase i-Ready for ELA and Math to monitor student progress and assist in targeted intervention. (Metric 10.1)		No
10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning (Discontinued June 2026)	Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conferences to continue growing a robust PBIS system and creating and environment of inclusion, safety, and connectedness to reduce student suspensions in 2024-25 and 2025-26. (Metric 10.2)		No
10.5	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	California Association for Bilingual Education (CABE) Professional Learning at CABE for site instructional leadership and Bilingual Aide/Family Liaison staff to accelerate English Learner progress in 2024-25. (Metric 10.1)		No
10.6	Provide Additional Social Worker Services (New 2025-26)	Provide 50% of the funding for a 1.0 FTE Social Worker to assist with facilitating and implementing social emotional supports through small groups, conflict mediation, individual counseling and monitoring and assisting with the site's PBIS program. The social worker also is a community liaison and assists with providing MLK families with food, clothes and other resources as needed. This position will support student mentoring, social skills groups, family support programs, mental health services, and to address chronic absenteeism and suspensions. (Metrics 10.1 and 10.2)	$106,000.00	No
10.7	Curriculum and Materials (Discontinued June 2026)	Allocate funds to purchase instructional materials and intervention curriculum during 2025-06. (Metric 10.1)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By 2027 at Success Academy for each Very Low performing student group on the 2023 California School Dashboard, the • Suspension rate will improve by 5 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 35 percentage points. As a small school with 3.5 FTE, the school continues to look for innovative solutions to address its staffing challenges.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Success Academy, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Suspension Indicator: ALL and Socioeconomically Disadvantaged students
- Chronic Absenteeism: Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 54.2 Socioeconomically Disadvantaged (SED): 61.1	2023-24 Suspension Rate ALL: 51.6 SED: 52.8	2024-25 Suspension Rate ALL: 57.1 SED: 54.5	2025-26 Suspension Rate ALL: 49.2 SED: 56.1	ALL: 2.9 SED: -6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Suspension Indicator in California School Dashboard Released in 2023-24	Source: Suspension Indicator in California School Dashboard Released in 2024-25	Source: Suspension Indicator in California School Dashboard Released in 2025-26	Source: Suspension Indicator in California School Dashboard Released in 2026-27	
11.2	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate SED: 83.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	SED Outcome not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate SED: 72.2 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate SED: 48.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	SED: -11.5

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.

11.1 Instructional Aide: Not implemented due to difficulties recruiting for vacant positions.
11.2 Teacher Collaboration: Not implemented as planned as the site opted to reimagine teacher collaboration during the regular work day.
11.3 Student and Family Assemblies: Not substantially implemented as planned as the site opted to dedicate more time to core educational instruction.
11.4 Professional Development - Release Time: Substantially implemented as planned.
11.5 Positive Behavior Intervention and Support (PBIS) Materials and Incentives: Not implemented as planned as the purchase materials was delayed.
11.6 School Intervention Staff Assistant: Implemented, but not all FTE filled during the current year.

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

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Successes and Effectiveness

The school's strategy relied heavily on reinforcing professional capacity and behavioral support systems. Professional Development - Release Time (11.4) was a key driver in this progress, as it allowed staff to engage in essential collaboration and peer observation of other community day school programs, resulting in more refined trauma-informed practices. The addition of the School Intervention Staff Assistant (11.6) further bolstered these efforts by providing direct behavioral support and helping to implement restorative practices on campus. Together, these actions created a more responsive environment that effectively addressed the underlying causes of student absenteeism and exclusionary discipline.

However, the overall effectiveness of the goal was impacted by the non-implementation of several planned components. Instructional Aide (11.1) was not implemented due to recruitment difficulties for limited-hour positions, and Teacher Collaboration (11.2) was not implemented as planned because the site chose to restructure collaborative time within the existing work day. Furthermore, Student and Family Assemblies (11.3) were not implemented as the site prioritized core instruction, and Positive Behavior Intervention and Support (PBIS) Materials and Incentives (11.5) was not implemented due to procurement delays. While these specific actions were not active, the personnel-based supports that were in place successfully moved the school toward its targets for a safer and more engaged learning community.

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.

Actions Added or Modified for 2025-26

11.1 Instructional Aide
11.6 School Intervention Staff Assistant

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:

Chronic Absenteeism Rate: Socioeconomically Disadvantaged

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

11.1 Instructional Aide
11.2 Teacher Collaboration

Actions Added or Modified for 2026-27

11.3 Student and Family Assemblies
11.4 Professional Development - Release Time

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
11.1	Instructional Aide (Discontinued June 2026)	Hire 0.14 FTE Instructional Aide to Support Data Literacy around ABC data collection and behavior plan implementation. Beginning with the 2025-26 school year, this number of hours of FTE support is flexible based on funds available. (Metric 11.1)		No
11.2	Teacher Collaboration (Discontinued June 2026)	Provide additional teacher pay (per diem) for additional time worked for 30 extra minutes of teacher collaboration every 3rd Thursday to allow for sufficient time for behavior data analysis and planning, as well as professional development for staff focused on trauma informed practices, SEL, restorative practices, and PBIS with a focus on teachers who do not yet have a full and clear credential. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 33.2 percent of teachers have full and clear credential. (Metrics 11.1 and 11.2)		No
11.3	Student and Family Assemblies (Modified 2026-27)	Implement five (5) student and family engagement assemblies throughout the year to focus on effective communication, growth mindset, self-efficacy, and student voice. (Metrics 11.1 and 11.2)	$500.00	No

Action #	Title	Description	Total Funds	Contributing
11.4	Professional Development - Release Time (Modified 2026-27)	Provide professional development for classified and certificated staff, especially for those teachers who do not yet have a full and clear credential, focused on school-wide SEL implementation, PBIS, restorative practices, trauma informed practice and anti-bias/anti-racism. Provide substitution days for staff to use for collaboration or for visiting other community day school programs to improve our practice and systems. (Metrics 11.1 and 11.2)	$2,864.00	No
11.5	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	Purchase books/materials for staff professional development. Purchase positive behavior intervention and support (PBIS) incentives. (Metrics 11.1 and 11.2)	$500.00	No
11.6	School Intervention Staff Assistant (New 2025-26)	Hire part-time (approximately 6.5 hour) FTE School Intervention Staff Assistant position to provide behavioral support and implementation of restorative practices and PBIS. (Metrics 11.1 and 11.2)	$80,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By 2027 at Woodbine for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, • English Learner Progress rate will improve by 5 percentage points, and • Suspension rate will improve by 4 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 20 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 4 percentage points, and • Chronic Absenteeism rate will improve by 20 percentage points. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the: • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier 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.

In consultation with the educational partners at Woodbine, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, English Learner, Hispanic, Students With Disabilities, and Socioeconomically Disadvantaged students

- Academic Indicator Math SBAC Distance From Met: ALL, African American, English Learner, Hispanic, Students With Disabilities, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: ALL
- Suspension Indicator: ALL, African American, Students With Disabilities, and Socioeconomically Disadvantaged students
- Chronic Absenteeism: African American, English Learner, Homeless Youth, Hispanic

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 39.4 English Learner (EL): 41.4 Hispanic (H): 39.5 Socioeconomically Disadvantaged (SED): 39.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving ELA DFM Asian (A): 50.0 SWD: 50.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 50.5 EL: 50.0 H: 45.9 SED: 51.1 A and SWD Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 62.4 EL: 58.3 H: 64.7 SED: 65.4 A: 62.1 SWD: 61.8 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving ELA DFM ALL: 69.4 EL: 71.4 H: 69.5 SED: 69.3 A: 70.0 SWD: 70.0	ALL: 23.0 EL: 16.9 H: 25.2 SED: 26.1 A: 12.1 SWD: 11.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 34.0 Hispanic (H): 27.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving Math DFM EL: 30.0 SWD: 26.5 SED: 40.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM ALL: 39.8 H: 43.2 EL, SWD, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving Math DFM ALL: 39.8 H: 45.1 EL: 51.4 SWD: 55.9 SED: 40.0 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving Math DFM ALL: 64.0 H: 57.5 EL: 50.0 SWD: 46.5 SED: 60.0	ALL: 5.8 H: 17.6 EL: 21.4 SWD: 29.4 SED: 0.0
12.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 35.2 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 21.1 Source: English Learner Progress Indicator in California School	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 43.1 Source: English Learner Progress Indicator in California School	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 40.2 Source: English Learner Progress Indicator in California School	% of ELs are making progress towards proficiency: 7.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Released in 2024-25	Dashboard Released in 2025-26	Dashboard Released in 2026-27	
12.4	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 7.2 African American (AA): 16.4 Students With Disabilities (SWD): 9.1 Socioeconomically Disadvantaged (SED): 7.8 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 5.6 AA: 13.9 SWD: 8.3 SED: 6.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 6.4 AA: 14.7 SWD: 10.1 SED: 6.8 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 3.0 AA: 12.4 SWD: 5.1 SED: 3.8 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -0.8 AA: -1.7 SWD: 1.0 SED: -1.0
12.5	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate African American (AA): 53.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate	AA Outcome not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate AA: 35.8 EL, HY, and H Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate AA: 33.1 EL: 23.1 HY: 46.0 H: 39.9 Source: Chronic Absenteeism	AA: -17.3 EL, HY, and H Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 28.1 Homeless Youth (HY): 51.0 Hispanic (H): 44.9 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	Indicator in California School Dashboard Released in 2025-26	

Goal Analysis [2025-26]

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

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

12.1 Resource Specialist: Not implemented due to difficulties recruiting for vacant position.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

12.1 Resource Specialist

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

Overall Successes and Effectiveness

The site was unable to implement the intended action due to difficulties in filling the Resource Specialist vacancy (Action 12.1).

However, the school also experienced substantial success in Math achievement, with nearly all groups showing progress in their DFM improvement. Additionally, the English Learner Progress Indicator saw a robust increase, moving well above the baseline to reflect a greater percentage of students making progress toward English proficiency. While the Suspension Rate remains an area for focused monitoring due to some fluctuations, the efforts to combat Chronic Absenteeism have been highly effective, particularly for African American students, who showed a dramatic decrease in absenteeism compared to the baseline.

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.

Actions Discontinued June 2025

12.2 - Supplemental Intervention Materials

Actions Added or Modified for 2025-26

12.1 - Resource Specialist

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26

Percent of Students Improving ELA DFM: Asian and Students with Disabilities
Percent of Students Improving Math DFM: English Learners, Students with Disabilities, and Socioeconomically Disadvantaged
Chronic Absenteeism Rate: African American

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

12.1 Resource Specialist

Actions Added or Modified for 2026-27

12.3 Site Instruction Coordinator
12.4 Additional Clerical Support
12.5 Teacher Assistant Bilingual-Hmong
12.6 Academic Instruction Professional Development
12.7 Additional Technology for Students
12.8 SBMP Professional Development
12.9 Adaptive Environments for Academic Self-Regulation

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27

Chronic Absenteeism: English Learners, Homeless Youth, Hispanic

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
12.1	Resource Specialist (Discontinued June 2026)	Hire a Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students to be at grade level in reading and lead in professional learning efforts for those teachers without a full and clear credential. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 85.5 percent of teachers have full and clear credential. The Resource Specialist will provide support to students that prepares and/or organizes appropriate individualized instructional resources and materials for children's learning needs and strategies to support students needing additional literacy strategies to be successful. Beginning with the 2025-26 school year, Resource Specialist-provided services will primarily focus on improving literacy in both Math and ELA. (Metrics 12.1 - 12.3)		No
12.2	Supplemental Intervention Materials (Discontinued June 2025)	Purchase SIPPs materials assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math. (Metrics 12.1 - 12.3)		No
12.3	Site Instruction Coordinator (New 2026-27)	Hire a Site Instruction Coordinator to directly reverse "Red" and "Orange" performance trends in ELA and Mathematics. The Site Instruction Coordinator will conduct evidence-based coaching cycles, modeling high-leverage Tier 1 instructional strategies, and facilitating data-driven Professional Learning Communities (PLCs) to bridge the achievement gap for Woodbine's English Learner and Hispanic/Latino youth in English Language Arts and All subgroups (African American, Asian, and Students	$365,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with Disabilities. This action is for the 2026-27 and 2027-28 school years. (Metric 12.1 and 12.3)		
12.4	Additional Clerical Support (New 2026-27)	Purchase additional clerical support to manage a comprehensive attendance review system using Infinite Campus and ABC reports, specifically targeting Black/African American, Students with Disabilities, and English Learner groups at risk of chronic absenteeism. The Clerk will facilitate 'Restorative Outreach'—including the coordination of SART (Student Attendance Review Team) meetings and the development of Attendance Engagement Support Plans—to identify and remove barriers to school stability. This action is for the 2026-27 and 2027-28 school years. (Metric 12.5)	$104,040.00	No
12.5	Teacher Assistant Bilingual-Hmong (New 2026-27)	Hire a Hmong Teacher Bilingual Assistant to provide targeted, small-group (Tier 2) math intervention and in-class linguistic scaffolding for Hmong-speaking English Learners. Utilizing Strategic Native Language Support, the Assistant will assist students in deconstructing complex Math word problems and mastering academic vocabulary in both Hmong and English. This role will also facilitate bi-weekly progress-monitoring and parent outreach to increase school-home alignment. This action is for the 2026-27 and 2027-28 school years. (Metrics 12.3)	$217,450.00	No
12.6	Academic Instruction Professional Development (New 2026-27)	Build Systemic Instructional and Behavioral Capacity through a comprehensive professional development for certificated and classified staff. Professional development will focus on English Language Arts, Mathematics, Tier 1 instruction, and Social Emotional Learning to improve proficiency levels and stabilize school climate for Black/African American students, English Learners, and Students with Disabilities, ensuring a measurable reduction in 'Distance from Standard' and an increase in daily attendance as reported on the California School Dashboard. (Metrics 12.1 - 12.3)	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
12.7	Additional Technology for Students (New 2026-27)	Acquire specialized instructional technology and adaptive peripherals—including headphones, mice, laptops,—specifically to facilitate High-Dosage Tutoring and Tier 2/3 Digital Interventions in ELA, Math, and ELD. These tools are essential to provide Students with Disabilities (SWD) and English Learners (ELs) with equitable access to assistive technology and adaptive software, ensuring students can engage in distraction-free, personalized learning paths designed to reduce the 'Distance from Standard' as identified on the California School Dashboard. (Mettrics 12.1 - 12.3)	$22,140.00	No
12.8	SBMP Professional Development (New 2026-27)	Establish a data-driven School-wide Behavior Management Plan (SBMP) rooted in a Multi-Tiered System of Supports (MTSS) to mitigate the impact of trauma on student achievement. This initiative provides compensated pre-service time and other professional development throughout the year for certificated and classified staff to collaborate on the design and rehearsal of consistent school-wide instructional routines and behavioral procedures. Targeted professional development will include Restorative Justice, Trauma-Informed Practices, and PBIS. (Metrics 12.4 and 12.5)	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
13	By 2027 at Fr Keith B Kenny for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 4 percentage points. • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Fr Keith B Kenny, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator ELA SBAC Distance From Met: ALL, African American, English Learner, and Students With Disabilities
- Suspension Indicator: Students With Disabilities
- Chronic Absenteeism: English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2023-24 Percent of Students Improving ELA DFM ALL: 53.8 AA: 47.4 EL: 47.4 SED: 53.3	ALL, AA, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 73.1 AA: 90.0 EL: 81.0 SED: 72.7	2025-26 Percent of Students Improving ELA DFM ALL: 73.8 AA: 67.4 EL: 67.4 SED: 73.3	 ALL: 19.3 AA: 42.6 EL: 33.6 SED: 19.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)		Source: 20250612 2024-25 SBAC Results- May15th (Internal Analysis)		
13.2	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate SWD: 7.9 Source: Suspension Indicator in California School Dashboard Released in 2024-25	SWD Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate SWD: 2.8	2025-26 Suspension Rate SWD: 3.9 Source: Suspension Indicator in California School Dashboard Released in 2026-27	SWD: -5.1
13.3	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate EL: 26.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	EL Outcomes not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate EL: 29.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate EL: 16.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	EL: 3.3
13.4	Percent of Students Improving Math DFM	2024-25 Percent of Students Improving Math DFM		EL and H Outcomes not available. New	2025-26 Percent of Students	EL and H Outcomes not available. New

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners (EL): 30.4 Hispanic (H): 44.0 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		metric added 2026-27.	Improving Math DFM EL: 35.4 H: 49.0	metric added 2026-27.
13.5	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 27.1 Source: California School Dashboard Released in 2025-26		Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 22.1 Source: California School Dashboard Released in 2026-27	Outcome not available. New metric added 2026-27.

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.

13.1 Professional Development - Coaching and Literacy Consulting: Substantially implemented as planned.
13.2 Professional Development - Instructional Strategies/CORE Elementary Reading Academy: Substantially implemented as planned.
13.3 Teacher Release Time: Partially implemented as fewer professional development opportunities were offered than originally planned.
13.4 Library Books: Not implemented as the site elected alternative strategies to help students improve literacy.
13.5 Classroom Novel Sets: Not implemented as the site elected alternative strategies to help students improve literacy.
13.6 Attendance Incentives: Not implemented as the site elected alternative strategies to incentivize student attendance.
13.7 Field Trips and Reverse Field Trips: Not implemented as the site elected alternative strategies to incentivize student attendance.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below.

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to reduced substitute and per diem costs:

13.3 Teacher Release Time

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

Overall Successes and Effectiveness

The strategic emphasis on teacher capacity was a primary driver of academic progress. Professional Development - Coaching and Literacy Consulting (13.1) and Professional Development - Instructional Strategies/CORE Elementary Reading Academy (13.2) were utilized to strengthen instructional practices, resulting in significant gains in ELA for all student groups, particularly for African American and English Learner populations. While Teacher Release Time (13.3) was only partially implemented due to fewer professional development opportunities being offered than originally planned, the time that was utilized successfully supported data-driven instructional shifts.

Conversely, several planned actions were not implemented as the site elected to pivot toward alternative strategies to meet their goals. Library Books (13.4) and Classroom Novel Sets (13.5) were not implemented as the site chose different methods to improve student literacy. Similarly, Attendance Incentives (13.6) and Field Trips and Reverse Field Trips (13.7) were not implemented because the site identified other ways to incentivize student attendance and engagement.

Despite these non-implemented actions, the concentrated efforts in professional coaching and reading instruction have proved highly effective. The reduction in suspension rates and the broad-based growth in ELA demonstrate that the school’s core interventions are successfully addressing the needs of its most vulnerable 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.

Actions Added or Modified for 2025-26

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year:
13.1 Professional Development - Coaching and Literacy Consulting
13.2 Professional Development - Instructional Strategies/CORE Elementary Reading Academy
13.3 Teacher Release Time

13.4 Library Books
13.5 Classroom Novel Sets
13.6 Attendance Incentives
13.7 Field Trips and Reverse Field Trips

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Percent of Students Improving ELA DFM: ALL, African American, English Learners, and Socioeconomically Disadvantaged
Suspension Rate: Students With Disabilities
Chronic Absenteeism Rate: English Learners

Actions Discontinued June 2026

13.2 Professional Development - Instructional Strategies/CORE Elementary Reading Academy
13.6 Attendance Incentives
13.7 Field Trips and Reverse Field Trips

Actions Added or Modified for 2026-27

13.1 Professional Coaching for Teachers
13.3 Teacher Release Time
13.8 Additional Attendance Clerk Support
13.9 Additional Social Worker Support
13.10 Additional Campus Monitor Support
13.11 Additional Assistant Principal Support
13.12 Additional Yard Monitor Supervision
13.13 Community Liaison

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27

Percent of Students Improving Math DFM: English Learners, Hispanic
English Learner Progress: English Learners
Suspension Rate: African American
Chronic Absenteeism Rate: ALL, African American, Socioeconomically Disadvantaged, Students With Disabilities, Hispanic

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
13.1	Professional Development - Coaching and Literacy Consulting (Modified 2026-27)	Provide 24+ full days of coaching support and academic consulting throughout the year to strengthen instructional practices, support data-driven decision-making, and build teacher capacity. Through ongoing coaching cycles, classroom observations, and collaborative planning, teachers will receive targeted feedback and strategies aligned to student needs. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 72.2 percent of teachers have a full and clear credential. (Metrics 13.1 and 13.2)	$27,745.00	No
13.2	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (Discontinued June 2026)	Provide 7 days of professional learning for an Elementary Reading Academy. This academy also includes our Teaching Reading Sourcebook and our Assessing Reading: Multiple Measures. (Metrics 13.1 and 13.2)		No
13.3	Teacher Release Time (New 2025-26) (Modified 2026-27)	Provide Teacher Release Time (substitutes or per diems) for coaching and literacy professional development. (Metrics 13.1 and 13.2)	$10,000.00	No
13.4	Library Books (New 2025-26) (Discontinued June 2026)	Purchase culturally relevant, high interest, informational and narrative books for the library in order to engage students with reading. (Metric 13.1)		No
13.5	Classroom Novel Sets (Discontinued June 2026)	Purchase high-interest, culturally relevant classroom novel sets for novel studies that will increase student engagement with reading. (Metric 13.1)		No

Action #	Title	Description	Total Funds	Contributing
13.6	Attendance Incentives (Discontinued June 2026)	Studies show that the best incentives for attendance are frequent and involve parents as well as students, particularly in low income neighborhoods. In addition to competition for the monthly attendance trophy, as well as charts measuring improvement, the school will include the following incentives that have been shown to support improvement: Monthly student incentives, such as Bragtags; Monthly parent incentives, such as $100 monthly grocery gift cards, bus passes, gift cards, etc.; and end-of-year prizes, such as 6 bikes for each trimester. (Metric 13.3)		No
13.7	Field Trips and Reverse Field Trips (Discontinued June 2026)	Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students will a connection to learning and reduce suspensions. (Metric 13.3)		No
13.8	Additional Attendance Clerk Support (New 2026-27)	To ensure consistent monitoring and implementation of attendance strategies, provide additional hours for attendance clerk position. Expanding this role will allow the clerk to manage daily attendance tracking, coordinate outreach to families, support incentive programs, and assist with early intervention for students with chronic absenteeism. Strengthening this position will help improve student attendance, which is directly linked to increased instructional time, stronger engagement, and improved student achievement. (Metric 13.3)	$37,895.00	No
13.9	Additional Social Worker Support (New 2026-27)	Increase current 0.5 FTE social worker position by an additional 0.5 FTE and adding one additional full-time (1.0 FTE) social worker will significantly strengthen our ability to address chronic absenteeism and support alternatives to suspension through targeted interventions for students and families to help identify and address barriers to attendance through family outreach, regular check-ins, and individualized support plans that re-engage students in school. In addition, they will support restorative practices, conflict resolution, and social-emotional interventions that help students remain connected to learning rather than being removed through suspension. (Metrics 13.2 and 13.3)	$255,386.00	No

Action #	Title	Description	Total Funds	Contributing
13.10	Additional Campus Monitor Support (New 2026-27)	Add two campus monitor positions to help improve student safety, supervision, and overall school climate by increasing adult presence during high-traffic times of the school day. Campus monitors can assist with supervising common areas, supporting positive student behavior, and helping address minor incidents before they escalate. (Metric 13.2)	$80,000.00	No
13.11	Additional Assistant Principal Support (New 2026-27)	Add 0.2 FTE for the Assistant Principal to support key improvement priorities. The additional time will allow the Assistant Principal to help lead efforts around reducing suspensions, improving student attendance, driving growth in ELA and Math, and progress for English Learners. This added capacity will strengthen monitoring of student data, coordination of interventions, and consistent support for teachers and students. (Metrics 13.1 - 13.5)	$25,833.00	No
13.12	Additional Yard Monitor Supervision (New 2026-27)	Provide additional Yard Monitor hours. This will strengthen positive student behavior by ensuring more consistent adult supervision during key unstructured times, such as recess and transitions. Increased supervision allows for earlier intervention in minor conflicts before they escalate, reinforces schoolwide expectations in real time, and provides students with immediate feedback on appropriate behavior. (Metric 13.2)	$7,500.00	No
13.13	Community Liaison (New 2026-27)	A Community Liaison position at 2.5 hours per day (0.3125 FTE) will support improved student attendance and help lower suspension rates by building positive relationships with students and families, addressing barriers to regular attendance, and providing early intervention and communication. The liaison will connect families with resources, promote engagement, and work collaboratively with staff to support student success and positive behavior. (Metric 13.2)	$12,882.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
14	By 2027 at Nicholas for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points, • English Learner Progress rate will improve by 10 percentage points, and • Suspension rate will improve by 5 percentage points. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Nicholas, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, English Learner, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: English Learner
- Suspension Indicator: Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.1	Academic Indicator SBAC ELA Distance From Met (Dashboard)	2023-24 Percent of Students Improving ELA DFM ALL: 55.4 EL: 53.3 SED: 56.4 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving ELA DFM Hispanic (H): 52.6 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	ALL, EL, SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 50.3 EL: 46.5 SED: 50.0 H Outcome not available. New metric added 2026-27. Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving ELA DFM ALL: 75.4 EL: 73.3 SED: 76.4 H: 62.6	ALL: -5.1 EL: -6.8 SED: -6.4 H Outcome not available. New metric added 2026-27.
14.2	Academic Indicator SBAC Math Distance From Met (Dashboard)	2023-24 Percent of Students Improving Math DFM ALL: 39.0 EL: 43.3 SED: 38.2 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	ALL, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving Math DFM ALL: 44.0 EL: 41.5 SED: 43.2 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving Math DFM ALL: 59.0 EL: 63.3 SED: 58.2	ALL: 5.0 EL: -1.8 SED: 5.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 25.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2024-25	Outcome not available. New metric added 2025-26.	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 40.6 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 35.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	% of ELs are making progress towards proficiency: 14.9
14.4	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate ALL: 6.2 AA: 20.7 HY: 10.8 SED: 6.9 SWD: 8.9 TOM: 8.3 Source: Suspension Indicator in California School Dashboard Released in 2024-25	ALL, AA, HY, SED, SWD, TOM Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate ALL: 2.8 AA: 9.0 HY: 1.4 SED: 3.1 SWD: 5.9 TOM: 3.8 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 1.2 AA: 15.7 HY: 5.8 SED: 1.9 SWD: 3.9 TOM: 3.3 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -5.0 AA: -11.7 HY: -9.4 SED: -3.8 SWD: -3.0 TOM: -4.5

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.

14.1 Resource Specialist: Not implemented due to difficulties recruiting for vacant positions.
14.2 Leveled Library: Substantially implemented as planned.
14.3 Teacher Release Time: Substantially implemented as planned.
14.4 Professional Learning: Partially implemented as the attendance at the conference was lower than originally planned.
14.5 Teacher Intervention: Not implemented as interventions school provided interventions during the course of the school day.
14.6 Recess Organized Student Activities: Partially implemented as difficulty in procuring contracted services and equipment.
14.7 Field Trips: Not implemented as staff were unable to schedule field trips.
14.8 Supplemental Materials and Supplies: Partially implemented as more materials have yet to be purchased.
14.9 Supplemental Technology: Substantially implemented as planned.
14.10 ELD Curriculum: Substantially implemented as planned.
14.11 Fingerprinting Costs: Not implemented as fingerprinting services were not needed this year.
14.12 PBIS: Partially implemented as more uniforms have yet to be purchased.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below.

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to fewer contract and equipment costs than estimated:

14.6 Recess Organized Student Activities

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

Overall Successes and Effectiveness

The overall effectiveness of the goal was driven by a combination of instructional and behavioral supports. The Leveled Library (14.2), Supplemental Technology (14.9), and ELD Curriculum (14.10) provided essential resources that allowed for more differentiated instruction and targeted support for language development. These academic efforts were reinforced by Teacher Release Time (14.3), which facilitated collaborative data review and instructional planning. To improve campus culture, Professional Learning (14.4) focused on restorative practices, while PBIS (14.12) and Recess Organized Student Activities (14.6) provided the incentives and structured engagement necessary to reduce student conflict, though these three actions were only partially implemented due to lower-than-planned attendance and procurement delays. Supplemental Materials and Supplies (14.8) were also partially implemented as additional purchases are still pending.

The goal's impact was somewhat mitigated by the fact that several key personnel and engagement strategies were not realized. Resource Specialist (14.1) was not implemented due to recruitment challenges, and Teacher Intervention (14.5) was not implemented as the site utilized different intervention models during the school day. Additionally, Field Trips (14.7) were not implemented because they could not be scheduled, and Fingerprinting Costs (14.11) was not implemented as the service was not required this year. Despite these gaps, the actions that were put into place successfully moved the school closer to its targets for student engagement and safety.

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

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year.

Actions Added or Modified for 2025-26
14.1 Resource Specialist
14.2 Leveled Library
14.3 Teacher Release Time
14.4 Professional Learning
14.5 Teacher Intervention
14.6 Recess Organized Student Activities
14.7 Field Trips
14.8 Supplemental Materials and Supplies
14.9 Supplemental Technology
14.10 ELD Curriculum
14.11 Fingerprinting Costs
14.12 PBIS

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26
Percent of Students Improving ELA DFM: ALL, English Learners, and Socioeconomically Disadvantaged
Percent of Students Improving Math DFM: ALL, English Learners, and Socioeconomically Disadvantaged
English Learner Progress: English Learners
Suspension Rate: ALL, African American, Homeless Youth, Socioeconomically Disadvantaged, Students With Disabilities, Two or More
Chronic Absenteeism Rate: English Learners

Actions Added or Modified for 2026-27
14.10 ELD Curriculum
14.13 Assistant Principal
14.14 Summer Teacher Planning
14.15 Kinder Orientation

14.16 Library Technician
14.17 Additional Supervision

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
Percent of Students Improving ELA DFM: Hispanic

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
14.1	Resource Specialist (New 2025-26)	Hire 1.0 FTE Resource Specialist who will facilitate and implement a targeted and systematic school-wide support for English Language Learners and newcomers. Resource Specialist will provide small group instruction for ELL students needing support in ELA/Math to improve scores in ELA, Math, and ELPAC reclassification. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 93.4 percent of teachers have a full and clear credential. This position will be for 2025-26 and 2026-27. (Metrics 14.1 - 14.3)	$340,000.00	No
14.2	Leveled Library (New 2025-26)	Purchase books to provide teachers the ability to differentiate instruction based on a student's reading level and allows teachers to target specific reading strategies at each level. The library will also increase student engagement because the books will be at students' independent reading level that will motivate a student to read and improve their fluency and comprehension. (Metric 14.1)	$27,000.00	No
14.3	Teacher Release Time (New 2025-26)	Hire substitute teachers to provide Teacher Release Time for planning small group instruction and assessments. Teachers will collaborate to strategically plan and review data to inform instruction. (Metrics 14.1 - 14.3)	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
14.4	Professional Learning (New 2025-26)	Professional Learning at conferences to continue growing a robust PBIS system and restorative practices to create an environment of inclusion, safety, and connectedness to reduce student suspensions. Academic training to support Language Arts, ELD and Math instruction. (Metric 14.4)	$27,500.00	No
14.5	Teacher Intervention (New 2025-26)	Teachers will provide Intervention and Extended Day opportunities for students that need extra support in Math and ELA. Tutors will provide support with learning goals and to close the achievement gap in ELA, ELD and Math for students. Tutoring services are 2-4 days a week. (Metrics 14.1 - 14.3)	$10,000.00	No
14.6	Recess Organized Student Activities (New 2025-26)	Hire Organization and purchase equipment to support students during recess time. Students will learn how to play organized activities and have leadership roles Additional staff will assist in securing playground and yard during recess and lunches will reduce the amount of student conflict as a result will lower the school suspension rate. (Metric 14.4)	$20,000.00	No
14.7	Field Trips (New 2025-26)	Teachers will be provided funding to have field trips and on-site field trips during the school year to provide their students with a connection to learning, increase students' background knowledge related to a unit of study, and reduce student suspensions. (Metric 14.4)	$25,000.00	No
14.8	Supplemental Materials and Supplies (New 2025-26)	Purchase additional materials and school supplies to support students academically in all subject areas. Purchase supplemental curriculum to support ELA and ELD including, but not limited to UFLI, Heggerty Phonemic Awareness, Reading A to Z, Step up to writing and Learning without Tears. (Metrics 14.1 and 14.3)	$20,000.00	No
14.9	Supplemental Technology (New 2025-26)	Purchase additional materials like headphones, Chromebooks, and laptops to support students and teachers in order to provide interventions to	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improve academic performance in English Language Arts, ELD and Math. (Metrics 14.1 - 14.3)		
14.10	ELD Curriculum (Modified 2026-27)	Provide teachers with a curriculum that targets the needs of English Learners in the areas of listening, speaking, reading, and writing to enable English Language Learners to develop the skills necessary for academic achievement. (Metric 14.3)	$10,000.00	No
14.11	Fingerprinting Costs (New 2025-26)	Pay for parent fingerprinting fees to increase parental engagement by having parents volunteer in the classrooms/field trips. Parent volunteers can improve the school climate to help reduce student suspensions. (Metric 14.4)	$1,500.00	No
14.12	PBIS (New 2025-26)	School uniforms to provide to students to help foster a sense of community, reduce distractions, and reduce feelings of exclusion, bullying incidents and peer pressure. Assist families with clothing when experiencing hardships. Purchase incentives and recognition items to foster a positive school culture to reduce the number of incidents that lead to suspensions. (Metric 14.4)	$35,000.00	No
14.13	Assistant Principal (New 2026-27)	Hire 1.0 FTE Assistant Principal to provide supports for students and focus on Social Emotional Learning. This person would also provide ongoing support for teachers around restorative practices and PBIS. This individual would also work with individual students that are struggling socially and make sure that they are able to stay in school. This individual would do peer mediation. This person would support in the reduction of suspensions by having a comprehensive plan to addressing students social emotional needs. This would keep students in the classroom and focused on academics. (Metric 14.3)	$360,000.00	No

Action #	Title	Description	Total Funds	Contributing
14.14	Summer Teacher Planning (New 2026-27)	Provide several days of academic planning for teachers to focus on essential standards in both mathematics and language arts. Teachers will also have the opportunity to receive professional developments in specific academic areas to support struggling students. Teachers will have the opportunity to analyze student data to target students' specific academic needs. (Metrics 14.1 and 14.2)	$20,000.00	No
14.15	Kinder Orientation (New 2026-27)	In order to provide a strong start for kindergarten students, teachers would have the opportunity to provide orientation for those students to put them on a path to success. This would be an opportunity to go over expectations with parents as well as the academic areas that they would be focusing on for the year. This would build a strong partnership ensuring academic success for all students. We would buy materials and supplies for students and pay for teacher time. (Metrics14.1 and 14.2)	$10,000.00	No
14.16	Library Technician (New 2026-27)	Hire a 4-hour Library technician that would provide opportunities for students to check out books at their individualized reading level. This will promote more reading. This person will also be reading to individual classes to motivate students and inspire them to read more in order to improve their reading skills. (Metric 14.1)	$70,000.00	No
14.17	Additional Supervision (New 2026-27)	Hire two 3-hr supervisors that would support supervising students to help with building stronger relationships with students, provide peer mediation and problem solving. This would help in minimizing suspensions and therefore keeping students focused on learning. (Metric 14.4)	$65,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
15	By 2027 at Pacific for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 10 percentage points, and • Chronic Absenteeism rate will improve by 15 percentage points. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points, • Suspension rate will improve by 2 percentage points, and • English Learner Progress rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Pacific, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, English Learner, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, Socioeconomically Disadvantaged, Hispanic, and White students
- Suspension Indicator: African American, Two or More students
- Chronic Absenteeism Indicator: African American, Asian, and Students With Disabilities
- English Learner Progress: English Learner students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2023-24 Percent of Students Improving ELA DFM ALL: 47.2 Asian (A): 46.4 EL: 50.8 SED: 47.4 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving ELA DFM Hispanic (H): 52.0 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 54.9 A: 62.5 EL: 55.6 SED: 55.1 H Outcome not available. New metric added 2026-27. Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving ELA DFM ALL: 67.2 A: 66.4 EL: 70.8 SED: 67.4 H: 62.0	ALL: 7.7 A: 16.1 EL: 4.8 SED: 7.1 H Outcome not available. New metric added 2026-27.
15.2	Percent of Students Improving SBAC Math Distance From Met (DFM)	2023-24 Percent of Students Improving Math DFM ALL: 45.3 A: 49.3 EL: 43.8 SED: 45.4	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving Math DFM ALL: 36.2 A: 44.6 EL: 35.8	2025-26 Percent of Students Improving Math DFM ALL: 65.3 A: 69.3 EL: 63.8	ALL: -9.1 A: -4.7 EL: -8.0 SED: -9.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving Math DFM Hispanic (H): 32.0 White (W): 28.6 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		SED: 35.6 H and W Outcomes not available. New metric added 2026-27. Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	SED: 65.4 H: 42.0 W: 38.6	H and W Outcomes not available. New metric added 2026-27.
15.3	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate AA: 22.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25 2024-25 Suspension Rate Two or More (TOM): 6.7 Source: Suspension Indicator in California School Dashboard Released in 2025-26	AA Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate AA: 8.6 TOM Outcome not available. New metric added 2026-27. Source: Suspension Indicator in	2025-26 Suspension Rate AA: 12.7 TOM: 4.7 Source: Suspension Indicator in California School Dashboard	AA: -14.1 TOM Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				California School Dashboard Released in 2025-26	Released in 2026-27	
15.4	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate AA: 60.7 A: 20.5 SWD: 36.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25	AA, A, and SWD Outcomes not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate AA: 39.6 A: 12.6 SWD: 28.6 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate AA: 45.7 A: 5.5 SWD: 21.7 Source: Suspension Indicator in California School Dashboard Released in 2026-27	AA: -21.1 A: -7.9 SWD: -8.1
15.5	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 34.1 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26		English Learner Progress Outcome not available. New metric added 2026-27.	% of ELs are making progress towards proficiency: 39.1	English Learner Progress Outcome not available. New metric added 2026-27.

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.

15.1 Site Instructional Coordinator (Intervention Lead): Partially implemented as some funded positions not yet filled.
15.2 PlayWorks Intervention: Not implemented due to difficulties in procuring contract.
15.3 Additional Nursing Services: Not implemented due to difficulties recruiting for vacant positions.
15.4 Instructional Aides: Not substantially implemented due to difficulties recruiting for vacant positions.
15.5 Teacher Release Time: Not implemented as the site elected alternative strategies to provide small group instruction.
15.6 Positive Behavior and Intervention Support (PBIS) Professional Learning: Substantially implemented as planned.
15.7 California Association for Bilingual Education (CABE) Professional Learning: Not implemented as staff were unable to attend the CABE conference.
15.8 Additional Clerk Hours: Substantially implemented as planned.
15.9 Yard Monitor: Not substantially implemented due to difficulties recruiting for positions.
15.10 Field Trips and Reverse Field Trips: Not substantially implemented as staff were unable to schedule field trips.

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.

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below.

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

15.1 Site Instructional Coordinator (Intervention Lead)
15.3 Additional Nursing Services: Not implemented due to difficulties recruiting for vacant positions.
15.4 Instructional Aides: Not substantially implemented due to difficulties recruiting for vacant positions.

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

Overall Successes and Effectiveness

The school's ability to lower chronic absenteeism is largely attributed to the implementation of Additional Clerk Hours (15.8), which allowed for more consistent family outreach and attendance monitoring. This improvement in student presence provided a foundation for the academic growth observed in ELA. While Action 15.1 (Site Instructional Coordinator) was only partially implemented due to vacancies, the leadership provided was essential in interpreting student data to guide instructional shifts. Furthermore, the school successfully maintained its inclusive environment through Action 15.6 (PBIS Professional Learning), which equipped staff with the strategies necessary to foster a safer campus and directly contribute to the improved suspension metrics.

Several actions were not implemented during this cycle due to recruitment, procurement, or scheduling challenges. Action 15.2 (PlayWorks Intervention) and Action 15.3 (Additional Nursing Services) were not implemented, nor were Action 15.5 (Teacher Release Time) or Action 15.7 (CABE Professional Learning). Additionally, because of hiring and logistical difficulties, Action 15.4 (Instructional Aides), Action 15.9 (Yard Monitor), and Action 15.10 (Field Trips and Reverse Field Trips) were not substantially implemented.

Despite these gaps in implementation, the actions that were active proved highly effective in addressing the most critical barriers to student success. The combined impact of increased clerical support and professional learning in positive behavior systems has successfully moved the school toward a more engaged and supportive learning community.

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.

Actions Added or Modified for 2025-26

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year:
15.1 Site Instructional Coordinator (Intervention Lead)
15.2 PlayWorks Intervention
15.3 Additional Nursing Services
15.4 Instructional Aides
15.5 Teacher Release Time
15.6 Positive Behavior and Intervention Support (PBIS) Professional Learning
15.7 California Association for Bilingual Education (CABE) Professional Learning
15.8 Additional Clerk Hours
15.9 Yard Monitor
15.10 Field Trips and Reverse Field Trips

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26

Percent of Students Improving ELA DFM: ALL, Asian, English Learners, and Socioeconomically Disadvantaged
Percent of Students Improving Math DFM: ALL, Asian, English Learners, and Socioeconomically Disadvantaged
Suspension Rate: African American
Chronic Absenteeism Rate: African American, Asian, Students With Disabilities

Actions Added or Modified for 2026-27

15.11: Structured Literacy Intensification Block
15.12: Math Acceleration System

15.13 Math Acceleration and Project based learning System
15.14: Teacher Professional Development Resources
15.15: Tier 2 Behavior Intervention System

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27

Percent of Students Improving ELA DFM: Hispanic
Percent of Students Improving Math DFM: Hispanic, White
Suspension Rate: Two or More

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
15.1	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	Hire 0.5 FTE Site Instructional Coordinator (Intervention Lead) to strengthen academic program and work with site leadership, instructional staff, and other support personnel to improve student outcomes in ELA and Math. This position will assist in the interpretation of data, development of instructional strategies, and evaluation of effective practices. This position will also lead ELA and Math improvement efforts through Step Up Academy/Data works intervention program. This action will be implemented over the 2025-26 and 2026-27 school years. (Metrics 15.1 and 15.2)	$110,000.00	No
15.2	PlayWorks Intervention (New 2025-26)	Implement PlayWorks to support a targeted school-wide intervention for suspension rate and chronic absenteeism. Suspension data and student surveys show that 42% of suspend-able incidents happen before school and at recesses. PlayWorks teaches staff and students on conflict resolution and increases positive engagement at recesses which leads to more participation and attendance in the classroom. (Metrics 15.3 and 15.4)	$50,687.00	No

Action #	Title	Description	Total Funds	Contributing
15.3	Additional Nursing Services (New 2025-26)	Provide one (1) day of additional nursing to improve student attendance and reduce chronic absenteeism by supporting student needs related to health related issues. This action will be implemented over the 2025-26 and 2026-27 school years. (Metric 15.4)	$55,000.00	No
15.4	Instructional Aides (New 2025-26)	Hire three 0.375 FTE Instructional Aides to Support Primary Classes with Math and ELA content and target students who need additional support. This support will be provided for both 2025-26 and 2026-27 school years. (Metrics 15.1 and 15.2)	$175,000.00	No
15.5	Teacher Release Time (New 2025-26)	Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Substitutes would take classes while teachers/specialist pulled students for assessments, assist with small group interventions, and assist with professional learning for teachers who do not have a full and clear credential. Release time would be 30 days in 2025-26 and 30 days in 2026-27. (Metric 15.1)	$45,000.00	No
15.6	Positive Behavior and Intervention Support (PBIS) Professional Learning (New 2025-26)	Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conferences to continue growing a robust PBIS system and creating and environment of inclusion, safety, and connectedness to reduce student suspensions in 2025-26 and 2026-27. This should improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 100 percent of teachers have a full and clear credential. (Metric 15.3)	$25,000.00	No
15.7	California Association for Bilingual Education (CABE) Professional	California Association for Bilingual Education (CABE) Professional Learning at CABE for site instructional leadership and Bilingual Aide/Family Liaison staff to accelerate English Learner progress and academic subjects. (Metric 15.1 and 15.2)	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Learning (New 2025-26)			
15.8	Additional Clerk Hours (New 2025-26)	Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. The goal for increasing the Clerk from a 3.5 hour day to a 6 hour day to decrease our school chronic absenteeism to less than 20%. If students are in school more often the more we can close the achievement gap. (Metric 15.4)	$65,000.00	No
15.9	Yard Monitor (New 2025-26)	Hire Yard Monitors (two 0.375 FTEs) to reduce Suspension rate. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflict as a result will lowering the school suspension rate. (Metric 15.3)	$85,000.00	No
15.10	Field Trips and Reverse Field Trips (New 2025-26)	Field Trips and Reverse Field Trips. Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students with a connection to learning and reduce suspensions. (Metric 15.3)	$95,000.00	No
15.11	Structured Literacy Intensification Block (New 2026-27)	Equity Multiplier funds will support a comprehensive literacy acceleration model designed to improve reading outcomes for students requiring additional academic support in grades K–6. Funding will support a Reading Intervention Teacher to provide targeted intervention for students performing below grade-level expectations, a dedicated fluency intervention period supported by an EasyCBM Oral Reading Fluency (ORF) progress monitoring dashboard, 6-week regrouping cycles, and substitute release days for literacy planning and data analysis. In grades K–2, daily structured literacy and small-group intervention will strengthen foundational reading skills, while grades 3–6 will receive targeted fluency, vocabulary, and comprehension intervention aligned to grade-level standards and informational text analysis. Measurable outcomes include 100% of intervention groups progress monitored every two weeks, reduced group sizes of 3–5 students for the lowest 15% of readers, and accelerated progress toward grade-level proficiency across all grade spans. (Metric 15.1)	$215,000.00	No

Action #	Title	Description	Total Funds	Contributing
15.12	Math Acceleration System (New 2026-27)	Integrated Math, Science, and Wellness Learning Initiative. Support an integrated academic initiative designed to accelerate student achievement in mathematics and strengthen engagement in science and health-related learning. Funds will support the purchase of intervention materials aligned to the Concrete–Representational–Abstract (CRA) instructional model, teacher release time for structured math data cycles, and targeted professional learning focused on error analysis, mathematical discourse, and evidence-based instructional strategies. Instructional non-negotiables will include a protected 60–75 minute math block, daily structured student math talk, and ongoing progress monitoring to guide skill-based intervention groups for students requiring additional academic support. The Bridges Math Intervention Rotational Model builds teacher capacity by rotating grade-level teachers each semester to lead targeted small-group math intervention using CRA-based strategies and Bridges resources. Instructional aides support classroom instruction during intervention periods to ensure continuity of Tier 1 learning while students identified through data receive focused, skill-based math support. (Metric 15.2)	$200,000.00	No
15.13	Math Acceleration and Project based learning System (New 2026-27)	The garden residency and STEAM program will provide hands-on learning experiences aligned to science and mathematics standards. Funding will support stipends for Sacramento State interns assisting with garden-based instruction and the purchase of healthy foods and materials used in nutrition and science lessons. These experiences will help students connect mathematical concepts, scientific inquiry, and healthy lifestyle practices while increasing engagement and access to experiential learning opportunities. This action is designed to expand equitable access to rigorous instruction, strengthen foundational mathematics skills, and provide engaging, real-world learning experiences that support improved academic outcomes for students. (Metric 15.2)	$50,000.00	No
15.14	Teacher Professional Development	Equity Multiplier funds will support targeted professional development to strengthen and refine mathematics instructional practices across grade	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Resources (New 2026-27)	levels. Professional learning will focus on evidence-based strategies such as explicit modeling, the Concrete–Representational–Abstract progression, error analysis, and structured student discourse. Ongoing coaching and implementation support will ensure strategies are consistently applied to improve student conceptual understanding and math growth outcomes. (Metrics 15.1, 15.2, and 15.5)		
15.15	Tier 2 Behavior Intervention System (New 2026-27)	Pacific Elementary will implement a structured Tier 2 behavior support system to reduce suspensions and increase student connectedness. The system will include Check-In/Check-Out with designated adult mentors for identified students, restorative circles to repair harm and strengthen relationships, and daily progress monitoring to reinforce positive behaviors. Students receiving Tier 2 support will have clearly defined behavioral goals and consistent adult feedback throughout the school day. A behavior data dashboard will be reviewed biweekly to analyze trends and ensure timely adjustments to interventions, promoting measurable reductions in repeat referrals and exclusionary discipline. (Metric 15.3)	$45,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
16	By 2027 at Hiram Johnson for each Very Low performing student group on the 2025 California School Dashboard, the • College and Career Prepared rate will improve by 3 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, • SBAC Math Distance From Met will improve by 10 scale score points, and • Suspension rate will improve by 2 percent.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Hiram Johnson, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- College/Career Indicator: African American and Students With Disabilities
- Academic Indicator ELA SBAC Distance From Met: ALL, Socioeconomically Disadvantaged, Long Term English Learners, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: African American students
- Suspension Indicator: ALL, African American, Socioeconomically Disadvantaged, Long Term English Learners, Hispanic, and Two or More students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16.1	College/Career Prepared Rate	2024-25 College/Career Prepared Rate African American (AA): 5.6 Students With Disabilities (SWD): 4.1		2024-25 College/Career Prepared Rate AA and SWD Outcomes not available. New	2025-26 College/Career Prepared Rate AA: 8.6 SED: 7.1	AA and SWD Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: College/Career Indicator in California School Dashboard Released in 2025-26		metric added 2026-27.	Source: College/Career Indicator in California School Dashboard Released in 2026-27	
16.2	ELA Distance From Met	2024-25 ELA Distance From Met ALL: -91.9 Socioeconomically Disadvantaged (SED): -92.7 Long Term EL (LTEL): -146.8 Hispanic (H): -104.2 Source: Academic Indicator in California School Dashboard Released in 2025-26		2024-25 ELA Distance From Met ALL, SED, LTEL, and H Outcomes not available. New metric added 2026-27.	2025-26 ELA Distance From Met ALL: -81.9 SED: -82.7 LTEL: -136.8 H: -94.2 Source: Academic Indicator in California School Dashboard Released in 2026-27	ALL, SED, LTEL, and H Outcomes not available. New metric added 2026-27.
16.3	Math Distance From Met	2024-25 Math Distance From Met AA: -182.6 Source: Academic Indicator in California School Dashboard Released in 2025-26		2024-25 Math Distance From Met AA Outcomes not available. New metric added 2026-27.	2025-26 Math Distance From Met AA: -172.6 Source: Academic Indicator in California School Dashboard Released in 2026-27	AA Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16.4	Suspension Rate	2024-25 Suspension Rate ALL: 10.2 AA: 17 SED: 10.3 Long Term EL (LTEL): 11.7 H: 11.1 Two of More (TOM): 17.6 Source: Suspension Indicator in California School Dashboard Released in 2025-26		2024-25 Suspension Rate ALL, AA, SED, LTEL, H, and TOM Outcomes not available. New metric added 2026-27.	2025-26 Suspension Rate ALL: 8.2 AA: 12 SED: 8.3 LTEL: 9.7 H: 9.1 TOM: 12.6 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL, AA, SED, LTEL, H, and TOM Outcomes not available. New metric added 2026-27.

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.

N/A

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.

N/A

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

N/A

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.

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

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
16.1	Training Specialist – High School (New 2026-27)	Fund a full-time Training Specialist to lead professional development aligned to the site's instructional model and math and English improvement efforts. This role will support essential standards alignment, instructional coaching, and data-driven cycles to improve Tier 1 instruction and college and career readiness outcomes. This should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 79.2 percent of teachers have a full and clear credential. (Metrics 16.1 - 16.3)	$345,360.00	No
16.2	Resource Teacher – Secondary (Literacy) (New 2026-27)	Fund a full-time Literacy Resource Teacher to accelerate reading growth across content areas. This position will support literacy intervention, English Learner development, and progress monitoring to improve Lexile growth, CAASPP ELA performance, and course pass rates. (Metrics 16.2 and 16.3)	$345,360.00	No

Action #	Title	Description	Total Funds	Contributing
16.3	Site Instructional Coordinator (New 2026-27)	Fund a full-time Site Instructional Coordinator to oversee implementation of the instructional model and coordinate math, English, EL development, and college and career readiness priorities. This role ensures instructional coherence and monitors key academic performance indicators. (Metrics 16.1 - 16.3)	$268,578.00	No
16.4	Youth & Family Mental Health Advocate (New 2026-27)	Fund a full-time Youth & Family Mental Health Advocate to support students through the F1 Support Center by addressing social-emotional barriers, improving attendance, increasing engagement, and reducing suspension rates. (Metric 16.4)	$224,352.00	No
16.5	Parent Advisor (New 2026-27)	Fund a full-time Parent Advisor to strengthen family engagement and improve communication between school and home. This role will assist families with graduation planning, attendance support, and access to college and career resources. (Metric 16.1)	$237,166.00	No
16.6	Professional Development (New 2026-27)	Provide sustained professional development aligned to the instructional model, literacy and math priorities, English Learner development, and college and career readiness initiatives. Funding supports structured training cycles and collaboration time to ensure implementation fidelity. (Metrics 16.1 - 16.3)	$208,000.00	No
16.7	Mentorship for African American Students (New 2026-27)	Fund targeted mentorship programming to provide academic guidance, leadership development, and social-emotional support for African American students. The initiative focuses on improving attendance, increasing credit attainment, strengthening college and career readiness, and reducing disciplinary disproportionality. (Metrics 16.1 and 16.4)	$95,216.00	No

Action #	Title	Description	Total Funds	Contributing
16.8	Campus Monitor (New 2026-27)	Fund additional campus supervision to increase student safety, improve school climate, reduce suspension rates through proactive supervision and early intervention, and maximize instructional time. (Metric 16.4)	$201,616.00	No
16.9	Clerk III (New 2026-27)	Fund a Clerk III position to support counseling, student services coordination, attendance documentation, and data tracking related to academic progress and intervention systems. This role strengthens operational capacity to support equity-focused student interventions. (Metric 16.4)	$224,352.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
17	By 2027 at John Bidwell for each Very Low performing student group on the 2025 California School Dashboard, the • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at John Bidwell, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Chronic Absenteeism Indicator: ALL, English Learner, Socioeconomically Disadvantaged, Students With Disabilities, and Hispanic students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17.1	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 27.5 English Learner (EL): 21.0 Socioeconomically Disadvantaged (SED): 30.7 Students With Disabilities (SWD): 31.0 Hispanic (H): 31.7 Source: Chronic Absenteeism Indicator		2024-25 Chronic Absenteeism Rate ALL, EL, SED, SWD, and H Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate ALL: 22.5 EL: 16.0 SED: 25.7 SWD: 26.0 H: 26.7 Source: Chronic Absenteeism Indicator in California School Dashboard	ALL, EL, SED, SWD, and H Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in California School Dashboard Released in 2025-26			Released in 2026-27	

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.

N/A

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.

N/A

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

N/A

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.

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

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
17.1	Additional Social Worker Services (New 2026-27)	Hire additional social worker services to connect with families and students around attendance. This action will provide resources and support to students who are chronically absent. This support should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 82.0 percent of teachers have a full and clear credential. (Metric 17.1)	$338,553.00	No
17.2	School-wide Field Trips (New 2026-27)	Provide educationally rich field trips to engage students in school and encourage them to attend school on a more regular basis. (Metric 17.1)	$10,000.00	No
17.3	Extend the Attendance Clerk's hours (New 2026-27)	Extend the attendance clerk's hours by one each day so that she can have extra time to contact parents, hold attendance meetings, and work on attendance incentives for students. (Metric 17.1)	$7,300.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
18	By 2027 at John Cabrillo for each Very Low performing student group on the 2025 California School Dashboard, the • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at John Cabrillo, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Chronic Absenteeism Indicator: ALL, African American, English Learner, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18.1	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 34.2 African American (AA): 49.3 English Learner (EL): 21.9 White (W): 26.8 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		2024-25 Chronic Absenteeism Rate ALL, AA, EL, and W Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate ALL: 29.2 AA: 44.3 EL: 16.9 W: 21.8 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	ALL, AA, EL, and W Outcomes not available. New metric added 2026-27.

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.

N/A

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.

N/A

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

N/A

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.

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

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
18.1	Additional Clerk Hours (New 2026-27)	Extend clerk hours to cover a 6 hour day. The goal is to decrease the chronic absenteeism to less than 25%. The more students are at school, the more we can close the achievement gap. (Metric 18.1)	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
18.2	Additional Noon Duty Hours (New 2026-27)	Extend the noon duty hours to reduce suspensions and therefore improve attendance. Additional noon duty hours will reduce student conflict on the yard, also allow for student check ins, home visits, and provide mentoring for our most chronic students. (Metric 18.1)	$140,000.00	No
18.3	Field Trips & Reverse Field Trips (New 2026-27)	Field Trips and Reverse Field Trips will increase student attendance by creating connections to learning and by providing high interest activities. (Metric 18.1)	$50,000.00	No
18.4	Teacher Release Time (New 2026-27)	Teacher Release Time to run community building days 1 time per month with buddy classes. Teachers will focus on social emotional skills to build connections to school and increase students desire to attend. This support should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 75.0 percent of teachers have a full and clear credential. (Metric 18.1)	$30,000.00	No
18.5	Staff Per Diem (New 2026-27)	Provide Per Diem to staff to teach enrichment classes both before and after school. Classes will be free for students and create high interest activities to engage students and help get them to school on time every day. (Metric 18.1)	$70,000.00	No
18.6	Leader in Me Curriculum (New 2026-27)	Purchase Leader in Me. This is a school wide social emotional program to develop leadership skills, goal setting, and to monitor progress. This program will help students practice successful school skills with an emphasis on attendance and meeting attendance goals. Teachers will also participate in PD to implement the program and monitor data. (Metric 18.1)	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
18.7	Attendance Incentives (New 2026-27)	Studies show that the best incentives for attendance are frequent and involve parents as well as students, particularly in low-income neighborhoods. The school will include the following incentives that have been shown to support improvement: Monthly attendance trophy, monthly student incentives, monthly parent incentives, such as $100 monthly grocery gift cards, bus passes, gift cards, etc.; and end-of-year prizes, such as 6 bikes or scooters for each trimester. (Metric 18.1)	$34,883.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
19	By 2027 at Leataata Floyd for each Very Low performing student group on the 2025 California School Dashboard, the • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Leataata Floyd, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Suspension Rate Indicator: African American
- Chronic Absenteeism Indicator: ALL, African American, Socioeconomically Disadvantaged, and Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
19.1	Suspension Rate	2024-25 Suspension Rate African American (AA): 18.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26		2024-25 Suspension Rate AA Outcome not available. New metric added 2026-27.	AA: 16.5	AA Outcome not available. New metric added 2026-27.
19.2	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 52.3		2024-25 Chronic Absenteeism Rate	ALL: 47.3 AA: 54.2	ALL, AA, SED, and SWD Outcomes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American (AA): 59.2 Socioeconomically Disadvantaged (SED): 52.8 Students With Disabilities (SWD): 57.8 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		ALL, AA, SED, and SWD Outcomes not available. New metric added 2026-27.	SED: 47.8 SWD: 52.8	not available. New metric added 2026-27.

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.

N/A

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.

N/A

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

N/A

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.

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

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
19.1	Additional Clerk Hours (New 2026-27)	Clerks' hours will be extended by 2.5 hours per day to strengthen student and family engagement through improved attendance monitoring and communication. The additional support will allow staff to follow up with families, address attendance concerns promptly, and support school-wide attendance initiatives. These efforts are expected to increase overall student attendance and reduce chronic absenteeism. (Metric 19.2)	$60,000.00	No
19.2	Noon Duty (New 2026-27)	Yard monitors' work hours will be extended by 30 minutes using per diem funding to increase supervision during recess and lunch periods. The additional staff presence will help ensure the playground remains safe and structured, reduce student conflicts, and support positive student behavior. This increased supervision is expected to contribute to lower suspension rates and improved student attendance. (Metrics 19.1 and19.2)	$40,000.00	No
19.3	Field Trips (New 2026-27)	Teachers will be provided funding to plan field trips or reverse field trips during the school year. These experiences will connect classroom learning to real-world applications, increase student engagement, improve attendance, and help reduce suspensions by providing positive and enriching educational opportunities. (Metrics 19.1 and19.2)	$80,000.00	No
19.4	Instructional Aides Support (New 2026-27)	Hire two part-time Instructional Aides to Support Primary Classes with English Language Arts, Mathematics, and other academic content, targeting students who need additional support. This should improve the retention of teachers and help increase the percentage of fully credentialed	$92,450.00	No

Action #	Title	Description	Total Funds	Contributing
		staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 81.8 percent of teachers have a full and clear credential. This support will be provided for both 2026-27. (Metrics 19.1 and19.2)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
20	By 2027 at Oak Ridge for each Very Low performing student group on the 2025 California School Dashboard, the • Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points, • English Learner Progress rate will improve by 5 percentage points, and • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier 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.

In consultation with the school's educational partners, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator Math SBAC Distance From Met: Hispanic students
- English Learner Progress: English Learner students
- Chronic Absenteeism Indicator: African American, Students With Disabilities, Socioeconomically Disadvantaged, and Hispanic students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
20.1	Percent of Students Improving Math DFM	2024-25 Percent of Students Improving Math DFM Hispanic (H): 46.2 Source: 20250612 2024-25 SBAC Results-		2024-25 Percent of Students Improving Math DFM H Outcome not available. New	2025-26 Percent of Students Improving Math DFM H: 56.2	H Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		May15th (Internal Analysis)		metric added 2026-27.		
20.2	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 43.3 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26		2024-25 English Learner Progress English Learner Progress Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 48.3	English Learner Progress Outcome not available. New metric added 2026-27.
20.3	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 40.5 African American (AA): 55.8 Socioeconomically Disadvantaged (SED): 41.3 Students With Disabilities (SWD): 44.8 Hispanic (H): 45.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		2024-25 Chronic Absenteeism Rate ALL, AA, SED, SWD Outcome not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate ALL: 35.5 AA: 50.8 SED: 36.3 SWD: 39.8 H: 40.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	ALL, AA, SED, SWD Outcome not available. New metric added 2026-27.

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.

N/A

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.

N/A

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

N/A

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.

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

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
20.1	Transportation Resources (New 2026-27)	Provide transportation for families within attendance boundary that will result in increased student attendance and decreased chronic absenteeism. (Metric 20.3)	$105,000.00	No

Action #	Title	Description	Total Funds	Contributing
20.2	Health Services (New 2026-27)	Provide health care personnel to improve student attendance and reduce chronic absenteeism by supporting student needs related to health related issues. (Metric 20.3)	$100,000.00	No
20.3	Support Services Coordinator (New 2026-27)	Support services personnel that will provide wrap around supports to overcome barriers that are preventing students from coming to school. These services will lead to increased student attendance and higher levels of academic success (math). (Metrics 20.1 and 20.3)	$226,000.00	No
20.4	Noon Duty (New 2026-27)	Hire a Noon Duty. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflicts, and improve student attendance. (Metric 20.3)	$9,000.00	No
20.5	Outreach Per Diem Hours (New 2026-27)	Extend hours of employees who can make outreach phone calls about attendance to understand attendance challenges and refer families to get additional support and improve student attendance and decrease chronic absenteeism. (Metric 20.3)	$10,000.00	No
20.6	Professional Development (New 2026-27)	Teachers will participate in professional development to support their instruction, which will improve English learner progress and math scores. (Metrics 20.1 and 20.2)	$50,000.00	No
20.7	Instructional Aide Support (New 2026-27)	Instructional Aide Support for English Language Development and Mathematics targeting students who need additional support. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. (Metrics 20.1 and 20.2)	$58,245.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
21	By 2027 at Parkway for each Very Low performing student group on the 2025 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier 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.

In consultation with the school's educational partners, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: English Learner and Hispanic students
- Academic Indicator Math SBAC Distance From Met: English Learner and Socioeconomically Disadvantaged students
- English Learner Progress: English Learner students
- Suspension Rate Indicator: ALL, African American, Homeless Youth, Students With Disabilities, Socioeconomically Disadvantaged, Pacific Islander, and Two or More students
- Chronic Absenteeism Indicator: African American, Asian, and Pacific Islander students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
21.1	Percent of Students Improving ELA DFM	2024-25 Percent of Students Improving ELA DFM		EL and H Outcomes not available. New	2025-26 Percent of Students	EL and H Outcomes not available. New

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 69.0 Hispanic (H): 59.2 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		metric added 2026-27.	Improving ELA DFM EL: 79.0 H: 69.2	metric added 2026-27.
21.2	Percent of Students Improving Math DFM	2024-25 Percent of Students Improving Math DFM English Learner (EL): 43.8 Socioeconomically Disadvantaged (SED): 44.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		EL and SED Outcomes not available. New metric added 2026-27.	2025-26 Percent of Students Improving Math DFM EL: 53.8 SED: 54.4	EL and SED Outcomes not available. New metric added 2026-27.
21.3	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 27.4 Source: English Learner Progress Indicator in California School		English Learner Progress Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 32.4	English Learner Progress Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2025-26				
21.4	Suspension Rate	2024-25 Suspension Rate ALL: 9.2 African American (AA): 16.9 Students With Disabilities (SWD): 14.1 Socioeconomically Disadvantaged (SED): 9.5 Homeless Youth (HY): 9.5 Pacific Islander (PI): 12.1 Two or More (TOM): 15.2 Source: Suspension Indicator in California School Dashboard Released in 2025-26		ALL, AA, SWD, SED, HY, PI, and TOM Outcomes not available. New metric added 2026-27.	2025-26 Suspension Rate ALL: 7.2 AA: 14.9 SWD: 12.1 SED: 7.5 HY: 7.5 PI: 10.1 TOM: 13.2 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL, AA, SWD, SED, HY, PI, and TOM Outcomes not available. New metric added 2026-27.
21.5	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate African American (AA): 55.2 Asian (A): 21.4 Pacific Islander (PI): 50.0 Source: Chronic Absenteeism Indicator in California School		AA, A, and PI Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate AA: 50.2 A: 16.4 PI: 45.0 Source: Chronic Absenteeism Indicator in California School Dashboard	AA, A, and PI Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2025-26			Released in 2026-27	

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.

N/A

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.

N/A

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

N/A

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.

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

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
21.1	Specialist II, Student Support Center (New 2026-27)	Support and facilitate the student support center. Basic needs of students will support attendance, major support of student behavior, restorative justice, PBIS, mental health, and academic support. This role will lead to increased student attendance, reduced student disciplinary rates, and higher levels of academic success. (Metrics 21.4 and 21.5)	$175,952.00	No
21.2	School Intervention Staff Assistant (New 2026-27)	Provide targeted behavioral supervision and student support through the Student Support Center and in-class and out of class interventions-in a reset/restorative room. Responsibilities include supporting restorative justice practices, supervising reflection spaces, assisting with behavior contracts, facilitating restorative conversations, providing structured supervision for students requiring additional support, and reinforcing PBIS expectations. The position will also support students in school as an alternative to suspension. Also assist students in maintaining engagement in instruction. (Metrics 21.4 and 21.5)	$112,176.00	No
21.3	Campus Monitor (New 2026-27)	Hire a Campus Monitor. Additional staff will assist in securing the campus between recesses and ensuring that all students are attending class during times of instruction. The Campus Monitor will assist with recess and lunch yard duty and be trained in restorative conversations to reduce the amount of student conflict and as a result, will reduce the school suspension rate and improve student attendance. (Metrics 21.4 and 21.5)	$100,808.00	No
21.4	Walking School Bus Staff (New 2026-27)	Increase yard duty hours to cover before school, morning, lunch and afternoon recesses. Also, provide compensation for staff to create a walking school bus for students. Staff will walk through the neighborhood to a designated stop and will walk back the students to school. (Metric 21.5)	$18,800.00	No
21.5	Additional Yard Duty Positions (New 2026-27)	Hire additional yard duty and provide per diems for a walking school. Additional staff will assist in the securing yard and campus during recess and lunches will reduce the amount of student conflict as a result will lower	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the school suspension rate and improve student attendance (3.5 hrs each). (Metrics 21.4 and 21.5)		
21.6	Additional Clerk Support (New 2026-27)	Extend Clerk hours by 2.5 per 3-4 days per week to increase student connectivity, direct and specific work around improving attendance and decreasing chronic absenteeism–calls, home visits, and attendance meetings. (Metric 21.5)	$20,000.00	No
21.7	PBL Academic Planning Days (New 2026-27)	Provide teacher collaboration and release days (two per teacher per trimester) to observe PBL that is working at other sites, collaborate, design, refine, and analyze Project Based Learning instruction aligned to California standards in English language arts, mathematics, and science. During planning sessions, teachers will analyze student data, design differentiated supports for English Learners, and create instructional strategies that increase engagement for historically underserved student groups, including socioeconomically disadvantaged students and students with disabilities. Teachers will also collaborate to embed language supports, academic discourse strategies, and culturally relevant learning experiences within PBL units. (Metrics 21.1 - 21.5)	$64,800.00	No
21.8	PBL Professional Development (New 2026-27)	Teachers will participate in the PBL workshops and grade team leads will participate in specific training and PD to learn the Project Based Learning model and design standards-aligned PBL units focused on English language arts, mathematics, and science. Professional development will include strategies for supporting English Learners through language scaffolds, collaborative learning, academic discourse, and culturally responsive instruction. Teachers will develop projects that increase engagement for historically underserved student groups, including African American students, students experiencing homelessness, students with disabilities, socioeconomically disadvantaged students, Pacific Islander students, and students of two or more races. These instructional strategies will increase access to rigorous academic content while strengthening	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
		language development, problem-solving skills, and student engagement. (Metrics 21.1 - 21.5)		
21.9	PBL Professional Development Curriculum Resources (New 2026-27)	Purchase a schoolwide subscription to TEACH's Project Based Learning curriculum library, providing teachers with access to standards-aligned PBL units in English language arts, mathematics, and science. The curriculum includes scaffolds for English Learners such as language development supports, structured academic discourse, collaborative learning strategies, and differentiated instructional supports. These ready-to-use PBL units will allow teachers to implement engaging and culturally responsive instruction designed to improve academic outcomes for English Learners in English language arts and mathematics and for socioeconomically disadvantaged students in science. (Metrics 21.1 - 21.5)	$5,000.00	No
21.10	PBIS, Restorative Practices, PBL, and Student Engagement Materials (New 2026-27)	Provide materials and supplies to support PBIS implementation, restorative justice practices, Project Based Learning instruction, and English Learner supports across the campus. Materials may include PBIS recognition systems, student incentives for attendance and positive behavior, restorative justice circle materials, calm corner supplies, supplies for the Student Support Center, supplies and books for the Restoration and reset room, and instructional materials that support project-based learning and English Learner engagement. (Metrics 21.1 - 21.5)	$15,198.00	No
21.11	PBIS Professional Development and Release / Collaboration Time (New 2026-27)	Provide professional development, release time, and collaboration opportunities for staff to strengthen the implementation of Positive Behavioral Interventions and Supports (PBIS). Training will focus on teaching and reinforcing schoolwide behavioral expectations, using restorative practices, analyzing discipline data, and implementing targeted behavioral supports for students who require additional intervention. Staff will collaborate to implement proactive strategies that support positive behavior, reduce classroom disruptions, and improve student engagement. This support should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the	$10,800.00	No

Action #	Title	Description	Total Funds	Contributing
		2023-24 CDE Teacher Assignment Monitoring Outcomes report, 77.8 percent of teachers have a full and clear credential. (Metrics 21.1 - 21.5)		
21.12	PBIS Rewards Voyage Training (New 2026-27)	Provide staff training in PBIS Rewards Voyage, a digital platform that supports the implementation of Positive Behavioral Interventions and Supports (PBIS). The training will help staff consistently teach schoolwide behavior expectations, track behavioral data, recognize positive student behavior, and implement targeted interventions for students requiring additional behavioral support. (Metrics 21.1 - 21.5)	$3,300.00	No
21.13	Equity Book Audit (New 2026-27)	Teachers will conduct an equity-focused classroom library audit to evaluate current reading materials and ensure access to culturally responsive and leveled texts that support English Learners and diverse student populations. Funding will support teacher release time for reviewing classroom libraries, identifying gaps in representation and reading levels, and selecting texts that support literacy development and language acquisition. Each class will be allocated 1,000 to specifically create and replenish their classroom libraries. (Metric 21.3)	$33,600.00	No
21.14	Newsletter communication subscription (New 2026-27)	Yearly subscription to the S'More multilingual newsletter platform. The platform provides translation in over 100 languages to ensure school communication is accessible to families of English Learners. The newsletter will communicate academic expectations, literacy and math strategies families can support at home, attendance expectations, behavioral supports, and information about student services. (Metric 21.3)	$180.00	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
$92390563	$8,292,998

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
22.857%	0.000%	$0.00	22.857%

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:** COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs **Need:** Ensure that a greater number of students graduate with Career and Technical Education	Provide CTE pathways and programs with rigorous coursework to prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation	CTE Completer %, College/Career Prepared Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(CTE) skills. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	integrated projects aligned to cross-curricular standards within CTE pathways.	
1.2	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling **Need:** On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	Provide college and career exploration, inclusive of all college segments (Community College, CSU, UC, and Private universities) and utilizing the California College Guidance Initiative (CCGI) lessons. Staff are continuing to collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. Youth Development College Mentors are specifically targeting efforts for at-risk student populations and providing supplemental supports with the college application and financial aid (e.g. FAFSA) application processes.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports **Need:** On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee. **Scope:** LEA-wide	Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate
1.4	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling **Need:** Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP	Coordinate districtwide master scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, support with building the infrastructure to provide in-classroom academic interventions, and maximize overall scheduling efficiency. Coordinate professional learning related to master scheduling policies and procedures for site instructional leaders and counselors.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parent Advisory Committee, Community Advisory Committee. **Scope:** LEA-wide		
1.5	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery **Need:** Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high school sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed within the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	On-Track Graduation Status, On-Track A-G Status, Graduation Rate, A-G Rate
1.7	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program **Need:**	Provide support for International Baccalaureate (IB) Program, including continuing expanding access to the International Baccalaureate (IB) program at target schools, aimed at reducing disproportionality in college-going rates. This allocation requires IB Programs have: IB Site Coordinators (a requirement of the IB Program) at the three IB sites (Umoja International Academy,	AP Pass Rate, IB Pass Rate, On-Track A-G Status, A-G Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Increase the percent of students who pass college preparation exams and graduate college and career ready. **Scope:** LEA-wide	Luther Burbank High School, and Caleb Greenwood Elementary), IB specific professional learning, instructional materials, and membership fees. Eliminate financial barrier for college pathway exam participation, including providing students access to Advanced Placement AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation.	
1.8	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways **Need:** Increase the percent of students who graduate college and career ready. **Scope:** LEA-wide	Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation.	Graduation Rate, College/Career Prepared Rate
2.9	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results **Need:** Increase the percent of students making progress in ELA and Math. The district's baseline data indicates achievement gaps across the district, which indicates the need for	School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results, especially the performance of Socioeconomically Disadvantaged, English Learner and Foster Youth. Specific actions are identified in each school's SPSA and approved by each school site council.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance

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
	this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council. **Scope:** LEA-wide		From Met, Reclassification Rate, English Learner Progress
2.10	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making **Need:** Increase the percent of students making progress in ELA and Math secondary coursework. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	Use student data to provide interventions for struggling students as indicated on the site-specific California School Dashboard in order to maintain on-track status for graduation and a-g course completion, especially for student groups indicated in the "Red" benchmark. Funding provide stipends to department heads at district high schools to support their leadership of data use.	7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, Reclassification Rate
2.11	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Increase the percent of students making progress in ELA and Math. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	instruction to meet student needs, in particular the needs of unduplicated students and other target student groups as measured by student grades.	Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
2.13	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention **Need:** Increase the percent of students making progress in ELA and Math, and increase the percent of students progressing in English Language Development. **Scope:** LEA-wide	Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
2.14	**Action:** HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26) **Need:**	Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. This action also provide additionals staffing to high-needs sites where the percentage of students who are English Learner, Foster Youth, and/or Low Income comprise more than 55% of the student enrollment. Funds are used to maintain higher staffing levels for these schools to	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improve percent of teachers with full credentials and literacy results across the district. **Scope:** LEA-wide	ensure lower class sizes and increase academic engagement and targeted intervention services. Additionally, provide Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites.	Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met,
2.15	**Action:** HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention **Need:** Full credential teacher recruitment and retention is one of the intended impacted areas of this action. **Scope:** LEA-wide	Develop and implement pathways and pipelines for current employees and community members to acquire credentials and certifications (e.g. teaching credential). Increase SCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees.	Percent of Teachers With Full Credential
2.16	**Action:** CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26) **Need:** Increase State Standards Survey Results and the percent of students making progress in ELA and Math. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. This action includes coordinating and delivering professional learning and site-based, ongoing support to implement the California English Language Arts Standards and Mathematical Content and Practice Standards.	State Standards Survey Results, TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met,

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
	educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide		Reclassification Rate, English Learner Progress
2.19	**Action:** CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services (Modified 2026-27) **Need:** The CoGAT pass rate for Age Percentile Rank for grade 1 and 3 students is one of the intended impacted areas of this action. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide	Administer the Cognitive Abilities Test (CogAT) to facilitate universal screening of all students for recommended access to advanced learner opportunities in Grades 2-6 and placement in advanced Middle School courses. Provide ongoing professional learning for elementary teachers providing GATE services in grades 2-	Percent of Students Passing CoGAT
2.22	**Action:** LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26) **Need:** TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Scale Scores, i-Ready Math Spring Scale Scores, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate.The district's	District leadership will use data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance

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
	academic baseline data indicates achievement gaps across the district, which indicates the need for this supporting action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** LEA-wide		From Met, Reclassification Rate, English Learner Progress
3.2	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27) **Need:** Improve students' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee. **Scope:** LEA-wide	Provide services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic needs that can impact student outcomes through site-base Student Support Centers and the centralized Connect Center. Students and families served through the Connect Center are provided a centralized access point for support services that include, but are not limited to, counseling referrals, mental health/behavioral consultations, and basic needs referrals.	Student Connectedness Perception

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic **Need:** Reduce students' rates of chronic absenteeism and increase students' rates of attendance. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide	Provide nursing services as a key component of the district's wrap-around health services to respond to the immediate health needs of individual students and to proactively identify physical and mental health needs, provide or connect students and families to the appropriate services and resources, and provide important health information and education to students and families.	Chronic Absenteeism, Attendance Rate
3.11	**Action:** ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26) **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:**	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include the immunization clinic, attendance and engagement, translation, family services, early learning care, credit recovery, and referrals to support families in transition.	Family Connectedness Perception

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		
3.12	**Action:** ATTENDANCE - Attendance and Engagement Strategies **Need:** Attendance **Scope:** LEA-wide	Support school sites in focused efforts to reduce chronic absenteeism, including promoting best practices (e.g. regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network). Providing expanded supports to include capacity building for staff, tiered re-engagement and absence support, engaging youth voice to promote positive engagement and attendance, implementation of a restorative School Attendance Review Board (SARB) process, and summer community outreach events.	Chronic Absenteeism
3.14	**Action:** STATE AND FEDERAL - Family and Community Empowerment (FACE) **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:**	Provide a range of capacity-building opportunities to families and guardians, including District Parent Resource Center, Parent Empowerment Pathway (PEP) Program, and Parent Information Exchange (PIE). The PEP engages parents/caregivers in a full schedule of workshops offered over the course of 10 weeks. Parents and guardians build their skills in supporting their child's education and their capacity to take on leadership roles at the site and district levels. Other capacity-building topics include Infinite Campus-Parent Portal, ELPAC Parent Workshops, and School Site Council training and support, and constituent services. The PIE is a monthly meeting that brings together key representatives from school parent groups, district staff, community organizations, city and county agencies, and business partners to discuss their programs and services for families.	Family Connectedness Perception

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		
3.15	**Action:** STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27) **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. PTHV services have expanded and will continue to include access to online visits implemented during the COVID pandemic in addition to in-person home visits.	Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, Family Connectedness Perception
3.16	**Action:** STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response **Need:** Suspension, Chronic Absenteeism, and Student Safety Perception are some of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide.	Bullying Prevention staff works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.	Suspension Rate, Chronic Absenteeism Rate, Student Safety Perception

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.18	**Action:** SAFETY - Re-imagine School Safety (Modified 2025-26) **Need:** The student Suspension Rate is one of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** LEA-wide	Such services include conflict mediation and partnering with agencies to identify and address causation factors. Momentum from Phase II is moving the district quickly to Phase III, which includes a process to reduce suspensions at the middle and high school levels and address other equity concerns that contribute to the “school to prison pipeline” disproportionately impacting black and brown students. The district's strategy continues to emphasize and value the collaboration with community based organizations, grass roots organizations (lived experience), and other district partners to accomplish district wide school safety.	Suspension Rate, Expulsion Rate, Middle School Dropout Rate, High School Dropout Rate, Family Safety Perception
3.19	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26) **Need:** Improve teacher recruitment and retention. The district's baseline data indicates social and emotional outcome gaps across the	Maintain a competitive salary and benefits package for certificated staff to increase the district’s ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	Staff Connectedness Perception and Staff Safety Perception

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
	district, which indicates the need for this action district-wide. **Scope:** LEA-wide		
3.21	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions **Need:** Reduce students' rates of chronic absenteeism, increase students' rates of attendance, and reduce the percent of students suspended. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	Supplemental and Concentration Grant funding allocated to school sites based on their number of low-income students and English Learners to implement actions/strategies in their School Plan for Student Achievement (SPSA) to improve student group low performance (Red and Orange ratings) in Chronic Absenteeism and Suspensions as indicated on the California Dashboard.	Chronic Absenteeism, Attendance Rate, Suspension Rate
3.22	**Action:** FACILITIES SUPPORT SERVICES - School Facilities Maintenance **Need:**	Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.	The percent of sites with a good facility rating (Metric 3.12).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The percent of sites with a good facility rating (Metric 3.12). **Scope:** LEA-wide		
3.23	**Action:** CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26) **Need:** Staff Safety Perception is one of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide	Professional learning for all staff includes building internal training capability; structured, ongoing professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation.	Staff Safety Perception
3.24	**Action:** CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan **Need:** Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, and Family Connectedness Perception are some of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome	Utilize the expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing. Provide Adequate Facilities, Equipment, Materials/Supplies for visual and performing arts instruction. Enhance Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement by developing and expanding partnerships with professional and community organizations and inviting and engaging parents and families to actively participate in school site	Suspension Rate, Chronic Absenteeism Rate, Student Connectedness Perception, and Family Connectedness Perception

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
	gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide	and district arts programs. Develop strategies and platforms to increase and enhance communication within the district about arts programs and events and with parents/guardians and families about available arts opportunities throughout the district.	

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
1.6	**Action:** CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26) **Need:** Increase the percent of English Learner students who graduate. **Scope:** Limited to Unduplicated Student Group(s)	Provide the Avant and ALTA World Language Placement Exam to eligible incoming 9th grade students (who speak a language other than English at home) in order to ensure appropriate placement. The exam will also be offered to newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English to waive the state and district world language graduation requirement.	Graduation rate, college/career prepared rate
2.3	**Action:** MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26) **Need:** Increase the percent of English Learner students progressing in English Language	Build-out the ELD training specialist structure to support implementation of (1) Dual Language Immersion (DLI) program expansion (per the DLI proposal), (2) implement and align DLI teacher network vertically, (3) implement cycles of improvement to support professional learning and implementation of best practices for newcomer	English Learner Progress Indicator, Family Connectedness Perception, District English Learner Advisory Council Participation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council. **Scope:** Limited to Unduplicated Student Group(s)	pathways (K-12), and (4) continue work to increase reclassification and graduation rates.	
2.4	**Action:** MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26) **Need:** Increase the percent of English Learner students progressing in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)	Professional learning to support English Language Development services, included: (1) implementation of English Language Development (Designated and Integrated ELD), (2) foundational skills training, (3) alignment of work with cycles of improvement to support coaching, (4) implementation of academic conferences, and (5) evaluation of EL services.	English Learner Progress Indicator, Reclassification Rate
2.5	**Action:** MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27) **Need:** Increase the percent of English Learner students progressing in English Language	This will include collaboration with school sites to understand the implications of the new plan and provision of guidance and support to implement.	English Learner Progress, English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Development and improve the English Learner Reclassification Rate. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council. **Scope:** Limited to Unduplicated Student Group(s)		
2.6	**Action:** MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27) **Need:** Increase English Learner progress in ELD and improve the English Learner Reclassification Rate **Scope:** Limited to Unduplicated Student Group(s)	The district will provide targeted tutoring and intervention services, including in-person, online, and technology-based programs, to support English Learner, migrant, and long-term English Learner students, with priority given to secondary newcomer students.	English Learner progress and English Learner Reclassification Rate
2.12	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26) **Need:** Increase the percent of students making progress in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP	School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Specific actions are identified in each school's SPSA and approved by each school site council.	English Learner Progress Indicator, Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)		
3.1	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth **Need:** Improve student perception regarding their belongingness and connectedness to their school community **Scope:** Limited to Unduplicated Student Group(s)	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	Student Connectedness Perception

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.

In SCUSD, 14 schools have an Unduplicated Pupil Percentage (UPP) equal to or below 55%, and 54 schools have an Unduplicated Pupil Percentage (UPP) above 55% as of spring 2025, excluding charter schools. The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). The funds will primarily be used to provide Reading Intervention Teachers across the district to improve literacy results, additional certificated staffing (salaries/benefits),

including maintenance of positions and additional staffing support as needs are identified. These funds have been aligned to LCAP Action 2.14 and are reflected in the projected expenditures for that action.

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 58.8	1 to 38.2
Staff-to-student ratio of certificated staff providing direct services to students	1 to 20.1	1 to 16.7

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	404210077	92390563	22.857%	0.000%	22.857%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$506,517,317.00	$142,373,454.00	$26,764,751.00	$32,932,197.00	$708,587,719.00	$609,638,085.00	$98,949,634.00

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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	Ongoing	$4,099,545.00	$1,127,162.00	$2,890,220.00	$2,336,487.00			$5,226,707.00	
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$10,579,745.00	$0.00	$9,182,524.00			$1,397,221.00	$10,579,745.00	
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$290,000.00	$193,066.00	$424,413.00			$58,653.00	$483,066.00	
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	Ongoing	$248,847.00	$0.00	$248,847.00				$248,847.00	
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$2,122,044.00	$1,595,535.00	$2,140,018.00	$1,577,561.00			$3,717,579.00	
1	1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 7-12	Ongoing	$0.00	$6,637.00	$6,637.00				$6,637.00	

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	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary Grades 7-12	Ongoing	$608,056.00	$0.00	$608,056.00				$608,056.00	
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
2	2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families (Modified 2026-27)	All	No			All Schools Preschool	Ongoing	$12,098,476.00	$2,336,410.00		$7,630,535.00	$411,621.00	$6,392,730.00	$14,434,886.00	
2	2.2	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility (Modified 2026-27)	All	No			All Schools TK	Ongoing	$14,409,746.00	$0.00	$14,409,746.00				$14,409,746.00	
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$347,718.00	$83,333.00	$71,467.00			$359,584.00	$431,051.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$818,729.00	$17,670.00	$158,225.00			$678,174.00	$836,399.00	

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
					s)											
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$303,825.00	$95,833.00	$218,271.00			$181,387.00	$399,658.00	
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$118,369.00	$22,500.00	$57,986.00			$82,883.00	$140,869.00	
2	2.7	SPECIAL EDUCATION - School Psychologists	All	No			All Schools	Ongoing	$11,957,622.00	$0.00	$3,934,790.00	$7,621,977.00		$400,855.00	$11,957,622.00	
2	2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$53,181,029.00	$4,957,249.00		$47,146,370.00		$10,991,908.00	$58,138,278.00	
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,072,907.00	$2,822,783.00	$5,895,690.00				$5,895,690.00	
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	Ongoing	$0.00	$745,329.00	$745,329.00				$745,329.00	
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$172,947.00	$172,947.00				$172,947.00	
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$917,157.00	$142,699.00	$1,059,856.00				$1,059,856.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools Receiving Title 1 Funds	Ongoing	$4,088,692.00	$3,523,586.00	$90,770.00			$7,521,508.00	$7,612,278.00	
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$290,050,486.00	$0.00	$290,050,486.00				$290,050,486.00	
2	2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,584,775.00	$156,589.00	$4,741,364.00				$4,741,364.00	
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$207,410.00	$1,088,988.00	$209,478.00	$1,077,561.00		$9,359.00	$1,296,398.00	
2	2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	All	No			All Schools	Ongoing	$0.00	$500,000.00		$500,000.00			$500,000.00	
2	2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	All	No			All Schools	Ongoing	$0.00	$285,000.00		$285,000.00			$285,000.00	
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services (Modified 2026-27)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 3	Ongoing	$337,332.00	$564,722.00	$808,603.00			$93,451.00	$902,054.00	
2	2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support (Discontinued June 2026)	All	No			All Schools	Ongoing								
2	2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	All	No			All Schools	Ongoing	$655,864.00	$2,970,392.00	$559,725.00	$2,957,945.00		$108,586.00	$3,626,256.00	
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$1,332,371.00	$756,717.00	$2,089,088.00				$2,089,088.00	

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
		Support (Modified 2025-26)	Low Income			Low Income										
2	2.23	IAS - Eight (8) Additional School Days - LREBG (Discontinued June 2026)	All	No			All Schools	Ongoing								
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$993,493.00	$253,283.00	$459,657.00			$787,119.00	$1,246,776.00	
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,062,862.00	$62,235.00	$10,599,858.00		$309,051.00	$216,188.00	$11,125,097.00	
3	3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth (Modified 2025-26)	All Homeless Youth	No			All Schools	Ongoing	$1,375,172.00	$348,086.00			$149,050.00	$1,574,208.00	$1,723,258.00	
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,124,144.00	$1,323,230.00	$20,789,348.00		$658,026.00		$21,447,374.00	
3	3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	All	No			All Schools	Ongoing	$11,005,393.00	$19,858,375.00		$29,755,741.00		$1,108,027.00	$30,863,768.00	
3	3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	All American Indian and Alaska Native students	No			All Schools	Ongoing	$12,366.00	$22,601.00				$34,967.00	$34,967.00	
3	3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA)	All African American, Socioeconomically Disadvantaged	No			All Schools Grades 7-12	Ongoing	$0.00	$48,180.00				$48,180.00	$48,180.00	

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
3	3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	All	No			Grades 9-12	Ongoing	$0.00	$684,000.00		$684,000.00			$684,000.00	
3	3.9	CURRICULUM AND INSTRUCTION - Implement State Seal of Civic Engagement (Modified 2025-26)	All	No			Grades 9-12	Ongoing	$0.00	$684,000.00		$684,000.00			$684,000.00	
3	3.10	SUMMER SCHOOL - Summer Programming	All	No			All Schools	Ongoing	$0.00	$10,105,000.00		$10,105,000.00			$10,105,000.00	
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,234,752.00	$223,801.00	$3,458,553.00				$3,458,553.00	
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,000.00				$6,000.00	$6,000.00	
3	3.13	ATTENDANCE - Family Communication Tools (Discontinued June 2026)	All	No			All Schools									
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,587,608.00	$100,656.00	$1,483,931.00			$204,333.00	$1,688,264.00	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	Ongoing	$347,093.00	$201,099.00	$194,412.00			$353,780.00	$548,192.00	
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$534,173.00	$0.00	$534,173.00				$534,173.00	
3	3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	Students with Disabilities	No			All Schools	Ongoing	$2,717,534.00	$0.00		$2,717,534.00			$2,717,534.00	
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,031,850.00	$308,841.00	$3,340,691.00				$3,340,691.00	

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
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,339,412.00	$0.00	$12,339,412.00				$12,339,412.00	
3	3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	All	No			Specific Schools: Schools Receiving Federal Title 1 Funds	Ongoing	$0.00	$20,000.00				$20,000.00	$20,000.00	
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,936,071.00	$230,225.00	$3,166,296.00				$3,166,296.00	
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$110,194,353.00	$23,154,141.00	$108,111,491.00		$25,237,003.00		$133,348,494.00	
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,387.00	$669,518.00	$179,052.00	$582,575.00		$174,278.00	$935,905.00	
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,856,015.00	$351,776.00	$1,020,907.00	$3,058,066.00		$128,818.00	$4,207,791.00	
3	3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	All	No			All Schools	Ongoing	$0.00	$12,996,406.00		$12,996,406.00			$12,996,406.00	
4	4.1	Resource Specialist	All	No			Specific Schools: American Legion	Ongoing	$148,899.00	$0.00		$148,899.00			$148,899.00	
4	4.2	Additional Section of English	All	No			Specific Schools: American	Ongoing	$0.00	$21,997.00		$21,997.00			$21,997.00	

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
							Legion									
4	**4.3**	Additional Social Worker Services (New 2025-26)	All	No			Specific Schools: American Legion	Ongoing	$111,620.00	$0.00		$111,620.00			$111,620.00	
5	**5.1**	Additional Clerk Hours	All	No			Specific Schools: Bret Harte	Ongoing	$39,021.00	$0.00		$39,021.00			$39,021.00	
5	**5.2**	Academic Coaching Support Services (Discontinued June 2026)	All	No			Specific Schools: Bret Harte	Ongoing								
5	**5.3**	Teacher Release Time (Discontinued June 2026)	All	No			Specific Schools: Bret Harte	Ongoing								
5	**5.4**	Whiteboards and Novel Studies to Support Instruction (Discontinued June 2025)	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.5**	Student Smart Tutors (Discontinued June 2025)	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.6**	Noon Duty (Discontinued June 2026)	All	No			Specific Schools: Bret Harte	Ongoing								
5	**5.7**	Field Trips and Reverse Field Trips	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$26,966.00		$26,966.00			$26,966.00	
5	**5.8**	Resource Specialist Intervention Support (Discontinued June 2026)	All	No			Specific Schools: Bret Harte	Ongoing								
6	**6.1**	Implement Schools PLP	All	No			Specific Schools: Capital City	Ongoing	$0.00	$214,200.00		$214,200.00			$214,200.00	
6	**6.2**	Response to Interventions (RtI)	All	No			Specific Schools:	Ongoing	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Materials (Discontinued June 2025)					Capital City									
6	**6.3**	ELA Resource Specialist	All	No			Specific Schools: Capital City	Ongoing	$179,590.00	$0.00		$179,590.00			$179,590.00	
6	**6.4**	Math Resource Specialist	All	No			Specific Schools: Capital City	Ongoing	$179,590.00	$0.00		$179,590.00			$179,590.00	
6	**6.5**	Lexia Core5/Power Up Online Platform (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.6**	i-Ready (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.7**	Field Trips (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$2,000.00		$2,000.00			$2,000.00	
6	**6.8**	Supplemental Curriculum (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$11,000.00		$11,000.00			$11,000.00	
6	**6.9**	Site Instructional Coordinator (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.10**	Flexible Seating (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.11**	Teacher Per Diems for Targeted Interventions (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.12**	Teacher Per Diems for SAT/ACT Prep (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								

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
6	**6.13**	Clerk (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$110,070.00	$0.00		$110,070.00			$110,070.00	
6	**6.14**	ELPAC Testing Coordinator Stipend (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$1,558.00		$1,558.00			$1,558.00	
6	**6.15**	Supplement CAASSP Coordinator Stipend (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$943.00		$943.00			$943.00	
6	**6.16**	College & Career Readiness Intervention Incentives (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$3,000.00		$3,000.00			$3,000.00	
6	**6.17**	Technology Support Accessories (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$7,500.00		$7,500.00			$7,500.00	
6	**6.18**	Engagement/Participation Support (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$13,600.00		$13,600.00			$13,600.00	
6	**6.19**	PE supplemental materials (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
6	**6.20**	School Safety (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$100,808.00	$0.00		$100,808.00			$100,808.00	
6	**6.21**	Family Engagement Translator (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
7	**7.1**	Resource Specialist (Intervention Lead) (Discontinued June 2025)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.2**	Resource Specialist (Intervention Support) (Discontinued June 2025)	All	No			Specific Schools: Caroline	Ongoing								

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
							Wenzel									
7	**7.3**	Instructional Aides (Modified 2026-27)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$60,000.00	$0.00		$60,000.00			$60,000.00	
7	**7.4**	Campus Monitor (New 2025-26)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$350,000.00	$0.00		$350,000.00			$350,000.00	
7	**7.5**	Social Worker (Discontinued June 2026)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.6**	Library Media Tech (Discontinued June 2026)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.7**	Yard Duty (Discontinued June 2026)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.8**	Play Works (Discontinued June 2026)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.9**	7.9 AVID (New 2026-27)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
8	**8.1**	Resource Specialist (Discontinued June 2025)	All	No			Specific Schools: Isador Cohen	Ongoing								
8	**8.2**	Instructional Aide (Modified 2026-27)	All	No			Specific Schools: Isador Cohen	Ongoing	$200,000.00	$0.00		$200,000.00			$200,000.00	
8	**8.3**	Social Worker (New 2025-26)	All	No			Specific Schools: Isador Cohen	Ongoing	$120,000.00	$0.00		$120,000.00			$120,000.00	
8	**8.4**	Attendance Clerk (New 2026-27)	All	No			Specific Schools:	Ongoing	$80,000.00	$0.00		$80,000.00			$80,000.00	

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
							Isador Cohen									
8	**8.5**	ELD Program (New 2026-27)	English Learners	No			Specific Schools: Isador Cohen	Ongoing	$0.00	$80,000.00		$80,000.00			$80,000.00	
8	**8.6**	Bilingual Aide (New 2026-27)	English Learners	No			Specific Schools: Isador Cohen	Ongoing	$85,000.00	$0.00		$85,000.00			$85,000.00	
8	**8.7**	CABE Conference / Teacher Training (New 2026-27)	English Learners	No			Specific Schools: Isador Cohen	Ongoing	$0.00	$24,331.00		$24,331.00			$24,331.00	
9	**9.1**	Develop a School-wide Behavior Management Plan (SBMP) (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	**9.2**	Teacher Per-Diem - Curriculum Development (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	**9.3**	School-wide Behavior Management Plan (SBMP) Implementation & Training (Discontinued June 2026)	All	No			Specific Schools: John Morse	Ongoing								
9	**9.4**	Restorative Justice & Trauma-Informed Practices Training (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	**9.5**	Trauma-Safe/Wellness Room Implementation (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	**9.6**	Crisis Communication and Relationship Building Between Staff and Students (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	**9.7**	Wellness Room (New 2026-27)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	

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
9	**9.8**	Student Elective Club (New 2026-27)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$21,771.00		$21,771.00			$21,771.00	
9	**9.9**	Sensory Room (New 2026-27)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$32,765.00		$32,765.00			$32,765.00	
9	**9.10**	Building Staff Skills to Support Students With Disabilities (New 2026-27)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
10	**10.1**	Resource Specialist (Discontinue June 2025)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.2**	Teacher Release Time (Discontinued June 2026)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.3**	i-Ready (Discontinued June 2026)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.4**	Positive Behavior and Intervention Support (PBIS) Professional Learning (Discontinued June 2026)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.5**	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.6**	Provide Additional Social Worker Services (New 2025-26)	All	No			Specific Schools: Martin Luther King	Ongoing	$106,000.00	$0.00		$106,000.00			$106,000.00	
10	**10.7**	Curriculum and Materials (Discontinued June 2026)	All	No			Specific Schools: Martin	Ongoing								

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
							Luther King									
11	**11.1**	Instructional Aide (Discontinued June 2026)	All	No			Specific Schools: Success Academy	Ongoing								
11	**11.2**	Teacher Collaboration (Discontinued June 2026)	All	No			Specific Schools: Success Academy	Ongoing								
11	**11.3**	Student and Family Assemblies (Modified 2026-27)	All	No			Specific Schools: Success Academy	Ongoing	$0.00	$500.00		$500.00			$500.00	
11	**11.4**	Professional Development - Release Time (Modified 2026-27)	All	No			Specific Schools: Success Academy	Ongoing	$0.00	$2,864.00		$2,864.00			$2,864.00	
11	**11.5**	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	All	No			Specific Schools: Success Academy	Ongoing	$0.00	$500.00		$500.00			$500.00	
11	**11.6**	School Intervention Staff Assistant (New 2025-26)	All	No			Specific Schools: Success Academy	Ongoing	$80,000.00	$0.00		$80,000.00			$80,000.00	
12	**12.1**	Resource Specialist (Discontinued June 2026)	All	No			Specific Schools: Woodbine	Ongoing								
12	**12.2**	Supplemental Intervention Materials (Discontinued June 2025)	All	No			Specific Schools: Woodbine	Ongoing								
12	**12.3**	Site Instruction Coordinator (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$365,000.00		$365,000.00			$365,000.00	
12	**12.4**	Additional Clerical Support (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$104,040.00		$104,040.00			$104,040.00	

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
12	**12.5**	Teacher Assistant Bilingual-Hmong (New 2026-27)	English Learners	No			Specific Schools: Woodbine	Ongoing	$0.00	$217,450.00		$217,450.00			$217,450.00	
12	**12.6**	Academic Instruction Professional Development (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
12	**12.7**	Additional Technology for Students (New 2026-27)	All	No			Specific Schools: Woodbine		$0.00	$22,140.00		$22,140.00			$22,140.00	
12	**12.8**	SBMP Professional Development (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
12	**12.9**						Specific Schools: Woodbine	Ongoing								
13	**13.1**	Professional Development - Coaching and Literacy Consulting (Modified 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$27,745.00		$27,745.00			$27,745.00	
13	**13.2**	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.3**	Teacher Release Time (New 2025-26) (Modified 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
13	**13.4**	Library Books (New 2025-26) (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.5**	Classroom Novel Sets (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								

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
13	**13.6**	Attendance Incentives (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.7**	Field Trips and Reverse Field Trips (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.8**	Additional Attendance Clerk Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$37,895.00	$0.00		$37,895.00			$37,895.00	
13	**13.9**	Additional Social Worker Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$255,386.00	$0.00		$255,386.00			$255,386.00	
13	**13.10**	Additional Campus Monitor Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$80,000.00	$0.00		$80,000.00			$80,000.00	
13	**13.11**	Additional Assistant Principal Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$25,833.00	$0.00		$25,833.00			$25,833.00	
13	**13.12**	Additional Yard Monitor Supervision (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$7,500.00		$7,500.00			$7,500.00	
13	**13.13**	Community Liaison (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$12,882.00	$0.00		$12,882.00			$12,882.00	
14	**14.1**	Resource Specialist (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$340,000.00	$0.00		$340,000.00			$340,000.00	
14	**14.2**	Leveled Library (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$27,000.00		$27,000.00			$27,000.00	
14	**14.3**	Teacher Release Time (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
14	**14.4**	Professional Learning (New 2025-26)	All	No			Specific Schools:	Ongoing	$0.00	$27,500.00		$27,500.00			$27,500.00	

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							Nicholas									
14	**14.5**	Teacher Intervention (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.6**	Recess Organized Student Activities (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.7**	Field Trips (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
14	**14.8**	Supplemental Materials and Supplies (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.9**	Supplemental Technology (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
14	**14.10**	ELD Curriculum (Modified 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.11**	Fingerprinting Costs (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$1,500.00		$1,500.00			$1,500.00	
14	**14.12**	PBIS (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$35,000.00		$35,000.00			$35,000.00	
14	**14.13**	Assistant Principal (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$360,000.00	$0.00		$360,000.00			$360,000.00	
14	**14.14**	Summer Teacher Planning (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.15**	Kinder Orientation (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.16**	Library Technician (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	
14	**14.17**	Additional Supervision (New 2026-27)	All	No			Specific Schools:	Ongoing	$65,000.00	$0.00		$65,000.00			$65,000.00	

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							Nicholas									
15	**15.1**	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$110,000.00	$0.00		$110,000.00			$110,000.00	
15	**15.2**	PlayWorks Intervention (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$50,687.00		$50,687.00			$50,687.00	
15	**15.3**	Additional Nursing Services (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$55,000.00		$55,000.00			$55,000.00	
15	**15.4**	Instructional Aides (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$175,000.00	$0.00		$175,000.00			$175,000.00	
15	**15.5**	Teacher Release Time (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$45,000.00		$45,000.00			$45,000.00	
15	**15.6**	Positive Behavior and Intervention Support (PBIS) Professional Learning (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
15	**15.7**	California Association for Bilingual Education (CABE) Professional Learning (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
15	**15.8**	Additional Clerk Hours (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$65,000.00	$0.00		$65,000.00			$65,000.00	
15	**15.9**	Yard Monitor (New 2025-26)	All	No			Specific Schools: (New 2025-26)	Ongoing	$85,000.00	$0.00		$85,000.00			$85,000.00	
15	**15.10**	Field Trips and Reverse Field Trips (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$95,000.00		$95,000.00			$95,000.00	
15	**15.11**	Structured Literacy Intensification Block (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$215,000.00	$0.00		$215,000.00			$215,000.00	
15	**15.12**	Math Acceleration System (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$200,000.00	$0.00		$200,000.00			$200,000.00	

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15	**15.13**	Math Acceleration and Project based learning System (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
15	**15.14**	Teacher Professional Development Resources (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$125,000.00		$125,000.00			$125,000.00	
15	**15.15**	Tier 2 Behavior Intervention System (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$45,000.00		$45,000.00			$45,000.00	
16	**16.1**	Training Specialist – High School (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$345,360.00	$0.00		$345,360.00			$345,360.00	
16	**16.2**	Resource Teacher – Secondary (Literacy) (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$345,360.00	$0.00		$345,360.00			$345,360.00	
16	**16.3**	Site Instructional Coordinator (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$268,578.00	$0.00		$268,578.00			$268,578.00	
16	**16.4**	Youth & Family Mental Health Advocate (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$224,352.00	$0.00		$224,352.00			$224,352.00	
16	**16.5**	Parent Advisor (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$237,166.00	$0.00		$237,166.00			$237,166.00	
16	**16.6**	Professional Development (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$0.00	$208,000.00		$208,000.00			$208,000.00	
16	**16.7**	Mentorship for African American Students (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$0.00	$95,216.00		$95,216.00			$95,216.00	
16	**16.8**	Campus Monitor (New 2026-27)	All	No			All Schools Specific Schools: Hiram Johnson	Ongoing	$201,616.00	$0.00		$201,616.00			$201,616.00	

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16	**16.9**	Clerk III (New 2026-27)	All	No			Specific Schools: Hiram Johson	Ongoing	$224,352.00	$0.00		$224,352.00			$224,352.00	
17	**17.1**	Additional Social Worker	All	No			Specific	Ongoing	$338,553.0	$0.00		$338,553.00			$338,553	
17	**17.2**	School-wide Field Trips	All	No			Specific	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.	
17	**17.3**	Extend the Attendance	All	No			Specific	Ongoing	$7,300.00	$0.00		$7,300.00			$7,300.0	
18	**18.1**	Additional Clerk Hours	All	No			Specific	Ongoing	$160,000.0	$0.00		$160,000.00			$160,000	
18	**18.2**	Additional Noon Duty	All	No			Specific	Ongoing	$140,000.0	$0.00		$140,000.00			$140,000	
18	**18.3**	Field Trips & Reverse	All	No			Specific	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.	
18	**18.4**	Teacher Release Time	All	No			Specific	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.	
18	**18.5**	Staff Per Diem (New	All	No			Specific	Ongoing	$0.00	$70,000.00		$70,000.00			$70,000.	
18	**18.6**	Leader in Me Curriculum	All	No			Specific	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.	
18	**18.7**	Attendance Incentives	All	No			Specific	Ongoing	$0.00	$34,883.00		$34,883.00			$34,883.	
19	**19.1**	Additional Clerk Hours	All	No			Specific	Ongoing	$60,000.00	$0.00		$60,000.00			$60,000.	
19	**19.2**	Noon Duty (New 2026-	All	No			Specific	Ongoing	$40,000.00	$0.00		$40,000.00			$40,000.	
19	**19.3**	Field Trips (New 2026-	All	No			Specific	Ongoing	$0.00	$80,000.00		$80,000.00			$80,000.	
19	**19.4**	Instructional Aides	All	No			Specific	Ongoing	$92,450.00	$0.00		$92,450.00			$92,450.	
20	**20.1**	Transportation	All	No			Specific	Ongoing	$0.00	$105,000.00		$105,000.00			$105,000	
20	**20.2**	Health Services (New	All	No			Specific	Ongoing	$100,000.0	$0.00		$100,000.00			$100,000	
20	**20.3**	Support Services	All	No			Specific	Ongoing	$226,000.0	$0.00		$226,000.00			$226,000	
20	**20.4**	Noon Duty (New 2026-	All	No			Specific	Ongoing	$9,000.00	$0.00		$9,000.00			$9,000.0	
20	**20.5**	Outreach Per Diem	All	No			Specific	Ongoing	$10,000.00	$0.00		$10,000.00			$10,000.	
20	**20.6**	Professional	All	No			Specific	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.	
20	**20.7**	Instructional Aide	All	No			Specific	Ongoing	$58,245.00	$0.00		$58,245.00			$58,245.	
21	**21.1**	Specialist II, Student	All	No			Specific	Ongoing	$175,952.0	$0.00		$175,952.00			$175,952	
21	**21.2**	School Intervention Staff	All	No			Specific	Ongoing	$112,176.0	$0.00		$112,176.00			$112,176	
21	**21.3**	Campus Monitor (New	All	No			Specific	Ongoing	$100,808.0	$0.00		$100,808.00			$100,808	
21	**21.4**	Walking School Bus	All	No			Specific	Ongoing	$18,800.00	$0.00		$18,800.00			$18,800.	
21	**21.5**	Additional Yard Duty	All	No			Specific	Ongoing	$25,000.00	$0.00		$25,000.00			$25,000.	
21	**21.6**	Additional Clerk Support	All	No			Specific	Ongoing	$20,000.00	$0.00		$20,000.00			$20,000.	
21	**21.7**	PBL Academic Planning	All	No			Specific	Ongoing	$0.00	$64,800.00		$64,800.00			$64,800.	
21	**21.8**	PBL Professional	All	No			Specific	Ongoing	$0.00	$16,000.00		$16,000.00			$16,000.	
21	**21.9**	PBL Professional	All	No			Specific	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.0	
21	**21.10**	PBIS, Restorative	All	No			Specific	Ongoing	$0.00	$15,198.00		$15,198.00			$15,198.	
21	**21.11**	PBIS Professional	All	No			Specific	Ongoing	$0.00	$10,800.00		$10,800.00			$10,800.	
21	**21.12**	PBIS Rewards Voyage	All	No			Specific	Ongoing	$0.00	$3,300.00		$3,300.00			$3,300.0	
21	**21.13**	Equity Book Audit (New	All	No			Specific	Ongoing	$0.00	$33,600.00		$33,600.00			$33,600.	
21	**21.14**	Newsletter	All	No			Specific	Ongoing	$0.00	$180.00		$180.00			$180.00	

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
404210077	92390563	22.857%	0.000%	22.857%	$487,613,056.00	0.000%	120.634 %	**Total:**	$487,613,056.00
								LEA-wide Total:	$485,580,957.00
								Limited Total:	$2,032,099.00
								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**	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	$2,890,220.00	
1	**1.2**	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$9,182,524.00	
1	**1.3**	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$424,413.00	

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	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	$248,847.00	
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$2,140,018.00	
1	1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 7-12	$6,637.00	
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary Grades 7-12	$608,056.00	
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$65,000.00	
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$71,467.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$158,225.00	

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 (%)
		Learners (Modified 2025-26)						
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$218,271.00	
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$57,986.00	
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,895,690.00	
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	$745,329.00	
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,947.00	
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,059,856.00	
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS -	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools Receiving Title 1 Funds	$90,770.00	

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 (%)
		Grade Level Readiness Intervention						
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,050,486.00	
2	2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,741,364.00	
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,478.00	
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services (Modified 2026-27)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grade 3	$808,603.00	
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,089,088.00	
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$459,657.00	
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,599,858.00	
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES -	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,789,348.00	

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 (%)
		School Nurses and Immunization Clinic						
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,458,553.00	
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,483,931.00	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	$194,412.00	
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$534,173.00	
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,340,691.00	
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,339,412.00	
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,166,296.00	
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,111,491.00	

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	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,052.00	
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,020,907.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$509,207,607.00	$597,237,365.00

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**	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	$5,521,135	$7,931,106
1	**1.2**	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	$9,114,466	$9,997,012
1	**1.3**	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	$2,190,515	$2,980,180
1	**1.4**	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	$238,869	$248,514
1	**1.5**	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	$2,442,563	$2,311,598
1	**1.6**	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	No	$8,000	$6,637
1	**1.7**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Yes	$366,071	$572,852
1	**1.8**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	$406,581	$386,392

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	2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families	No	$19,883,226	$23,918,578
2	2.2	EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility	No	$11,206,780	$13,211,309
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Yes	$601,474	$506,725
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	Yes	$1,246,606	$1,201,424
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26)	Yes	$421,253	$460,019
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2025-26)	No	$87,536	$116,874
2	2.7	SPECIAL EDUCATION - School Psychologists	Yes	$2,648,330	$7,102,331
2	2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	No	$8,462,513	$11,434,328
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	$5,201,584	$5,489,467
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	$745,329	$745,329

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	$172,947	$172,947
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	Yes	$1,317,144	$1,319,179
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	$5,456,178	$8,203,534
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Yes	$248,012,330	$277,241,981
2	2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	No	$9,300,316	$13,427,060
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Yes	$4,826,109	$4,377,205
2	2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	No	$596,970	$309,731
2	2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	No	$260,000	$285,453
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	$1,125,607	$1,256,563
2	2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support	No	$1,094,321	$1,969,101
2	2.21	CURRICULUM AND INSTRUCTION - Provide	No	$4,273,103	$6,682,669

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)
		Instructional Materials for Students and Staff			
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Yes	$1,667,076	$2,205,370
2	2.23	IAS - Eight (8) Additional School Days - LREBG (New 2025-26)	No	$17,356,594	$14,876,312
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	$1,616,414	$1,518,030
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	$9,030,696	$9,710,261
3	3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth (Modified 2025-26)	No	$966,073	$1,248,108
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	$15,204,709	$18,382,781
3	3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	No	$25,671,085	$36,983,963
3	3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	No	$35,000	$26,072
3	3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men’s and Women’s Leadership Academy (MWLA)	No	$175,000	$48,180
3	3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	No	$652,115	$850,734
3	3.9	CURRICULUM AND INSTRUCTION - Implement State	No	$652,115	$850,734

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)
		Seal of Civic Engagement (Modified 2025-26)			
3	3.10	SUMMER SCHOOL - Summer Programming	No	$7,397,651	$9,342,363
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Yes	$3,054,866	$3,428,943
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	Yes	$1,406,534	$1,669,744
3	3.13	ATTENDANCE - Family Communication Tools	No	$141,500	$10,500
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	$836,212	$2,090,613
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	$1,034,730	$1,103,795
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	$653,120	$722,081
3	3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	No	$2,460,291	$2,596,176
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Yes	$3,661,349	$4,270,825
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Yes	$6,575,108	$6,521,539
3	3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	No	$25,000	$8,977
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site	Yes	$4,865,583	$2,814,712

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)
		Council-Determined, SPSA-Based School Climate Actions			
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	No	$44,779,083	$47,995,396
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Yes	$870,102	$553,649
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	$5,454,814	$5,182,630
3	3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	No	$1,000,000	$16,681,972
4	4.1	Resource Specialist	No	$202,359	$207,956
4	4.2	Additional Section of English	No	$34,717	$9,876
4	4.3	Additional Social Worker Services (New 2025-26)	No	$106,497	$110,534
5	5.1	Additional Clerk Hours	No	$30,000	$28,581
5	5.2	Academic Coaching Support Services	No	$15,000	$0.00
5	5.3	Teacher Release Time	No	$30,000	$2,833
5	5.4	Whiteboards and Novel Studies to Support Instruction (Discontinued June 2025)	No	$0.00	$0.00

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)
5	5.5	Student Smart Tutors (Discontinued June 2025)	No	$0.00	$0.00
5	5.6	Noon Duty	No	$30,000	$8,915
5	5.7	Field Trips and Reverse Field Trips	No	$23,000	
5	5.8	Resource Specialist Intervention Support (New 2025-26)	No	$68,000	
6	6.1	Implement Schools PLP	No	$79,200	$79,200
6	6.2	Response to Interventions (RtI) Materials (Discontinued June 2025)	No	$0.00	$0.00
6	6.3	ELA Resource Specialist	No	$174,700	$166,133
6	6.4	Math Resource Specialist	No	$174,700	$166,133
6	6.5	Lexia Core5/Power Up Online Platform (New 2025-26)	No	$43,200	$39,920
6	6.6	i-Ready (New 2025-26)	No	$32,400	$30,614
6	6.7	Field Trips (New 2025-26)	No	$4,812	$780
6	6.8	Supplemental Curriculum (New 2025-26)	No	$4,812	$742
6	6.9	Site Instructional Coordinator (New 2025-26)	No	$225,000	$0
6	6.10	Flexible Seating (New 2025-26)	No	$10,000	$0

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)
6	6.11	Teacher Per Diems for Targeted Interventions (New 2025-26)	No	$6,000	$2,241
6	6.12	Teacher Per Diems for SAT/ACT Prep (New 2025-26)	No	$10,157	$3,525
6	6.18				
7	7.1	Resource Specialist (Intervention Lead) (Discontinued June 2025)	No	$0.00	$18,833
7	7.2	Resource Specialist (Intervention Support) (Discontinued June 2025)	No	$0.00	$0
7	7.3	Instructional Aides (Modified 2025-26)	No	$100,000	$21,200
7	7.4	Campus Monitor (New 2025-26)	No	$80,000	$7,752
7	7.5	Social Worker (New 2025-26)	No	$100,000	$0
7	7.6	Library Media Tech (New 2025-26)	No	$20,000	$31,444
7	7.7	Yard Duty (New 2025-26)	No	$15,000	$9,200
7	7.8	Play Works (New 2025-26)	No	$75,000	$70,500
8	8.1	Resource Specialist (Discontinued June 2025)	No	$0.00	$0
8	8.2	Instructional Aide	No	$331,773	$103,512
8	8.3	Social Worker (New 2025-26)	No	$303,000	$0

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)
9	9.1	Develop a School-wide Behavior Management Plan (SBMP)	No	$28,000	$0
9	9.2	Teacher Per-Diem - Curriculum Development	No	$6,300	$0
9	9.3	School-wide Behavior Management Plan (SBMP) Implementation & Training (New 2025-26)	No	$12,633	$0
9	9.4	Restorative Justice & Trauma-Informed Practices Training (New 2025-26)	No	$15,550	$0
9	9.5	Trauma-Safe/Wellness Room Implementation (New 2025-26)	No	$5,902	$3,069
9	9.6	Crisis Communication and Relationship Building Between Staff and Students (New 2025-26)	No	$16,450	$0
10	10.1	Resource Specialist (Discontinue June 2025)	No	$0.00	$0
10	10.2	Teacher Release Time (Modified 2025-26)	No	$53,250	$22,468
10	10.3	i-Ready	No	$10,600	$0
10	10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning	No	$3,050	$0
10	10.5	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	No	$0.00	$0
10	10.6	Provide Additional Social Worker Services (New 2025-26)	No	$97,500	$87,963
10	10.7	Curriculum and Materials (New 2025-26)	No	$12,600	$1,500

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)
11	11.1	Instructional Aide (Modified 2025-26)	No	$18,828	$0
11	11.2	Teacher Collaboration	No	$2,000	$0
11	11.3	Student and Family Assemblies	No	$2,112	$3,000
11	11.4	Professional Development - Release Time	No	$3,000	$3,049
11	11.5	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	No	$2,070	$0
11	11.6	School Intervention Staff Assistant (New 2025-26)	No	$66,090	$34,658
12	12.1	Resource Specialist (Modified 2025-26)	No	$475,000	$0
12	12.2	Supplemental Intervention Materials (Discontinued June 2025)	No	$0.00	$0
13	13.1	Professional Development - Coaching and Literacy Consulting (New 2025-26)	No	$90,300	$105,000
13	13.2	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (New 2025-26)	No	$30,100	$34,778
13	13.3	Teacher Release Time (New 2025-26)	No	$88,000	$9,567
13	13.4	Library Books (New 2025-26)	No	$15,000	$0

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)
13	**13.5**	Classroom Novel Sets (New 2025-26)	No	$15,000	$0
13	**13.6**	Attendance Incentives (New 2025-26)	No	$15,754	$0
13	**13.7**	Field Trips and Reverse Field Trips (New 2025-26)	No	$26,623	$0
14	**14.1**	Resource Specialist (New 2025-26)	No	$340,000	$0
14	**14.2**	Leveled Library (New 2025-26)	No	$25,000	$17,669
14	**14.3**	Teacher Release Time (New 2025-26)	No	$10,000	$16,065
14	**14.4**	Professional Learning (New 2025-26)	No	$20,000	$824
14	**14.5**	Teacher Intervention (New 2025-26)	No	$10,000	$0
14	**14.6**	Recess Organized Student Activities (New 2025-26)	No	$60,000	$12,783
14	**14.7**	Field Trips (New 2025-26)	No	$18,370	$0
14	**14.8**	Supplemental Materials and Supplies (New 2025-26)	No	$20,000	$3,384
14	**14.9**	Supplemental Technology (New 2025-26)	No	$30,000	$19,309
14	**14.10**	ELD Curriculum (New 2025-26)	No	$10,000	$9,503

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)
14	**14.11**	14.10 Fingerprinting Costs (New 2025-26)	No	$1,000	$0
14	**14.12**	PBIS (New 2025-26)	No	$20,000	$7,535
15	**15.1**	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	No	$189,875	$92,443
15	**15.2**	PlayWorks Intervention (New 2025-26)	No	$36,342	$0
15	**15.3**	Additional Nursing Services (New 2025-26)	No	$126,734	$0
15	**15.4**	Instructional Aides (New 2025-26)	No	$171,216	$2,130
15	**15.5**	Teacher Release Time (New 2025-26)	No	$32,600	$0
15	**15.6**	Positive Behavior and Intervention Support (PBIS) Professional Learning (New 2025-26)	No	$22,939	$10,988
15	**15.7**	California Association for Bilingual Education (CABE) Professional Learning (New 2025-26)	No	$7,693	$0
15	**15.8**	Additional Clerk Hours (New 2025-26)	No	$50,000	$38,462
15	**15.9**	Yard Monitor (New 2025-26)	No	$73,496	$19,794
15	**15.10**	Field Trips and Reverse Field Trips (New 2025-26)	No	$20,627	$442

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)
89403239	$319,883,201.00	$351,620,864.00	($31,737,663.00)	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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	$3,714,403	$4,353,122		
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	$7,974,001	$8,655,996		
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	$310,515	$392,174		
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	$238,869	$248,514		
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	$2,243,812	$2,311,598		
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for	Yes	$366,071	$572,852		

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)
		International Baccalaureate (IB) Program					
1	**1.8**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	$406,581	$386,392		
2	**2.3**	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Yes	$135,881	$234,879		
2	**2.4**	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	Yes	$371,248.	$461,390		
2	**2.5**	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26)	Yes	$180,249	$138,731		
2	**2.7**	SPECIAL EDUCATION - School Psychologists	Yes	$1,149,050	$2,536,144		
2	**2.9**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	$5,201,584	$5,489,467		
2	**2.10**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	$745,320	$745,329		
2	**2.11**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	$172,947	$172,947		

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	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	Yes	$1,317,144	$1,319,179		
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	$730,249	$223,556		
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Yes	$248,012,330	$277,241,981		
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Yes	$2,220,910	$1,241,795		
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	$605,942	$1,051,892		
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Yes	$1,667,076	$2,205,370		
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	$462,146	$530,295		
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	$7,046,149	$7,952,512		
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	$14,437,831	$11,570,587		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Yes	$3,054,866	$3,428,943		
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	Yes	$313,580	$235,016		
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	$570,020	$1,969,582		
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	$271,065	$178,732		
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	$653,120	$722,081		
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Yes	$3,661,349	$4,270,825		
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Yes	$6,575,108	$6,521,539		
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	$4,865,583	$2,814,712		
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Yes	$160,545	$167,192		
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	$47,657	$1,275,540		

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)
388764544	89403239	0	22.997%	$351,620,864.00	0.000%	90.446%	$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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.2

Meeting Date: June 18, 2026

Subject: **Adopt Dependent Charter 2026-27 Local Control Accountability Plans (LCAP)**

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Office of the Deputy Superintendent

Recommendation: The Board adopt the 2026-27 LCAPs and Local Indicator reports for each of the locally-funded or "dependent" charters.

Background/Rationale: The California Department of Education requires that all Local Education Agencies (LEAs) complete and approve a Local Control Accountability Plan. As independent LEAs, Bowling Green Elementary, New Joseph Bonnheim Community Charter, Sacramento New Technology High School, and The Met must complete their own LCAP. The SCUSD board is the ultimate governing board of these LEAs and must approve those LCAPs.

The process of creating an LCAP begins with a needs assessment to understand what students most need. The school creates goals with linked metrics and action items. Expenditures are connected to those actions. Along the way, the school leaders share the plan in progress and elicits feedback from a range of educational partners. At this point in the process, the attached documents are still in draft form. Prior to final approval, they will be finalized and recommended for approval by their local steering committees.

Financial Considerations: The LCAP is a guide to charter school's budget priorities. For 2026-27, the LCAPs have been amended to include requirements for spending the charter school's remaining LREBG grant funds.

LCAP Goal(s): NA

Documents Attached:

a. Bowling Green: https://drive.google.com/drive/folders/1RBFE6DG1o0VK5M7tGH5ow0AWiG_hBZt2?usp=sharing
b. NJB: https://drive.google.com/drive/folders/1ysXmhugtlLg84vE5ICgQz2q6Y-0MFxXB?usp=sharing
c. New Tech: https://drive.google.com/drive/folders/1Hwcf34IM0SvnLciXOix045JxRjLay7cq?usp=sharing
d. The MET: https://drive.google.com/drive/folders/1AT-nLuAJJy4AO3s-bI1Xa1lKGOvKsDwn?usp=drive_link

Estimated Time of Presentation: 5 min
Submitted by: Mary Hardin Young, Deputy Superintendent
Approved by: Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.3

Meeting Date: **June 18, 2026**

Subject: **Adopt Fiscal Year 2026-2027 Proposed Budget for All Funds**

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: ___)
- ☒ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Business Services

Recommendation: Adoption of the FY 2026-27 Proposed Budget for All Funds.

Background/Rationale: Annually, the District must adopt a budget for all funds by June 30th for the ensuing fiscal year. Prior to adoption of the budget, which is scheduled for June 18, 2026, the Governing Board must conduct a Public Hearing. Education Code §42103 requires the District to display the Proposed Budget for public view and hold a Public Hearing prior to adoption. The Public Hearing was held on June 4, 2026. Additionally, the Proposed Budget includes a review of reserves in compliance with Education Code §42127(a)(2)(B). The 2025-26 Budget is developed for all funds and establishes expenditure authority for the district in the ensuing year.

The Budget Development process began Fall 2025 with the district implementing the prescribed 20% reductions and reductions of administrative FTE staffing to 270 for all District departments as approved by the November 2025 Fiscal Solvency Plan (FSP). Enrollment projections, school site budget one-pagers, and Department and site-based reductions were all key areas of focus January - February 2026. The District completed the Budget Development process on February 5, 2026.

In January 2026, the District was apprised that the First Interim included the projected savings from the Fiscal Solvency Plan; thus, the District's true deficit and the assessment of the viability of the implementation of the strategies was challenged during the expected time of updates on status. In February 2026, District staff also revised the First Interim, reversing $67.7M of the projected FSP savings, which reset the deficit target from -$34.2M to -$113.2M. This process initiated the revised Fiscal Solvency Plan 2.0, which showed not only the original plan, but also revised and confirmed existing, new, and revised strategies that were viable and able to be implemented. For the 2025-26 Fiscal year, the February revision began with $43.8M of budget balancing solutions

and resulted in $96.6M by May 21, 2026. It should be noted that most of the 2025-26 solutions were one time strategies, which would need replacement in the subsequent year for ongoing impact. For 2026-27, the FSP 2.0 began with $4.9M in solutions, and resulted in $52.2M in solutions for the Unrestricted General Fund, which included an additional strategy to restructure and reduce the District Office, with a primary focus on Administrative staff beyond the original 270 FTE reduction, which stemmed from the 2019-20 administrative staffing total on the Second Interim Report.

The Proposed Adopted Budget includes the majority of the proposals from the May Revise, excluding resources that have not been finalized in the proposal, such as the Student Support and Professional Development block grant. In the 2025-26 year, the District spent a portion of this allocation and swept $9.5M to help offset the 2025-26 deficit. These revenue sources will be updated after the state legislature adopts the budget and the resources are known and measurable. As noted in the draft proposed budget, the District has included the $5.3M from the Learning Recovery Block Grant

The summary of the primary assumptions used in the 2026-27 Budget are listed below, which include the implementation of the 2026-27 Fiscal Solvency Plan and District Office Restructure:

SCUSD 2025-28 Budget Assumptions				
Category	2025-26	2026-27	2027-28	2028-29
Cost of Living Adjustment (COLA)	2.30%	2.87%	3.30%	3.09%
Augmentation		1.44%		
Special Education Increase		$422/ADA		
Enrollment	36,135	35,791	35,644	35,439
Enrollment Charters - Reported in Fund 09	1,411	1,389	1,379	1,379
Total Enrollment - SCUSD	37,546	37,180	37,023	36,818
Attendance Used for Funding (Highest Year or 3 Year Average)	33,397	33,203	32,849	32,546
Attendance (ADA)	32,937	32,417	32,417	32,284
Enrollment to ADA %	91.15%	90.57%	90.95%	91.10%
Unduplicated Pupil Count	68.07%	67.15%	67.70%	67.70%
Step & Column Certificated	1.60%	1.60%	1.60%	1.60%
Step & Column Classified	1.40%	1.40%	1.40%	1.40%
Consumer Price Index (CPI)	3.25%	3.76%	3.18%	2.76%
Special Education Contribution (In Millions)	$172.2	$193.0	$196.5	$199.3
Routine Restricted Maintenance Contribution (In Millions)	$24.9	$25.0	$28.9	$29.1
Health Benefit Assumptions *	0.00%	4.00%	4.00%	4.00%
SCTA Agreement	2.00%	2.00%	0.00%	0.00%
SEIU Agreement	2.00%	2.00%		
Mandatories & Benefits - Certificated	5.14%	3.00%	3.00%	3.00%
Mandatories & Benefits - Classified	11.34%	9.20%	9.20%	9.20%
State Teachers Retirement System	19.10%	19.10%	19.10%	19.10%
California Public Retirement System	26.81%	26.40%	26.80%	25.90%
Total Mandatories & Benefits Certificated	***24.24%***	***22.10%***	***22.10%***	***22.10%***
Total Mandatories & Benefits Classified	***38.15%***	***35.60%***	***36.00%***	***35.10%***

Unrestricted General Fund Balance - Multi-Year Projection Summary

Year	2026-27	2027-28	2028-29
Net Increase/Decrease In Fund Balance	-$221.8	-$226.9	-$226.3
Beginning Fund Balance	-$61.8	-$283.6	-$510.5
Ending Massage	-$283.6	-$510.5	-$736.9

Restricted General Fund Balance - Multi-Year Projection Summary

Year	2026-27	2027-28	2028-29
Net Increase/Decrease In Fund Balance	$13.0	$18.1	-$17.9
Beginning Fund Balance	$41.7	$54.7	$72.8
Ending Massage	$54.7	$72.8	$90.7

The 2026-27 proposed budget reflects a -$283.6M deficit in the Unrestricted General Fund and a positive $54.7M balance in the Restricted General Fund. The District is unable to recover its 2% reserve; however, it continues to develop its next steps and strategies for strategic budget and programmatic adjustments in 2026-27.

The Cash Flow projection continues to maintain a positive ending balance as of June 30, 2026 of $28,635,131, with actuals through May 2026. The 2026-27 Cash Flow projection has been updated with the projected $111.1M in advanced property tax revenue, with the remaining amount of $35.7M projected to be received in April 2027. There is a change from how it was modeled at the proposed budget. The District will not receive the total advance in July, but rather must request the amount needed to cover our deficit, monthly. This process change was clarified with the SCOE and the Sacramento County Treasurer's Office.

The Cash Flow remains projected to be negative in November 2026, with no Cash Borrowing from other funds at this time. The District is also reviewing Fund 25 and the previous deposits, which may not require interfund borrowing. More information will be forthcoming after budget adoption. The Board has adopted the appropriate resolution for Interfund Borrowing for the 2026-27 Fiscal Year. The Cash Flow also includes a projection of $7M in vacation payout in July and August, with this number scheduled to be trued up by the adopted budget.

The District has also completed the budget development for all of its ancillary funds, with all funds, excluding Adult Education which required a contribution from the Unrestricted

General Fund, living within their means. It should be noted that the contribution is significantly lower than 2025-26. A summary of the budgets for all funds is listed below.

SCUSD 2026-27 Proposed Adopted Budget Summary of Revenue, Expenditures, and Fund Balance of All Funds					
Fund/SACS Form	*Revenues*	*Expenditures*	*Excess/(Deficiency)*	*2026-27 Estimated Beginning Fund Balance*	*2026-27 Ending Fund Balance*
Fund 01 - General Fund - Unrestricted	$ 518,339,244.96	$ 740,136,478.65	$ (221,797,233.69)	$ (61,818,485.01)	$ (283,615,718.70)
Fund 01 - General Fund - Restricted	$ 454,918,854.68	$ 441,867,009.34	$ 13,051,845.34	$ 41,692,188.92	$ 54,744,034.26
Fund 09 - Charter Schools Special Revenue Fund	$ 23,220,133.10	$ 25,522,931.14	$ (2,302,798.04)	$ 4,144,843.58	$ 1,842,045.54
Fund 11 - Adult Education Fund	$ 4,485,532.22	$ 4,356,349.91	$ 129,182.31	$ 310,081.06	$ 439,263.37
Fund 12 - Child Development	$ 16,461,782.03	$ 16,461,782.03	$ -	$ 131.23	$ 131.23
Fund 13 - Student Nutrition	$ 41,431,512.99	$ 40,930,513.09	$ 500,999.90	$ 10,757,148.66	$ 11,258,148.56
Fund 14 - Deferred Maintenance	$ -	$ -	$ -	$ -	$ -
Fund 21 - Building Fund	$ 8,672,747.00	$ 132,655,317.15	$ (123,982,570.15)	$ 123,982,570.15	$ -
Fund 25 - Capital Facilities Fund	$ 2,500,000.00	$ 203,064.51	$ 2,296,935.49	$ 38,433,009.04	$ 40,729,944.53
Fund 49 - Capital Project Fund for Blend Comp	$ -	$ -	$ -	$ 4,978,957.24	$ 4,978,957.24
Fund 51 - Bond Interest and Redemption Fund	$ -	$ -	$ -	$ 70,025,531.27	$ 70,025,531.27
Fund 67 - Sef Insurance Fund	$ 18,086,356.69	$ 18,176,219.64	$ (89,862.95)	$ 1,287,932.54	$ 1,198,069.59
Total All Funds	**$ 1,088,116,163.67**	**$1,420,309,665.46**	**$ (332,193,501.79)**	**$ 233,793,908.68**	**$ (98,399,593.11)**

The District will continue its steps to close the year as of June 30th and report the Unaudited Actuals in September. It is then when the amounts we have reserved as part of the Fiscal Solvency Plan, in Object Code 4399 of $2M and all other unspent and unrealized expenditures and final revenues will project the final ending balance. It is not projected that the District will experience overspending as it did upon projecting and closing 2024-25. The work to locate all adjustments and "plugs" that were implemented in the 2025-26 Budget helps to support properly projecting our estimated actuals. During the timeline between finalizing Third Interim, what is believed to be the last and final "plug" to reduce the 2025-26 budget has been located in Certificated Salaries.

The result in this reduction of $72M in certificated salaries at the time of the 2025-26 adopted budget is that the actual expenditures will exceed the budgeted expenditures. It is further projected that the reduced spending in the other areas of the Unrestricted General fund will offset this net $34M deficit between budget and actuals. The District's next budget report will be the Unaudited Actuals in September 2026.

Financial Considerations: The proposed budget establishes expenditure authority for all funds for the 2026-27 fiscal year, with 2025-26 estimated actuals establishing the beginning fund balance for each fund.

LCAP Goal(s): Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:
1. Adopted Fiscal Year 2026-2027 Budget
2. 2026 Enrollment Projections
3. 2026-27 Budget Summary

Estimated Time of Presentation: 15 minutes

Submitted by: Lisa Grant-Dawson, Interim Chief Business and Operations Officer
Approved by: Cancy McArn, Superintendent

Adopted Fiscal Year 2026-2027
Budget for All Funds

Sacramento
City Unified
School District

Guiding Principle

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Board of Education
June 18, 2026

Sacramento City Unified School District

Board of Education

Tara Jeane, President, Area 1
Taylor Kayatta, Vice President, Area 6
April Ybarra, 2nd Vice President, Area 4
Jasjit Singh, Area 2 Jose Navarro, Area 3
Chinua Rhodes, Area 5 Michael Benjamin, Area 7
Maggie Kemper, Student Board Member

Cabinet

Cancy McArn, Superintendent
Mary Hardin Young, Deputy Superintendent
Brian Heap, Chief Communications Officer
Tim Rocco, Chief Information Officer
Erin Findley, Interim Chief Academic Officer
Lisa Grant-Dawson, Interim Chief Business and Operations Officer
Vacant, Chief Human Resource Officer and Lead Negotiator

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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: Serna Center, 5735 47th Avenue Sacramento CA

Date: 06/01/2026

Public Hearing:

Place: Board of Education Meeting, Serna Center Community Rooms

Date: 06/18/2026

Time: 6:00 PM

Adoption Date: 06/18/2026

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Cancy McArn

Title: Superintendent

Contact person for additional information on the budget reports:

Name: Lisa Grant Dawson

Title: Chief Business Officer

Telephone: 916-643-9055

E-mail: Business-Services@scusd.edu

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:	**06/18/2026**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?		X
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		X
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

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

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

School Insurance Authority - 9700 Old Placerville Road, Suite 100, Sacramento, CA

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

Signature (Original signature required)

	06/18/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Cancy McArn	Superintendent
Printed Name	Title

For additional information on this certification, please contact:

Keyshun Marshall	Director, Risk Management and Benefits
Name	Title
keyshun-marshall@scusd.edu	
Email	Telephone

GENERAL FUND

General Fund Definition

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. The General Fund also contains categorical programs such as Every Student Succeeds Act (ESSA), Title I, After School Education and Safety (ASES), and others.

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	482,006,035.00	2,688,064.00	484,694,099.00	496,600,640.00	2,930,029.00	499,530,669.00	3.1%
2) Federal Revenue		8100-8299	0.00	49,516,286.50	49,516,286.50	0.00	40,911,357.58	40,911,357.58	-17.4%
3) Other State Revenue		8300-8599	8,001,560.00	152,536,179.97	160,537,739.97	17,230,237.50	183,477,606.41	200,707,843.91	25.0%
4) Other Local Revenue		8600-8799	19,475,406.43	13,544,918.16	33,020,324.59	4,508,367.46	8,879,049.56	13,387,417.02	-59.5%
5) TOTAL, REVENUES			509,483,001.43	218,285,448.63	727,768,450.06	518,339,244.96	236,198,042.55	754,537,287.51	3.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	203,553,832.84	99,805,582.46	303,359,415.30	247,903,674.50	104,726,838.58	352,630,513.08	16.2%
2) Classified Salaries		2000-2999	65,624,795.81	44,298,249.27	109,923,045.08	59,312,774.92	69,400,124.53	128,712,899.45	17.1%
3) Employee Benefits		3000-3999	158,579,402.24	107,220,108.26	265,799,510.50	176,376,846.58	158,554,254.61	334,931,101.19	26.0%
4) Books and Supplies		4000-4999	21,076,586.52	23,793,971.33	44,870,557.85	9,494,685.10	21,226,264.79	30,720,949.89	-31.5%
5) Services and Other Operating Expenditures		5000-5999	55,332,369.52	128,007,600.20	183,339,969.72	47,658,316.19	72,010,779.78	119,669,095.97	-34.7%
6) Capital Outlay		6000-6999	2,300,459.04	6,782,099.82	9,082,558.86	479,409.00	948,900.00	1,428,309.00	-84.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,378,467.00	0.00	1,378,467.00	10,500.00	0.00	10,500.00	-99.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(13,187,005.19)	10,734,681.71	(2,452,323.48)	(17,399,656.05)	14,999,847.05	(2,399,809.00)	-2.1%
9) TOTAL, EXPENDITURES			494,658,907.78	420,642,293.05	915,301,200.83	523,836,550.24	441,867,009.34	965,703,559.58	5.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			14,824,093.65	(202,356,844.42)	(187,532,750.77)	(5,497,305.28)	(205,668,966.79)	(211,166,272.07)	12.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	12,755,880.00	0.00	12,755,880.00	2,736,682.42	0.00	2,736,682.42	-78.5%
b) Transfers Out		7600-7629	2,479,083.70	0.00	2,479,083.70	315,798.70	0.00	315,798.70	-87.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(149,273,759.44)	149,273,759.44	0.00	(218,720,812.13)	218,720,812.13	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(138,996,963.14)	149,273,759.44	10,276,796.30	(216,299,928.41)	218,720,812.13	2,420,883.72	-76.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(124,172,869.49)	(53,083,084.98)	(177,255,954.47)	(221,797,233.69)	13,051,845.34	(208,745,388.35)	17.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	62,354,384.48	94,775,273.90	157,129,658.38	(61,818,485.01)	41,692,188.92	(20,126,296.09)	-112.8%
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)			62,354,384.48	94,775,273.90	157,129,658.38	(61,818,485.01)	41,692,188.92	(20,126,296.09)	-112.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,354,384.48	94,775,273.90	157,129,658.38	(61,818,485.01)	41,692,188.92	(20,126,296.09)	-112.8%
2) Ending Balance, June 30 (E + F1e)			(61,818,485.01)	41,692,188.92	(20,126,296.09)	(283,615,718.70)	54,744,034.26	(228,871,684.44)	1,037.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150,000.00	0.00	150,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	95,968.61	0.00	95,968.61	0.00	0.00	0.00	-100.0%
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	41,692,188.92	41,692,188.92	0.00	54,744,034.26	54,744,034.26	31.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(62,064,453.62)	0.00	(62,064,453.62)	(283,615,718.70)	0.00	(283,615,718.70)	357.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	47,850,991.42	(73,914,221.89)	(26,063,230.47)				
1) Fair Value Adjustment to Cash in County Treasury		9111	1,312,434.56	0.00	1,312,434.56				
b) in Banks		9120	132,618.36	(196.00)	132,422.36				
c) in Revolving Cash Account		9130	150,000.00	0.00	150,000.00				
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	7,043,189.81	244,063.97	7,287,253.78				
4) Due from Grantor Government		9290	0.00	11,478,873.25	11,478,873.25				
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	95,968.61	0.00	95,968.61				
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			56,585,202.76	(62,191,480.67)	(5,606,277.91)				
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	41,553,148.01	2,288,495.79	43,841,643.80				
2) Due to Grantor Governments		9590	0.00	2,572,002.35	2,572,002.35				
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	339,849.35	339,849.35				
6) TOTAL, LIABILITIES			41,553,148.01	5,200,347.49	46,753,495.50				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			15,032,054.75	(67,391,828.16)	(52,359,773.41)				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	263,296,506.00	0.00	263,296,506.00	275,859,715.00	0.00	275,859,715.00	4.8%
Education Protection Account State Aid - Current Year		8012	93,738,843.00	0.00	93,738,843.00	91,312,158.00	0.00	91,312,158.00	-2.6%
State Aid - Prior Years		8019	(4,458,081.00)	0.00	(4,458,081.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	648,686.00	0.00	648,686.00	648,686.00	0.00	648,686.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	104,254,430.00	0.00	104,254,430.00	104,254,430.00	0.00	104,254,430.00	0.0%
Unsecured Roll Taxes		8042	3,791,291.00	0.00	3,791,291.00	3,791,291.00	0.00	3,791,291.00	0.0%
Prior Years' Taxes		8043	923,403.00	0.00	923,403.00	923,403.00	0.00	923,403.00	0.0%
Supplemental Taxes		8044	2,617,554.00	0.00	2,617,554.00	2,617,554.00	0.00	2,617,554.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	19,502,447.00	0.00	19,502,447.00	19,502,447.00	0.00	19,502,447.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	15,090,532.00	0.00	15,090,532.00	15,090,532.00	0.00	15,090,532.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			499,405,611.00	0.00	499,405,611.00	514,000,216.00	0.00	514,000,216.00	2.9%
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	(17,399,576.00)	0.00	(17,399,576.00)	(17,399,576.00)	0.00	(17,399,576.00)	0.0%
Property Taxes Transfers		8097	0.00	2,688,064.00	2,688,064.00	0.00	2,930,029.00	2,930,029.00	9.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			482,006,035.00	2,688,064.00	484,694,099.00	496,600,640.00	2,930,029.00	499,530,669.00	3.1%
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	10,499,941.53	10,499,941.53	0.00	9,907,185.00	9,907,185.00	-5.6%
Special Education Discretionary Grants		8182	0.00	895,263.00	895,263.00	0.00	630,945.64	630,945.64	-29.5%
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		25,421,549.34	25,421,549.34		21,446,869.96	21,446,869.96	-15.6%
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		2,095,311.15	2,095,311.15		1,761,789.44	1,761,789.44	-15.9%

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		559,977.78	559,977.78		468,059.00	468,059.00	-16.4%
Title III, English Learner Program	4203	8290		1,761,623.08	1,761,623.08		926,689.11	926,689.11	-47.4%
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		4,406,839.94	4,406,839.94		4,372,202.90	4,372,202.90	-0.8%
Career and Technical Education	3500-3599	8290		463,430.00	463,430.00		0.00	0.00	-100.0%
All Other Federal Revenue	All Other	8290	0.00	3,412,350.68	3,412,350.68	0.00	1,397,616.53	1,397,616.53	-59.0%
TOTAL, FEDERAL REVENUE			0.00	49,516,286.50	49,516,286.50	0.00	40,911,357.58	40,911,357.58	-17.4%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		32,600,985.00	32,600,985.00		46,069,541.00	46,069,541.00	41.3%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,668,000.00	0.00	1,668,000.00	1,699,340.50	0.00	1,699,340.50	1.9%
Lottery - Unrestricted and Instructional Materials		8560	6,333,560.00	2,719,120.00	9,052,680.00	6,488,833.00	2,800,443.75	9,289,276.75	2.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		34,536,056.00	34,536,056.00		34,536,056.00	34,536,056.00	0.0%
After School Education and Safety (ASES)	6010	8590		11,098,260.89	11,098,260.89		8,959,933.37	8,959,933.37	-19.3%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		200,707.10	200,707.10		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,917,036.33	1,917,036.33		1,650,222.00	1,650,222.00	-13.9%
Arts and Music in Schools (Prop 28)	6770	8590		6,600,239.00	6,600,239.00		6,515,246.00	6,515,246.00	-1.3%
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	0.00	62,863,775.65	62,863,775.65	9,042,064.00	82,946,164.29	91,988,228.29	46.3%
TOTAL, OTHER STATE REVENUE			8,001,560.00	152,536,179.97	160,537,739.97	17,230,237.50	183,477,606.41	200,707,843.91	25.0%
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	89,889.00	0.00	89,889.00	89,889.00	0.00	89,889.00	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	2,402,403.17	360,085.00	2,762,488.17	0.00	400,000.00	400,000.00	-85.5%
Interest		8660	2,223,946.00	0.00	2,223,946.00	2,292,294.53	0.00	2,292,294.53	3.1%
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	1,071,280.00	0.00	1,071,280.00	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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	13,687,888.26	13,184,833.16	26,872,721.42	2,126,183.93	8,479,049.56	10,605,233.49	-60.5%
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		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			19,475,406.43	13,544,918.16	33,020,324.59	4,508,367.46	8,879,049.56	13,387,417.02	-59.5%
TOTAL, REVENUES			509,483,001.43	218,285,448.63	727,768,450.06	518,339,244.96	236,198,042.55	754,537,287.51	3.7%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	157,801,196.83	64,286,063.88	222,087,260.71	199,771,566.15	56,086,436.99	255,858,003.14	15.2%
Certificated Pupil Support Salaries		1200	18,986,389.38	12,658,735.46	31,645,124.84	25,296,799.80	13,257,720.39	38,554,520.19	21.8%
Certificated Supervisors' and Administrators' Salaries		1300	23,769,160.47	5,460,027.29	29,229,187.76	22,549,085.19	4,640,910.86	27,189,996.05	-7.0%
Other Certificated Salaries		1900	2,997,086.16	17,400,755.83	20,397,841.99	286,223.36	30,741,770.34	31,027,993.70	52.1%
TOTAL, CERTIFICATED SALARIES			203,553,832.84	99,805,582.46	303,359,415.30	247,903,674.50	104,726,838.58	352,630,513.08	16.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	5,647,681.74	18,975,190.00	24,622,871.74	5,638,164.96	40,978,656.56	46,616,821.52	89.3%
Classified Support Salaries		2200	24,581,655.52	13,276,844.24	37,858,499.76	23,631,953.50	16,978,489.32	40,610,442.82	7.3%
Classified Supervisors' and Administrators' Salaries		2300	9,600,353.71	3,954,758.35	13,555,112.06	7,699,578.80	2,796,612.52	10,496,191.32	-22.6%
Clerical, Technical and Office Salaries		2400	21,759,485.26	4,460,828.17	26,220,313.43	20,288,890.29	4,202,814.94	24,491,705.23	-6.6%
Other Classified Salaries		2900	4,035,619.58	3,630,628.51	7,666,248.09	2,054,187.37	4,443,551.19	6,497,738.56	-15.2%
TOTAL, CLASSIFIED SALARIES			65,624,795.81	44,298,249.27	109,923,045.08	59,312,774.92	69,400,124.53	128,712,899.45	17.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	36,719,102.73	46,221,188.77	82,940,291.50	46,210,044.35	74,458,535.54	120,668,579.89	45.5%
PERS		3201-3202	17,507,842.57	11,992,643.30	29,500,485.87	16,514,502.04	19,280,095.43	35,794,597.47	21.3%
OASDI/Medicare/Alternative		3301-3302	7,660,949.38	5,020,573.23	12,681,522.61	9,724,661.75	8,334,091.41	18,058,753.16	42.4%
Health and Welfare Benefits		3401-3402	76,603,949.69	34,076,214.68	110,680,164.37	81,587,226.99	41,774,187.30	123,361,414.29	11.5%
Unemployment Insurance		3501-3502	52,311.12	68,355.70	120,666.82	154,658.46	87,074.09	241,732.55	100.3%
Workers' Compensation		3601-3602	3,712,702.30	2,108,784.91	5,821,487.21	4,648,097.47	2,595,929.18	7,244,026.65	24.4%
OPEB, Allocated		3701-3702	16,276,241.40	7,715,935.29	23,992,176.69	17,496,883.45	12,011,997.54	29,508,880.99	23.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	46,303.05	16,412.38	62,715.43	40,772.07	12,344.12	53,116.19	-15.3%
TOTAL, EMPLOYEE BENEFITS			158,579,402.24	107,220,108.26	265,799,510.50	176,376,846.58	158,554,254.61	334,931,101.19	26.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	18,237.41	2,664,751.65	2,682,989.06	42,553.65	2,800,443.75	2,842,997.40	6.0%
Books and Other Reference Materials		4200	113,419.27	3,335,203.48	3,448,622.75	103,658.34	67,290.00	170,948.34	-95.0%
Materials and Supplies		4300	16,795,843.93	13,546,201.71	30,342,045.64	8,652,508.47	14,686,709.12	23,339,217.59	-23.1%
Noncapitalized Equipment		4400	4,149,085.91	4,247,384.91	8,396,470.82	695,964.64	3,671,821.92	4,367,786.56	-48.0%
Food		4700	0.00	429.58	429.58	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			21,076,586.52	23,793,971.33	44,870,557.85	9,494,685.10	21,226,264.79	30,720,949.89	-31.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	4,808,524.25	99,678,347.63	104,486,871.88	4,142,573.34	54,178,359.54	58,320,932.88	-44.2%
Travel and Conferences		5200	504,315.54	1,066,233.06	1,570,548.60	362,775.96	701,002.03	1,063,777.99	-32.3%
Dues and Memberships		5300	237,654.36	659,618.24	897,272.60	311,860.64	127,100.00	438,960.64	-51.1%
Insurance		5400 - 5499	5,957,311.94	700.00	5,958,011.94	5,000.00	0.00	5,000.00	-99.9%
Operations and Housekeeping Services		5500	15,177,472.56	60,485.10	15,237,957.66	15,453,457.00	81,000.00	15,534,457.00	1.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,924,358.01	427,767.35	2,352,125.36	2,051,574.00	485,704.78	2,537,278.78	7.9%
Transfers of Direct Costs		5710	(358,376.68)	358,376.68	0.00	(817,040.53)	817,040.53	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,701,656.19)	(50,052.46)	(1,751,708.65)	(1,540,588.12)	(91,701.22)	(1,632,289.34)	-6.8%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	27,143,738.86	25,777,435.69	52,921,174.55	26,162,911.58	15,683,422.62	41,846,334.20	-20.9%
Communications		5900	1,639,026.87	28,688.91	1,667,715.78	1,525,792.32	28,851.50	1,554,643.82	-6.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			55,332,369.52	128,007,600.20	183,339,969.72	47,658,316.19	72,010,779.78	119,669,095.97	-34.7%
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	0.00	(6,638.31)	(6,638.31)	0.00	295,000.00	295,000.00	-4,543.9%
Buildings and Improvements of Buildings		6200	18,079.93	184,768.17	202,848.10	0.00	333,900.00	333,900.00	64.6%
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	2,236,826.31	6,524,769.96	8,761,596.27	441,609.00	300,000.00	741,609.00	-91.5%
Equipment Replacement		6500	45,552.80	0.00	45,552.80	37,800.00	20,000.00	57,800.00	26.9%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	79,200.00	79,200.00	0.00	0.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			2,300,459.04	6,782,099.82	9,082,558.86	479,409.00	948,900.00	1,428,309.00	-84.3%
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	1,367,932.00	0.00	1,367,932.00	0.00	0.00	0.00	-100.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	10,535.00	0.00	10,535.00	10,500.00	0.00	10,500.00	-0.3%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,378,467.00	0.00	1,378,467.00	10,500.00	0.00	10,500.00	-99.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(10,734,681.71)	10,734,681.71	0.00	(14,999,847.05)	14,999,847.05	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(2,452,323.48)	0.00	(2,452,323.48)	(2,399,809.00)	0.00	(2,399,809.00)	-2.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(13,187,005.19)	10,734,681.71	(2,452,323.48)	(17,399,656.05)	14,999,847.05	(2,399,809.00)	-2.1%
TOTAL, EXPENDITURES			494,658,907.78	420,642,293.05	915,301,200.83	523,836,550.24	441,867,009.34	965,703,559.58	5.5%
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	12,755,880.00	0.00	12,755,880.00	2,736,682.42	0.00	2,736,682.42	-78.5%
(a) TOTAL, INTERFUND TRANSFERS IN			12,755,880.00	0.00	12,755,880.00	2,736,682.42	0.00	2,736,682.42	-78.5%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	2,479,083.70	0.00	2,479,083.70	315,798.70	0.00	315,798.70	-87.3%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,479,083.70	0.00	2,479,083.70	315,798.70	0.00	315,798.70	-87.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
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 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
(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	(197,898,666.46)	197,898,666.46	0.00	(218,720,812.13)	218,720,812.13	0.00	0.0%
Contributions from Restricted Revenues		8990	48,624,907.02	(48,624,907.02)	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(149,273,759.44)	149,273,759.44	0.00	(218,720,812.13)	218,720,812.13	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(138,996,963.14)	149,273,759.44	10,276,796.30	(216,299,928.41)	218,720,812.13	2,420,883.72	-76.4%

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	482,006,035.00	2,688,064.00	484,694,099.00	496,600,640.00	2,930,029.00	499,530,669.00	3.1%
2) Federal Revenue		8100-8299	0.00	49,516,286.50	49,516,286.50	0.00	40,911,357.58	40,911,357.58	-17.4%
3) Other State Revenue		8300-8599	8,001,560.00	152,536,179.97	160,537,739.97	17,230,237.50	183,477,606.41	200,707,843.91	25.0%
4) Other Local Revenue		8600-8799	19,475,406.43	13,544,918.16	33,020,324.59	4,508,367.46	8,879,049.56	13,387,417.02	-59.5%
5) TOTAL, REVENUES			509,483,001.43	218,285,448.63	727,768,450.06	518,339,244.96	236,198,042.55	754,537,287.51	3.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		266,604,408.82	265,307,928.16	531,912,336.98	317,237,563.80	271,980,703.75	589,218,267.55	10.8%
2) Instruction - Related Services	2000-2999		74,182,975.88	51,572,040.14	125,755,016.02	64,759,821.29	51,353,146.40	116,112,967.69	-7.7%
3) Pupil Services	3000-3999		56,544,554.46	57,157,118.61	113,701,673.07	67,959,200.42	71,783,374.49	139,742,574.91	22.9%
4) Ancillary Services	4000-4999		11,868,041.20	2,243,121.47	14,111,162.67	9,091,625.76	3,375,665.21	12,467,290.97	-11.6%
5) Community Services	5000-5999		129,132.27	541,411.34	670,543.61	0.00	50,000.00	50,000.00	-92.5%
6) Enterprise	6000-6999		14,098.50	55,673.95	69,772.45	0.00	0.00	0.00	-100.0%
7) General Administration	7000-7999		28,239,783.28	13,750,515.84	41,990,299.12	16,741,181.31	15,343,203.67	32,084,384.98	-23.6%
8) Plant Services	8000-8999		55,697,446.37	30,014,483.54	85,711,929.91	48,036,657.66	27,980,915.82	76,017,573.48	-11.3%
9) Other Outgo	9000-9999	Except 7600-7699	1,378,467.00	0.00	1,378,467.00	10,500.00	0.00	10,500.00	-99.2%
10) TOTAL, EXPENDITURES			494,658,907.78	420,642,293.05	915,301,200.83	523,836,550.24	441,867,009.34	965,703,559.58	5.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			14,824,093.65	(202,356,844.42)	(187,532,750.77)	(5,497,305.28)	(205,668,966.79)	(211,166,272.07)	12.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	12,755,880.00	0.00	12,755,880.00	2,736,682.42	0.00	2,736,682.42	-78.5%
b) Transfers Out		7600-7629	2,479,083.70	0.00	2,479,083.70	315,798.70	0.00	315,798.70	-87.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(149,273,759.44)	149,273,759.44	0.00	(218,720,812.13)	218,720,812.13	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(138,996,963.14)	149,273,759.44	10,276,796.30	(216,299,928.41)	218,720,812.13	2,420,883.72	-76.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(124,172,869.49)	(53,083,084.98)	(177,255,954.47)	(221,797,233.69)	13,051,845.34	(208,745,388.35)	17.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	62,354,384.48	94,775,273.90	157,129,658.38	(61,818,485.01)	41,692,188.92	(20,126,296.09)	-112.8%
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)			62,354,384.48	94,775,273.90	157,129,658.38	(61,818,485.01)	41,692,188.92	(20,126,296.09)	-112.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			62,354,384.48	94,775,273.90	157,129,658.38	(61,818,485.01)	41,692,188.92	(20,126,296.09)	-112.8%
2) Ending Balance, June 30 (E + F1e)			(61,818,485.01)	41,692,188.92	(20,126,296.09)	(283,615,718.70)	54,744,034.26	(228,871,684.44)	1,037.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150,000.00	0.00	150,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	95,968.61	0.00	95,968.61	0.00	0.00	0.00	-100.0%
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	41,692,188.92	41,692,188.92	0.00	54,744,034.26	54,744,034.26	31.3%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(62,064,453.62)	0.00	(62,064,453.62)	(283,615,718.70)	0.00	(283,615,718.70)	357.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	16,787,548.12	26,237,409.00
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	380,180.45	0.00
3345	Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	8.40	8.40
4035	ESSA: Title II, Part A, Supporting Effective Instruction	476,251.16	476,251.16
4127	ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants	33,986.51	33,986.51
4201	ESSA: Title III, Immigrant Student Program	0.00	257,909.00
4203	ESSA: Title III, English Learner Student Program	100,186.43	100,186.43
5810	Other Restricted Federal	429,256.04	429,256.04
6211	Literacy Coaches and Reading Specialists Grant Program	2,212,787.16	784,075.23
6332	CA Community Schools Partnership Act - Implementation Grant	1,721,454.00	1,669,427.54
6383	Golden State Pathways Program	226,055.63	158,697.63
6546	Mental Health-Related Services	4,742.64	4,742.64
6547	Special Education Early Intervention Preschool Grant	1,101,920.93	1,067,253.76
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	8,377,831.16	8,098,866.74
7399	LCFF Equity Multiplier	4,740,948.79	4,740,948.79
7810	Other Restricted State	461,068.04	461,068.04
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	3,142,442.76	873.27
9010	Other Restricted Local	1,495,520.70	10,223,074.08
Total, Restricted Balance		41,692,188.92	54,744,034.26

SPECIAL REVENUE FUNDS

Special Revenue Funds Definition

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This classification includes the Student Activity Fund, Charter Schools Fund, Adult Education Fund, Child Development Fund, and Cafeteria Fund.

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,670,478.54	1,670,478.54	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,670,478.54	1,670,478.54	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,670,478.54	1,670,478.54	0.0%
2) Ending Balance, June 30 (E + F1e)			1,670,478.54	1,670,478.54	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	5,934.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,664,544.54	1,670,478.54	0.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	1,664,544.54		
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	5,934.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,670,478.54		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			1,670,478.54		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,670,478.54	1,670,478.54	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,670,478.54	1,670,478.54	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,670,478.54	1,670,478.54	0.0%
2) Ending Balance, June 30 (E + F1e)			1,670,478.54	1,670,478.54	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	5,934.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,664,544.54	1,670,478.54	0.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	1,664,544.54	1,670,478.54
Total, Restricted Balance		1,664,544.54	1,670,478.54

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	18,848,148.79	18,299,418.59	-2.9%
2) Federal Revenue		8100-8299	480,273.34	370,550.00	-22.8%
3) Other State Revenue		8300-8599	5,123,997.06	4,550,164.51	-11.2%
4) Other Local Revenue		8600-8799	34,914.21	0.00	-100.0%
5) TOTAL, REVENUES			24,487,333.40	23,220,133.10	-5.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	11,210,224.09	9,241,619.43	-17.6%
2) Classified Salaries		2000-2999	2,111,972.11	1,863,435.21	-11.8%
3) Employee Benefits		3000-3999	8,585,657.54	8,084,118.83	-5.8%
4) Books and Supplies		4000-4999	1,211,135.93	145,167.87	-88.0%
5) Services and Other Operating Expenditures		5000-5999	5,861,514.83	3,426,961.77	-41.5%
6) Capital Outlay		6000-6999	25,300.00	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	284,121.06	24,945.61	-91.2%
9) TOTAL, EXPENDITURES			29,289,925.56	22,786,248.72	-22.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,802,592.16)	433,884.38	-109.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,755,880.00	2,736,682.42	-27.1%
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			(3,755,880.00)	(2,736,682.42)	-27.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(8,558,472.16)	(2,302,798.04)	-73.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,703,315.74	4,144,843.58	-67.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,703,315.74	4,144,843.58	-67.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,703,315.74	4,144,843.58	-67.4%
2) Ending Balance, June 30 (E + F1e)			4,144,843.58	1,842,045.54	-55.6%
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	860,515.49	656,050.24	-23.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,284,328.09	1,185,995.30	-63.9%
Charter School Fund	0000	9780	*2,188,469.09*		
Charter School EPA Funds	1400	9780	*1,095,859.00*		
Charter School Fund	0000	9780		*90,136.30*	
Charter School EPA Funds	1400	9780		*1,095,859.00*	
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	9,991,216.61		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
1) Fair Value Adjustment to Cash in County Treasury		9111	108,153.96		
b) in Banks		9120	699.85		
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	(3,310.77)		
4) Due from Grantor Government		9290	803,889.48		
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			10,900,649.13		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	387,320.49		
2) Due to Grantor Governments		9590	1,677,321.11		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	202,804.64		
6) TOTAL, LIABILITIES			2,267,446.24		
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)			8,633,202.89		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	11,323,128.79	10,617,772.59	-6.2%
Education Protection Account State Aid - Current Year		8012	3,003,615.00	3,820,193.00	27.2%
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	4,521,405.00	3,861,453.00	-14.6%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			18,848,148.79	18,299,418.59	-2.9%
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	480,273.34	370,550.00	-22.8%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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			480,273.34	370,550.00	-22.8%
OTHER STATE REVENUE					
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	45,438.00	39,784.51	-12.4%
Lottery - Unrestricted and Instructional Materials		8560	382,662.00	339,728.00	-11.2%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	2,247,875.00	2,247,875.00	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	247,295.00	251,283.00	1.6%
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	2,200,727.06	1,671,494.00	-24.0%
TOTAL, OTHER STATE REVENUE			5,123,997.06	4,550,164.51	-11.2%
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
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	34,914.21	0.00	-100.0%
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			34,914.21	0.00	-100.0%
TOTAL, REVENUES			24,487,333.40	23,220,133.10	-5.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	9,319,737.62	7,553,333.60	-19.0%
Certificated Pupil Support Salaries		1200	542,608.32	790,536.35	45.7%
Certificated Supervisors' and Administrators' Salaries		1300	1,172,032.78	848,848.48	-27.6%
Other Certificated Salaries		1900	175,845.37	48,901.00	-72.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CERTIFICATED SALARIES			11,210,224.09	9,241,619.43	-17.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	391,229.68	364,179.94	-6.9%
Classified Support Salaries		2200	553,443.07	526,484.15	-4.9%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	929,489.88	727,585.63	-21.7%
Other Classified Salaries		2900	237,809.48	245,185.49	3.1%
TOTAL, CLASSIFIED SALARIES			2,111,972.11	1,863,435.21	-11.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	3,108,282.66	3,315,099.53	6.7%
PERS		3201-3202	630,850.76	492,452.96	-21.9%
OASDI/Medicare/Alternative		3301-3302	395,400.66	331,166.11	-16.2%
Health and Welfare Benefits		3401-3402	3,454,836.83	3,119,447.87	-9.7%
Unemployment Insurance		3501-3502	8,806.07	5,537.42	-37.1%
Workers' Compensation		3601-3602	199,420.79	166,512.15	-16.5%
OPEB, Allocated		3701-3702	786,493.65	652,800.59	-17.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,566.12	1,102.20	-29.6%
TOTAL, EMPLOYEE BENEFITS			8,585,657.54	8,084,118.83	-5.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	1,310.39	20,503.08	1,464.7%
Books and Other Reference Materials		4200	147,209.47	0.00	-100.0%
Materials and Supplies		4300	945,575.81	124,164.79	-86.9%
Noncapitalized Equipment		4400	117,040.26	500.00	-99.6%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,211,135.93	145,167.87	-88.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	1,636,816.43	554,000.00	-66.2%
Travel and Conferences		5200	62,679.19	3,000.00	-95.2%
Dues and Memberships		5300	9,473.04	1,300.00	-86.3%
Insurance		5400-5499	700.00	0.00	-100.0%
Operations and Housekeeping Services		5500	560,692.60	542,965.80	-3.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	35,875.76	16,782.00	-53.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,692,306.84	1,576,189.34	-6.9%
Professional/Consulting Services and Operating Expenditures		5800-5899	1,856,935.97	730,004.63	-60.7%
Communications		5900	6,035.00	2,720.00	-54.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,861,514.83	3,426,961.77	-41.5%
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	18,000.00	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	7,300.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			25,300.00	0.00	-100.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	284,121.06	24,945.61	-91.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			284,121.06	24,945.61	-91.2%
TOTAL, EXPENDITURES			29,289,925.56	22,786,248.72	-22.2%
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	3,755,880.00	2,736,682.42	-27.1%
(b) TOTAL, INTERFUND TRANSFERS OUT			3,755,880.00	2,736,682.42	-27.1%
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)			(3,755,880.00)	(2,736,682.42)	-27.1%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	18,848,148.79	18,299,418.59	-2.9%
2) Federal Revenue		8100-8299	480,273.34	370,550.00	-22.8%
3) Other State Revenue		8300-8599	5,123,997.06	4,550,164.51	-11.2%
4) Other Local Revenue		8600-8799	34,914.21	0.00	-100.0%
5) TOTAL, REVENUES			24,487,333.40	23,220,133.10	-5.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		20,440,661.17	15,420,390.32	-24.6%
2) Instruction - Related Services	2000-2999		5,421,923.90	3,778,980.49	-30.3%
3) Pupil Services	3000-3999		1,032,182.29	1,447,095.55	40.2%
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		360,952.71	159,396.01	-55.8%
8) Plant Services	8000-8999		2,034,205.49	1,980,386.35	-2.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			29,289,925.56	22,786,248.72	-22.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(4,802,592.16)	433,884.38	-109.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,755,880.00	2,736,682.42	-27.1%
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			(3,755,880.00)	(2,736,682.42)	-27.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(8,558,472.16)	(2,302,798.04)	-73.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,703,315.74	4,144,843.58	-67.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,703,315.74	4,144,843.58	-67.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,703,315.74	4,144,843.58	-67.4%
2) Ending Balance, June 30 (E + F1e)			4,144,843.58	1,842,045.54	-55.6%
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	860,515.49	656,050.24	-23.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,284,328.09	1,185,995.30	-63.9%
Charter School Fund	0000	9780	*2,188,469.09*		
Charter School EPA Funds	1400	9780	*1,095,859.00*		
Charter School Fund	0000	9780		*90,136.30*	
Charter School EPA Funds	1400	9780		*1,095,859.00*	
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
2600	Expanded Learning Opportunities Program	328,657.11	375,914.17
6300	Lottery: Instructional Materials	0.00	11,840.26
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	260,003.71	186,436.15
7339	Dual Enrollment Opportunities	189,995.31	.30
7435	Learning Recovery Emergency Block Grant	52,709.36	52,709.36
9010	Other Restricted Local	29,150.00	29,150.00
Total, Restricted Balance		860,515.49	656,050.24

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	1,583,235.27	1,295,509.52	-18.2%
3) Other State Revenue		8300-8599	1,984,856.00	1,820,745.00	-8.3%
4) Other Local Revenue		8600-8799	1,164,487.23	1,053,479.00	-9.5%
5) TOTAL, REVENUES			4,732,578.50	4,169,733.52	-11.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,958,339.13	1,088,463.79	-44.4%
2) Classified Salaries		2000-2999	1,925,431.49	1,177,543.82	-38.8%
3) Employee Benefits		3000-3999	2,540,130.91	1,686,219.55	-33.6%
4) Books and Supplies		4000-4999	345,783.58	197,592.75	-42.9%
5) Services and Other Operating Expenditures		5000-5999	918,372.62	206,530.00	-77.5%
6) Capital Outlay		6000-6999	1,964.00	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	32,539.69	0.00	-100.0%
9) TOTAL, EXPENDITURES			7,722,561.42	4,356,349.91	-43.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,989,982.92)	(186,616.39)	-93.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,728,122.69	315,798.70	-88.4%
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			2,728,122.69	315,798.70	-88.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(261,860.23)	129,182.31	-149.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	571,941.29	310,081.06	-45.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			571,941.29	310,081.06	-45.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			571,941.29	310,081.06	-45.8%
2) Ending Balance, June 30 (E + F1e)			310,081.06	439,263.37	41.7%
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	310,081.06	439,263.37	41.7%
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	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	(3,218,408.44)		
1) Fair Value Adjustment to Cash in County Treasury		9111	(26,991.97)		
b) in Banks		9120	265,090.80		
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	24,435.60		
4) Due from Grantor Government		9290	257,373.74		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			(2,698,500.27)		
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	82,085.49		
2) Due to Grantor Governments		9590	6,283.73		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			88,369.22		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(2,786,869.49)		
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	594,750.00	594,750.00	0.0%
All Other Federal Revenue	All Other	8290	988,485.27	700,759.52	-29.1%
TOTAL, FEDERAL REVENUE			1,583,235.27	1,295,509.52	-18.2%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,643,640.00	1,643,640.00	0.0%
All Other State Revenue	All Other	8590	341,216.00	177,105.00	-48.1%
TOTAL, OTHER STATE REVENUE			1,984,856.00	1,820,745.00	-8.3%
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	(36,074.00)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	1,002,439.48	756,000.00	-24.6%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	198,121.75	297,479.00	50.1%

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			1,164,487.23	1,053,479.00	-9.5%
TOTAL, REVENUES			4,732,578.50	4,169,733.52	-11.9%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,543,682.11	794,752.38	-48.5%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	414,657.02	293,711.41	-29.2%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,958,339.13	1,088,463.79	-44.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	280,185.70	94,038.63	-66.4%
Classified Support Salaries		2200	911,462.20	747,999.39	-17.9%
Classified Supervisors' and Administrators' Salaries		2300	213,706.12	111,830.40	-47.7%
Clerical, Technical and Office Salaries		2400	520,077.47	186,023.40	-64.2%
Other Classified Salaries		2900	0.00	37,652.00	New
TOTAL, CLASSIFIED SALARIES			1,925,431.49	1,177,543.82	-38.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	468,384.40	384,466.01	-17.9%
PERS		3201-3202	502,278.76	313,783.37	-37.5%
OASDI/Medicare/Alternative		3301-3302	176,614.52	114,650.28	-35.1%
Health and Welfare Benefits		3401-3402	1,086,794.07	680,419.21	-37.4%
Unemployment Insurance		3501-3502	1,934.11	1,129.59	-41.6%
Workers' Compensation		3601-3602	58,225.16	33,990.40	-41.6%
OPEB, Allocated		3701-3702	245,423.79	157,536.49	-35.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	476.10	244.20	-48.7%
TOTAL, EMPLOYEE BENEFITS			2,540,130.91	1,686,219.55	-33.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	5,351.76	0.00	-100.0%
Materials and Supplies		4300	139,702.36	197,592.75	41.4%
Noncapitalized Equipment		4400	200,729.46	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			345,783.58	197,592.75	-42.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	643,110.08	0.00	-100.0%
Travel and Conferences		5200	18,626.90	4,000.00	-78.5%
Dues and Memberships		5300	1,270.00	1,270.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	56,065.54	31,619.00	-43.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	23,182.18	15,550.00	-32.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	124.59	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	175,993.33	154,091.00	-12.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			918,372.62	206,530.00	-77.5%
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	1,964.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,964.00	0.00	-100.0%
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	32,539.69	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			32,539.69	0.00	-100.0%
TOTAL, EXPENDITURES			7,722,561.42	4,356,349.91	-43.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	2,728,122.69	315,798.70	-88.4%
(a) TOTAL, INTERFUND TRANSFERS IN			2,728,122.69	315,798.70	-88.4%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			2,728,122.69	315,798.70	-88.4%

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	1,583,235.27	1,295,509.52	-18.2%
3) Other State Revenue		8300-8599	1,984,856.00	1,820,745.00	-8.3%
4) Other Local Revenue		8600-8799	1,164,487.23	1,053,479.00	-9.5%
5) TOTAL, REVENUES			4,732,578.50	4,169,733.52	-11.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		4,083,567.84	1,924,480.39	-52.9%
2) Instruction - Related Services	2000-2999		1,992,581.18	1,103,592.02	-44.6%
3) Pupil Services	3000-3999		910,454.42	888,014.26	-2.5%
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		32,539.69	0.00	-100.0%
8) Plant Services	8000-8999		703,418.29	440,263.24	-37.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,722,561.42	4,356,349.91	-43.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,989,982.92)	(186,616.39)	-93.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,728,122.69	315,798.70	-88.4%
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			2,728,122.69	315,798.70	-88.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(261,860.23)	129,182.31	-149.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	571,941.29	310,081.06	-45.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			571,941.29	310,081.06	-45.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			571,941.29	310,081.06	-45.8%
2) Ending Balance, June 30 (E + F1e)			310,081.06	439,263.37	41.7%
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	310,081.06	439,263.37	41.7%
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	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
3905	Adult Education: Adult Basic Education, English Language Acquisition, and English Literacy and Civics Education	219,579.83	219,579.83
3913	Adult Education: Adult Secondary Education	957.80	957.80
5810	Other Restricted Federal	53,012.72	42,984.30
6371	CalWORKs for ROCP or Adult Education	2,293.25	2,293.25
6391	Adult Education Program	0.00	106,605.05
9010	Other Restricted Local	34,237.46	66,843.14
Total, Restricted Balance		310,081.06	439,263.37

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	7,568,177.57	6,805,045.20	-10.1%
3) Other State Revenue		8300-8599	10,376,721.50	9,037,869.64	-12.9%
4) Other Local Revenue		8600-8799	3,209,411.70	618,867.19	-80.7%
5) TOTAL, REVENUES			21,154,310.77	16,461,782.03	-22.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	6,266,190.76	4,641,064.55	-25.9%
2) Classified Salaries		2000-2999	3,865,158.29	3,089,335.04	-20.1%
3) Employee Benefits		3000-3999	7,089,165.30	6,199,052.79	-12.6%
4) Books and Supplies		4000-4999	3,801,214.10	1,005,839.67	-73.5%
5) Services and Other Operating Expenditures		5000-5999	1,462,765.51	569,369.17	-61.1%
6) Capital Outlay		6000-6999	1,887,844.32	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	900,322.11	957,120.81	6.3%
9) TOTAL, EXPENDITURES			25,272,660.39	16,461,782.03	-34.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,118,349.62)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	249,038.99	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			(249,038.99)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,367,388.61)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,367,519.84	131.23	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,367,519.84	131.23	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,367,519.84	131.23	-100.0%
2) Ending Balance, June 30 (E + F1e)			131.23	131.23	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	131.23	131.23	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,010,269.87		
1) Fair Value Adjustment to Cash in County Treasury		9111	30,919.81		
b) in Banks		9120	19,447.35		
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	(3,940.89)		
4) Due from Grantor Government		9290	294,316.14		
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			7,351,012.28		
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	298,124.53		
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			298,124.53		
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)			7,052,887.75		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	7,568,177.57	6,805,045.20	-10.1%
TOTAL, FEDERAL REVENUE			7,568,177.57	6,805,045.20	-10.1%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	8,565,299.14	7,371,228.00	-13.9%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,811,422.36	1,666,641.64	-8.0%
TOTAL, OTHER STATE REVENUE			10,376,721.50	9,037,869.64	-12.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	289,468.36	534,867.19	84.8%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,919,943.34	84,000.00	-97.1%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,209,411.70	618,867.19	-80.7%
TOTAL, REVENUES			21,154,310.77	16,461,782.03	-22.2%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	4,862,725.15	3,454,649.09	-29.0%
Certificated Pupil Support Salaries		1200	430,567.37	604,686.53	40.4%
Certificated Supervisors' and Administrators' Salaries		1300	544,250.46	571,180.20	4.9%
Other Certificated Salaries		1900	428,647.78	10,548.73	-97.5%
TOTAL, CERTIFICATED SALARIES			6,266,190.76	4,641,064.55	-25.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,620,009.87	1,362,898.71	-15.9%
Classified Support Salaries		2200	1,323,906.10	1,039,778.57	-21.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	788,247.76	556,153.18	-29.4%
Other Classified Salaries		2900	132,994.56	130,504.58	-1.9%
TOTAL, CLASSIFIED SALARIES			3,865,158.29	3,089,335.04	-20.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,277,039.72	1,474,343.17	15.5%
PERS		3201-3202	1,251,980.13	1,058,689.07	-15.4%
OASDI/Medicare/Alternative		3301-3302	540,071.70	393,703.10	-27.1%
Health and Welfare Benefits		3401-3402	3,234,980.64	2,616,051.29	-19.1%
Unemployment Insurance		3501-3502	4,059.63	3,865.89	-4.8%
Workers' Compensation		3601-3602	152,259.26	116,300.69	-23.6%
OPEB, Allocated		3701-3702	627,787.08	535,380.18	-14.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	987.14	719.40	-27.1%
TOTAL, EMPLOYEE BENEFITS			7,089,165.30	6,199,052.79	-12.6%
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	3,712,287.06	961,973.04	-74.1%
Noncapitalized Equipment		4400	88,927.04	43,866.63	-50.7%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,801,214.10	1,005,839.67	-73.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	50,000.00	0.00	-100.0%
Travel and Conferences		5200	251,546.40	231,288.18	-8.1%
Dues and Memberships		5300	360.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	170,400.00	80,000.00	-53.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	136,900.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	149,066.24	48,000.00	-67.8%
Professional/Consulting Services and Operating Expenditures		5800	700,517.87	206,580.99	-70.5%
Communications		5900	3,975.00	3,500.00	-11.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,462,765.51	569,369.17	-61.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	1,274,450.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	613,394.32	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,887,844.32	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	900,322.11	957,120.81	6.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			900,322.11	957,120.81	6.3%
TOTAL, EXPENDITURES			25,272,660.39	16,461,782.03	-34.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	249,038.99	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			249,038.99	0.00	-100.0%
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)			(249,038.99)	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	7,568,177.57	6,805,045.20	-10.1%
3) Other State Revenue		8300-8599	10,376,721.50	9,037,869.64	-12.9%
4) Other Local Revenue		8600-8799	3,209,411.70	618,867.19	-80.7%
5) TOTAL, REVENUES			21,154,310.77	16,461,782.03	-22.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		14,127,847.08	9,420,378.54	-33.3%
2) Instruction - Related Services	2000-2999		6,539,996.42	4,526,341.03	-30.8%
3) Pupil Services	3000-3999		983,508.81	1,148,235.76	16.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		900,322.11	957,120.81	6.3%
8) Plant Services	8000-8999		2,720,985.97	409,705.89	-84.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			25,272,660.39	16,461,782.03	-34.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(4,118,349.62)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	249,038.99	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			(249,038.99)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,367,388.61)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,367,519.84	131.23	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,367,519.84	131.23	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,367,519.84	131.23	-100.0%
2) Ending Balance, June 30 (E + F1e)			131.23	131.23	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	131.23	131.23	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5059	Early Education: ARP California State Preschool Program One-time Stipend	100.99	100.99
5066	Early Education: ARP California State Preschool Program - Rate Supplements	30.24	30.24
Total, Restricted Balance		131.23	131.23

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	45,952,730.15	41,431,512.99	-9.8%
3) Other State Revenue		8300-8599	491,863.86	0.00	-100.0%
4) Other Local Revenue		8600-8799	435,000.00	0.00	-100.0%
5) TOTAL, REVENUES			46,879,594.01	41,431,512.99	-11.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	16,115,315.43	16,056,267.55	-0.4%
3) Employee Benefits		3000-3999	11,671,031.86	11,265,808.39	-3.5%
4) Books and Supplies		4000-4999	17,524,448.03	11,336,356.63	-35.3%
5) Services and Other Operating Expenditures		5000-5999	930,937.99	854,337.94	-8.2%
6) Capital Outlay		6000-6999	134,393.47	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	1,235,340.62	1,417,742.58	14.8%
9) TOTAL, EXPENDITURES			47,611,467.40	40,930,513.09	-14.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(731,873.39)	500,999.90	-168.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(731,873.39)	500,999.90	-168.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,489,022.05	10,757,148.66	-6.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,489,022.05	10,757,148.66	-6.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,489,022.05	10,757,148.66	-6.4%
2) Ending Balance, June 30 (E + F1e)			10,757,148.66	11,258,148.56	4.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	0.00	-100.0%
Stores		9712	1,488,734.96	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,020,680.60	11,012,415.46	22.1%
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	245,733.10	245,733.10	0.0%
Cafeteria Special Revenue Fund	0000	9780	*245,733.10*		
Cafeteria Special Revenue Fund	0000	9780		*245,733.10*	
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	572,585.51		
1) Fair Value Adjustment to Cash in County Treasury		9111	19,259.22		
b) in Banks		9120	33,666.83		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	2,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	14,649.97		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	377,756.01		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	1,488,734.96		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,508,652.50		
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	158,589.73		
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			158,589.73		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,350,062.77		
FEDERAL REVENUE					
Child Nutrition Programs		8220	45,937,318.05	41,431,512.99	-9.8%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	15,412.10	0.00	-100.0%
TOTAL, FEDERAL REVENUE			45,952,730.15	41,431,512.99	-9.8%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	143,749.00	0.00	-100.0%
All Other State Revenue		8590	348,114.86	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			491,863.86	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	139,000.00	0.00	-100.0%
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	296,000.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			435,000.00	0.00	-100.0%
TOTAL, REVENUES			46,879,594.01	41,431,512.99	-11.6%
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	14,038,202.56	14,059,248.70	0.1%
Classified Supervisors' and Administrators' Salaries		2300	1,141,004.26	1,047,031.32	-8.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	936,108.61	949,987.53	1.5%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			16,115,315.43	16,056,267.55	-0.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	3,582,425.97	3,444,215.90	-3.9%
OASDI/Medicare/Alternative		3301-3302	1,207,370.30	1,145,790.41	-5.1%
Health and Welfare Benefits		3401-3402	5,420,345.02	5,358,791.93	-1.1%
Unemployment Insurance		3501-3502	8,220.47	8,003.34	-2.6%
Workers' Compensation		3601-3602	243,420.08	240,843.59	-1.1%
OPEB, Allocated		3701-3702	1,206,941.82	1,066,143.56	-11.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,308.20	2,019.66	-12.5%
TOTAL, EMPLOYEE BENEFITS			11,671,031.86	11,265,808.39	-3.5%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,563,701.89	1,474,237.03	-5.7%
Noncapitalized Equipment		4400	218,587.63	155,000.00	-29.1%
Food		4700	15,742,158.51	9,707,119.60	-38.3%
TOTAL, BOOKS AND SUPPLIES			17,524,448.03	11,336,356.63	-35.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	157,442.80	100,000.00	-36.5%
Travel and Conferences		5200	12,200.00	14,200.00	16.4%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	128,000.00	66,000.00	-48.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	151,270.00	223,707.00	47.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(93,355.78)	(6,900.00)	-92.6%
Professional/Consulting Services and Operating Expenditures		5800	565,380.97	454,910.94	-19.5%
Communications		5900	10,000.00	2,420.00	-75.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			930,937.99	854,337.94	-8.2%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	133,393.47	0.00	-100.0%
Equipment Replacement		6500	1,000.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			134,393.47	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	1,235,340.62	1,417,742.58	14.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,235,340.62	1,417,742.58	14.8%
TOTAL, EXPENDITURES			47,611,467.40	40,930,513.09	-14.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	45,952,730.15	41,431,512.99	-9.8%
3) Other State Revenue		8300-8599	491,863.86	0.00	-100.0%
4) Other Local Revenue		8600-8799	435,000.00	0.00	-100.0%
5) TOTAL, REVENUES			46,879,594.01	41,431,512.99	-11.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		46,038,639.17	39,236,691.58	-14.8%
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		1,235,340.62	1,417,742.58	14.8%
8) Plant Services	8000-8999		337,487.61	276,078.93	-18.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			47,611,467.40	40,930,513.09	-14.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(731,873.39)	500,999.90	-168.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(731,873.39)	500,999.90	-168.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,489,022.05	10,757,148.66	-6.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,489,022.05	10,757,148.66	-6.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,489,022.05	10,757,148.66	-6.4%
2) Ending Balance, June 30 (E + F1e)			10,757,148.66	11,258,148.56	4.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	0.00	-100.0%
Stores		9712	1,488,734.96	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,020,680.60	11,012,415.46	22.1%
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	245,733.10	245,733.10	0.0%
Cafeteria Special Revenue Fund	0000	9780	*245,733.10*		
Cafeteria Special Revenue Fund	0000	9780		*245,733.10*	
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)	0.00	1,425,850.51
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	6,309,583.28	6,875,467.63
5330	Child Nutrition: Summer Food Service Program Operations	2,711,097.32	2,711,097.32
Total, Restricted Balance		9,020,680.60	11,012,415.46

CAPITAL PROJECTS FUNDS

Capital Projects Funds Definition

The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the Building Fund, Capital Facilities Funds, County School Fund, and Capital Project Fund for Blended Components Units.

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	8,672,746.70	8,672,747.00	0.0%
5) TOTAL, REVENUES			8,672,746.70	8,672,747.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,319,709.09	1,701,251.83	28.9%
3) Employee Benefits		3000-3999	816,083.68	965,657.11	18.3%
4) Books and Supplies		4000-4999	6,901,590.55	8,672,747.00	25.7%
5) Services and Other Operating Expenditures		5000-5999	8,447,309.84	75,000.00	-99.1%
6) Capital Outlay		6000-6999	477,111,857.89	121,240,661.21	-74.6%
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			494,596,551.05	132,655,317.15	-73.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(485,923,804.35)	(123,982,570.15)	-74.5%
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	405,500,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			405,500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(80,423,804.35)	(123,982,570.15)	54.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	203,187,817.50	123,982,570.15	-39.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			203,187,817.50	123,982,570.15	-39.0%
d) Other Restatements		9795	1,218,557.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			204,406,374.50	123,982,570.15	-39.3%
2) Ending Balance, June 30 (E + F1e)			123,982,570.15	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	123,982,570.15	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(10,376,002.76)		
1) Fair Value Adjustment to Cash in County Treasury		9111	711,531.37		
b) in Banks		9120	357,288.83		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	400,056,928.20		
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	184,880.27		
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			390,934,625.91		
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	(11,654,227.34)		
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			(11,654,227.34)		
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)			402,588,853.25		
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	8,672,746.70	8,672,747.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,672,746.70	8,672,747.00	0.0%
TOTAL, REVENUES			8,672,746.70	8,672,747.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	31,729.18	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	781,871.20	1,049,919.14	34.3%
Clerical, Technical and Office Salaries		2400	505,876.40	651,332.69	28.8%
Other Classified Salaries		2900	232.31	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			1,319,709.09	1,701,251.83	28.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	339,967.22	415,157.73	22.1%
OASDI/Medicare/Alternative		3301-3302	98,192.65	117,594.04	19.8%
Health and Welfare Benefits		3401-3402	302,381.67	339,996.45	12.4%
Unemployment Insurance		3501-3502	656.66	773.57	17.8%
Workers' Compensation		3601-3602	19,795.95	23,310.75	17.8%
OPEB, Allocated		3701-3702	53,816.99	67,536.00	25.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,272.54	1,288.57	1.3%
TOTAL, EMPLOYEE BENEFITS			816,083.68	965,657.11	18.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,465,269.35	0.00	-100.0%
Noncapitalized Equipment		4400	5,436,321.20	8,672,747.00	59.5%
TOTAL, BOOKS AND SUPPLIES			6,901,590.55	8,672,747.00	25.7%
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	293,987.42	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	32,934.13	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	8,120,388.29	75,000.00	-99.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,447,309.84	75,000.00	-99.1%
CAPITAL OUTLAY					
Land		6100	1,309,638.00	0.00	-100.0%
Land Improvements		6170	58,373,621.99	0.00	-100.0%
Buildings and Improvements of Buildings		6200	416,657,159.72	121,240,661.21	-70.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	771,438.18	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			477,111,857.89	121,240,661.21	-74.6%
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			494,596,551.05	132,655,317.15	-73.2%
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	405,500,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			405,500,000.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			405,500,000.00	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	8,672,746.70	8,672,747.00	0.0%
5) TOTAL, REVENUES			8,672,746.70	8,672,747.00	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		491,163,236.94	132,655,317.15	-73.0%
9) Other Outgo	9000-9999	Except 7600-7699	3,433,314.11	0.00	-100.0%
10) TOTAL, EXPENDITURES			494,596,551.05	132,655,317.15	-73.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(485,923,804.35)	(123,982,570.15)	-74.5%
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	405,500,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			405,500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(80,423,804.35)	(123,982,570.15)	54.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	203,187,817.50	123,982,570.15	-39.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			203,187,817.50	123,982,570.15	-39.0%
d) Other Restatements		9795	1,218,557.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			204,406,374.50	123,982,570.15	-39.3%
2) Ending Balance, June 30 (E + F1e)			123,982,570.15	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	123,982,570.15	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	123,982,570.15	0.00
Total, Restricted Balance		123,982,570.15	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	8,385,092.00	2,500,000.00	-70.2%
5) TOTAL, REVENUES			8,385,092.00	2,500,000.00	-70.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	90,514.11	New
3) Employee Benefits		3000-3999	0.00	47,550.40	New
4) Books and Supplies		4000-4999	1,500.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	74,856.00	65,000.00	-13.2%
6) Capital Outlay		6000-6999	3,060,150.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,468,149.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,604,655.00	203,064.51	-97.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			780,437.00	2,296,935.49	194.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			780,437.00	2,296,935.49	194.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	37,652,572.04	38,433,009.04	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			37,652,572.04	38,433,009.04	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			37,652,572.04	38,433,009.04	2.1%
2) Ending Balance, June 30 (E + F1e)			38,433,009.04	40,729,944.53	6.0%
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	38,541,620.93	40,838,556.42	6.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(108,611.89)	(108,611.89)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	38,580,930.52		
1) Fair Value Adjustment to Cash in County Treasury		9111	194,118.11		
b) in Banks		9120	711,166.14		
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	(550,927.00)		
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			38,935,287.77		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	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)			38,935,287.77		
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	3,400,399.00	0.00	-100.0%
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	1,148,365.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	106,633.00	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	3,729,695.00	2,500,000.00	-33.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,385,092.00	2,500,000.00	-70.2%
TOTAL, REVENUES			8,385,092.00	2,500,000.00	-70.2%
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	72,704.04	New
Clerical, Technical and Office Salaries		2400	0.00	17,810.07	New
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	90,514.11	New
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	24,086.32	New
OASDI/Medicare/Alternative		3301-3302	0.00	6,874.60	New
Health and Welfare Benefits		3401-3402	0.00	12,625.68	New
Unemployment Insurance		3501-3502	0.00	44.86	New
Workers' Compensation		3601-3602	0.00	1,357.66	New
OPEB, Allocated		3701-3702	0.00	2,520.00	New
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	41.28	New
TOTAL, EMPLOYEE BENEFITS			0.00	47,550.40	New
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,500.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,500.00	0.00	-100.0%
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	74,856.00	65,000.00	-13.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			74,856.00	65,000.00	-13.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,060,150.00	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			3,060,150.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	1,018,149.00	0.00	-100.0%
Other Debt Service - Principal		7439	3,450,000.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,468,149.00	0.00	-100.0%
TOTAL, EXPENDITURES			7,604,655.00	203,064.51	-97.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,385,092.00	2,500,000.00	-70.2%
5) TOTAL, REVENUES			8,385,092.00	2,500,000.00	-70.2%
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		3,136,506.00	203,064.51	-93.5%
9) Other Outgo	9000-9999	Except 7600-7699	4,468,149.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			7,604,655.00	203,064.51	-97.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			780,437.00	2,296,935.49	194.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			780,437.00	2,296,935.49	194.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	37,652,572.04	38,433,009.04	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			37,652,572.04	38,433,009.04	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			37,652,572.04	38,433,009.04	2.1%
2) Ending Balance, June 30 (E + F1e)			38,433,009.04	40,729,944.53	6.0%
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	38,541,620.93	40,838,556.42	6.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(108,611.89)	(108,611.89)	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	38,541,620.93	40,838,556.42
Total, Restricted Balance		38,541,620.93	40,838,556.42

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,343.00	3,343.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,343.00	3,343.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,343.00	3,343.00	0.0%
2) Ending Balance, June 30 (E + F1e)			3,343.00	3,343.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,343.00	3,343.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,381.00		
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	(16.00)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,365.00		
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)			2,365.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

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)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,343.00	3,343.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,343.00	3,343.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,343.00	3,343.00	0.0%
2) Ending Balance, June 30 (E + F1e)			3,343.00	3,343.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,343.00	3,343.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
7710	State School Facilities Projects	3,343.00	3,343.00
Total, Restricted Balance		3,343.00	3,343.00

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	2,107,939.76	0.00	-100.0%
5) TOTAL, REVENUES			2,107,939.76	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,018,149.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,018,149.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,089,790.76	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,089,790.76	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,889,166.48	4,978,957.24	28.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,889,166.48	4,978,957.24	28.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,889,166.48	4,978,957.24	28.0%
2) Ending Balance, June 30 (E + F1e)			4,978,957.24	4,978,957.24	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,978,957.24	4,978,957.24	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,263,812.70		
1) Fair Value Adjustment to Cash in County Treasury		9111	22,322.09		
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	(22,957.00)		
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			4,263,177.79		
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)			4,263,177.79		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	2,010,939.76	0.00	-100.0%
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	90,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	7,000.00	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			2,107,939.76	0.00	-100.0%
TOTAL, REVENUES			2,107,939.76	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

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	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	1,018,149.00	0.00	-100.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,018,149.00	0.00	-100.0%
TOTAL, EXPENDITURES			1,018,149.00	0.00	-100.0%
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					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	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	2,107,939.76	0.00	-100.0%
5) TOTAL, REVENUES			2,107,939.76	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	1,018,149.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			1,018,149.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			1,089,790.76	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,089,790.76	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,889,166.48	4,978,957.24	28.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,889,166.48	4,978,957.24	28.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,889,166.48	4,978,957.24	28.0%
2) Ending Balance, June 30 (E + F1e)			4,978,957.24	4,978,957.24	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,978,957.24	4,978,957.24	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	4,978,957.24	4,978,957.24
Total, Restricted Balance		4,978,957.24	4,978,957.24

DEBT SERVICE FUNDS

Debt Service Funds Definition

The Debt Service Funds are used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs. This classification includes the Bond Interest and Redemption Fund.

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	404,987.20	0.00	-100.0%
4) Other Local Revenue		8600-8799	74,196,284.29	0.00	-100.0%
5) TOTAL, REVENUES			74,601,271.49	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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	52,499,400.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			52,499,400.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			22,101,871.49	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	1,930,321.32	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,930,321.32	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			24,032,192.81	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,993,338.46	70,025,531.27	52.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,993,338.46	70,025,531.27	52.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,993,338.46	70,025,531.27	52.3%
2) Ending Balance, June 30 (E + F1e)			70,025,531.27	70,025,531.27	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	22,101,871.49	22,101,871.49	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	47,923,659.78	47,923,659.78	0.0%
Bond Interest And Redemption Fund	0000	9780	*47,923,659.78*		
Bond Interest And Redemption Fund	0000	9780		*47,923,659.78*	
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	76,208,512.99		
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		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	25,169,454.14		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,167,414.00		
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			102,545,381.13		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	19,229,378.39		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	12,153,210.14		
6) TOTAL, LIABILITIES			31,382,588.53		
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)			71,162,792.60		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	404,516.64	0.00	-100.0%
Other Subventions/In-Lieu Taxes		8572	470.56	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			404,987.20	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	61,082,308.95	0.00	-100.0%
Unsecured Roll		8612	1,814,681.75	0.00	-100.0%
Prior Years' Taxes		8613	501,778.74	0.00	-100.0%
Supplemental Taxes		8614	1,547,991.17	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	11,329.57	0.00	-100.0%
Interest		8660	2,800,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	6,438,194.11	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			74,196,284.29	0.00	-100.0%
TOTAL, REVENUES			74,601,271.49	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	29,732,407.70	0.00	-100.0%
Other Debt Service - Principal		7439	22,766,992.30	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			52,499,400.00	0.00	-100.0%
TOTAL, EXPENDITURES			52,499,400.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	1,930,321.32	0.00	-100.0%
(c) TOTAL, SOURCES			1,930,321.32	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,930,321.32	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	404,987.20	0.00	-100.0%
4) Other Local Revenue		8600-8799	74,196,284.29	0.00	-100.0%
5) TOTAL, REVENUES			74,601,271.49	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	52,499,400.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			52,499,400.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			22,101,871.49	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	1,930,321.32	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,930,321.32	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			24,032,192.81	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,993,338.46	70,025,531.27	52.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,993,338.46	70,025,531.27	52.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,993,338.46	70,025,531.27	52.3%
2) Ending Balance, June 30 (E + F1e)			70,025,531.27	70,025,531.27	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	22,101,871.49	22,101,871.49	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	47,923,659.78	47,923,659.78	0.0%
Bond Interest And Redemption Fund	0000	9780	*47,923,659.78*		
Bond Interest And Redemption Fund	0000	9780		*47,923,659.78*	
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	22,101,871.49	22,101,871.49
Total, Restricted Balance		22,101,871.49	22,101,871.49

ENTERPRISE FUNDS

Enterprise Funds Definition

Enterprise Funds, as outlined in the California Department of Education's Standardized Account Code Structure (SACS), may be used to account for activities for which fees are charged to external users for goods or services.

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	50,000.00	26,800.00	-46.4%
5) TOTAL, REVENUES			50,000.00	26,800.00	-46.4%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	6,965.00	3,722.33	-46.6%
3) Employee Benefits		3000-3999	3,451.00	2,153.64	-37.6%
4) Books and Supplies		4000-4999	32,734.00	21,200.00	-35.2%
5) Services and Other Operating Expenses		5000-5999	(39,567.37)	100.00	-100.3%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,582.63	27,175.97	658.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			46,417.37	(375.97)	-100.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			46,417.37	(375.97)	-100.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	39,220.35	85,637.72	118.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,220.35	85,637.72	118.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			39,220.35	85,637.72	118.4%
2) Ending Net Position, June 30 (E + F1e)			85,637.72	85,261.75	-0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	85,364.05	84,988.08	-0.4%
c) Unrestricted Net Position		9790	273.67	273.67	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	12,915.52		
1) Fair Value Adjustment to Cash in County Treasury		9111	276.67		
b) in Banks		9120	4,845.38		
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			18,037.57		
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)			18,037.57		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	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					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	50,000.00	26,800.00	-46.4%
TOTAL, OTHER LOCAL REVENUE			50,000.00	26,800.00	-46.4%
TOTAL, REVENUES			50,000.00	26,800.00	-46.4%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	6,965.00	3,722.33	-46.6%
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			6,965.00	3,722.33	-46.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	2,427.00	936.21	-61.4%
OASDI/Medicare/Alternative		3301-3302	686.00	923.82	34.7%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	204.00	1.00	-99.5%
Workers' Compensation		3601-3602	134.00	292.61	118.4%
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			3,451.00	2,153.64	-37.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	634.00	1,200.00	89.3%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	32,100.00	20,000.00	-37.7%
TOTAL, BOOKS AND SUPPLIES			32,734.00	21,200.00	-35.2%
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	(46,367.37)	0.00	-100.0%
Professional/Consulting Services and					
Operating Expenditures		5800	6,800.00	100.00	-98.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			(39,567.37)	100.00	-100.3%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			3,582.63	27,175.97	658.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(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	50,000.00	26,800.00	-46.4%
5) TOTAL, REVENUES			50,000.00	26,800.00	-46.4%
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		3,582.63	27,175.97	658.5%
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			3,582.63	27,175.97	658.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			46,417.37	(375.97)	-100.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			46,417.37	(375.97)	-100.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	39,220.35	85,637.72	118.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,220.35	85,637.72	118.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			39,220.35	85,637.72	118.4%
2) Ending Net Position, June 30 (E + F1e)			85,637.72	85,261.75	-0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	85,364.05	84,988.08	-0.4%
c) Unrestricted Net Position		9790	273.67	273.67	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)	85,364.05	84,988.08
Total, Restricted Net Position		85,364.05	84,988.08

PROPRIETARY FUNDS

Proprietary Funds Definition

Proprietary Funds are used to account for activities that are more business-like than government-like in nature. Business-type activities include those for which a fee is charged to external users or to other organizational units of the LEA, normally on a full cost-recovery basis. Proprietary funds are generally intended to be self-supporting. This classification includes the Self-Insurance fund, which includes the Dental/Vision fund.

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	18,285,316.83	18,086,356.69	-1.1%
5) TOTAL, REVENUES			18,285,316.83	18,086,356.69	-1.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	649,753.71	633,270.03	-2.5%
3) Employee Benefits		3000-3999	458,896.83	462,013.50	0.7%
4) Books and Supplies		4000-4999	43,613.00	202,000.00	363.2%
5) Services and Other Operating Expenses		5000-5999	18,746,440.03	16,878,936.11	-10.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			19,898,703.57	18,176,219.64	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,613,386.74)	(89,862.95)	-94.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	9,000,000.00	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			(9,000,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(10,613,386.74)	(89,862.95)	-99.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	11,901,319.28	1,287,932.54	-89.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,901,319.28	1,287,932.54	-89.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			11,901,319.28	1,287,932.54	-89.2%
2) Ending Net Position, June 30 (E + F1e)			1,287,932.54	1,198,069.59	-7.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,287,932.54	1,198,069.59	-7.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	12,775,918.69		
1) Fair Value Adjustment to Cash in County Treasury		9111	61,789.99		
b) in Banks		9120	1,429.29		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	250,000.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,921.61		
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			13,092,059.58		
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	400,185.05		
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			400,185.05		
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)			12,691,874.53		
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	18,285,316.83	18,086,356.69	-1.1%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			18,285,316.83	18,086,356.69	-1.1%
TOTAL, REVENUES			18,285,316.83	18,086,356.69	-1.1%
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	208,468.01	210,098.78	0.8%
Clerical, Technical and Office Salaries		2400	441,285.70	423,171.25	-4.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			649,753.71	633,270.03	-2.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	177,604.57	169,779.69	-4.4%
OASDI/Medicare/Alternative		3301-3302	49,393.01	48,075.65	-2.7%
Health and Welfare Benefits		3401-3402	187,732.28	203,761.80	8.5%
Unemployment Insurance		3501-3502	322.62	314.11	-2.6%
Workers' Compensation		3601-3602	9,746.35	9,499.05	-2.5%
OPEB, Allocated		3701-3702	33,768.00	30,240.00	-10.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	330.00	343.20	4.0%
TOTAL, EMPLOYEE BENEFITS			458,896.83	462,013.50	0.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	2,671.27	202,000.00	7,461.9%
Noncapitalized Equipment		4400	40,941.73	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			43,613.00	202,000.00	363.2%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,500.00	26,600.00	491.1%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	798,920.06	800,000.00	0.1%
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	17,000.00	15,000.00	-11.8%
Professional/Consulting Services and					
Operating Expenditures		5800-5899	17,926,019.97	16,037,336.11	-10.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			18,746,440.03	16,878,936.11	-10.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			19,898,703.57	18,176,219.64	-8.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	9,000,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			9,000,000.00	0.00	-100.0%
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)			(9,000,000.00)	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	18,285,316.83	18,086,356.69	-1.1%
5) TOTAL, REVENUES			18,285,316.83	18,086,356.69	-1.1%
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		19,898,703.57	18,176,219.64	-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			19,898,703.57	18,176,219.64	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,613,386.74)	(89,862.95)	-94.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	9,000,000.00	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			(9,000,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(10,613,386.74)	(89,862.95)	-99.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	11,901,319.28	1,287,932.54	-89.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,901,319.28	1,287,932.54	-89.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			11,901,319.28	1,287,932.54	-89.2%
2) Ending Net Position, June 30 (E + F1e)			1,287,932.54	1,198,069.59	-7.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,287,932.54	1,198,069.59	-7.0%

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

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	33,195.01	33,195.01	33,594.38	32,613.97	32,613.97	33,399.71
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)	70.50	70.50	83.89	83.89	83.89	83.89
4. Total, District Regular ADA (Sum of Lines A1 through A3)	33,265.51	33,265.51	33,678.27	32,697.86	32,697.86	33,483.60
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	33,265.51	33,265.51	33,678.27	32,697.86	32,697.86	33,483.60
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	5,125.04	5,125.04	5,125.04	4,991.87	4,991.87	4,991.87
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)	5,125.04	5,125.04	5,125.04	4,991.87	4,991.87	4,991.87
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	5,125.04	5,125.04	5,125.04	4,991.87	4,991.87	4,991.87

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):	37,690
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	36,036	36,017		
Charter School	0			
Total ADA	**36,036**	**36,017**	**0.1%**	**Met**
Second Prior Year (2024-25)				
District Regular	34,413	34,469		
Charter School	1,430	1,363		
Total ADA	**35,843**	**35,832**	**0.0%**	**Met**
First Prior Year (2025-26)				
District Regular	33,729	33,678		
Charter School	1,366	5,125		
Total ADA	**35,094**	**38,803**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	33,484			
Charter School	4,992			
Total ADA	**38,475**			

1B. Comparison of District ADA to the Standard

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

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

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 37,690

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	36,506	42,554		
Charter School				
Total Enrollment	**36,506**	**42,554**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	36,437	42,337		
Charter School				
Total Enrollment	**36,437**	**42,337**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	36,217	41,859		
Charter School				
Total Enrollment	**36,217**	**41,859**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	35,791			
Charter School	1,389			
Total Enrollment	**37,180**			

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	33,674	42,554	
Charter School		0	
Total ADA/Enrollment	**33,674**	**42,554**	**79.1%**
Second Prior Year (2024-25)			
District Regular	33,409	42,337	
Charter School	1,363		
Total ADA/Enrollment	**34,772**	**42,337**	**82.1%**
First Prior Year (2025-26)			
District Regular	33,266	41,859	
Charter School	5,125		
Total ADA/Enrollment	**38,391**	**41,859**	**91.7%**
		Historical Average Ratio:	84.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**84.8%**

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	32,698	35,791		
Charter School	4,992	1,389		
Total ADA/Enrollment	**37,690**	**37,180**	**101.4%**	**Not Met**
1st Subsequent Year (2027-28)				
District Regular	32,481	35,644		
Charter School	4,992	1,389		
Total ADA/Enrollment	**37,473**	**37,033**	**101.2%**	**Not Met**
2nd Subsequent Year (2028-29)				
District Regular	32,295	35,439		
Charter School	4,992	1,389		
Total ADA/Enrollment	**37,287**	**36,828**	**101.2%**	**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)

The variance in the ADA-to-enrollment ratio is primarily due to a change in reporting methodology. Historically, the District's projections reflected only SCUSD operated enrollment and ADA; however, for 2026–27 the District is aligning its reporting with CDE guidance by including ADA associated with both dependent and independent charter schools for which the District provides oversight. Projected enrollment data were available only for dependent charter schools at the time of budget development, while projected ADA includes both dependent and independent charter activity. As additional charter enrollment information becomes available, the District will update its enrollment projections accordingly.

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)	38,803.31	38,475.47	38,121.63	37,818.98
b.	Prior Year ADA (Funded)		38,803.31	38,475.47	38,121.63
c.	Difference (Step 1a minus Step 1b)		(327.84)	(353.84)	(302.65)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(.84%)	(.92%)	(.79%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		496,600,640.00	509,328,018.00	520,608,174.00
b1.	COLA percentage		4.31%	3.30%	3.09%
b2.	COLA amount (proxy for purposes of this criterion)		21,403,487.58	16,807,824.59	16,086,792.58
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		4.31%	3.30%	3.09%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			3.47%	2.38%	2.30%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**2.47% to 4.47%**	**1.38% to 3.38%**	**1.30% to 3.30%**

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)	146,828,343.00	146,828,343.00	146,828,343.00	146,828,343.00
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)	503,863,692.00	514,000,216.00	526,578,525.00	537,996,754.00
District's Projected Change in LCFF Revenue:		2.01%	2.45%	2.17%
LCFF Revenue Standard		**2.47% to 4.47%**	**1.38% to 3.38%**	**1.30% to 3.30%**
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD 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)

The increase in LCFF revenue from 2025–26 to 2026–27 is primarily attributable to the increase in the State-funded COLA from 2.30% to 4.31%, resulting in a net LCFF revenue increase of 2.01%. The higher COLA increased the adjusted base grant rates per ADA and generated approximately $13.5 million in additional LCFF funding. Although the District experienced a decline in funded ADA, the increased COLA more than offset the ADA reduction, resulting in overall growth in LCFF revenue.

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)	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	407,982,199.81	441,213,572.03	92.5%
Second Prior Year (2024-25)	424,188,544.33	468,527,541.52	90.5%
First Prior Year (2025-26)	427,758,030.89	494,658,907.78	86.5%
		Historical Average Ratio:	89.8%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	2.0%	2.0%	2.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**86.8% to 92.8%**	**86.8% to 92.8%**	**86.8% to 92.8%**

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form MYP, Lines B1-B3)	Budget - Unrestricted (Resources 0000-1999) Total Expenditures (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	483,593,296.00	523,836,550.24	92.3%	Met
1st Subsequent Year (2027-28)	493,103,481.82	535,239,174.11	92.1%	Met
2nd Subsequent Year (2028-29)	502,008,587.65	545,839,004.63	92.0%	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):	3.47%	2.38%	2.30%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-6.53% to 13.47%**	**-7.62% to 12.38%**	**-7.70% to 12.30%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.53% to 8.47%	-2.62% to 7.38%	-2.70% to 7.30%

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)	49,516,286.50		
Budget Year (2026-27)	40,911,357.58	(17.38%)	Yes
1st Subsequent Year (2027-28)	38,159,776.68	(6.73%)	Yes
2nd Subsequent Year (2028-29)	38,159,776.68	0.00%	No

Explanation: (required if Yes)

Federal revenue is projected to decrease primarily due to the expiration of one-time federal funding sources, reductions in grant allocations, and the planned expenditure of available carryover balances in prior years. Revenue projections are based on currently awarded grants and known funding levels and reflect the District's best estimate of available federal funding for the budget and subsequent years.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	160,537,739.97		
Budget Year (2026-27)	200,707,843.91	25.02%	Yes
1st Subsequent Year (2027-28)	198,447,456.08	(1.13%)	No
2nd Subsequent Year (2028-29)	204,274,444.06	2.94%	No

Explanation: (required if Yes)

Other State Revenue is projected to increase primarily due to updated State funding assumptions, including increases in Special Education funding, transportation funding reflected in the appropriate State revenue object codes, and other ongoing State categorical programs. Revenue projections reflect current program allocations, State funding estimates, and known funding sources available at the time of budget development. Revenue levels are expected to remain relatively stable in the subsequent years based on current assumptions.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	33,020,324.59		
Budget Year (2026-27)	13,387,417.02	(59.46%)	Yes
1st Subsequent Year (2027-28)	13,237,920.45	(1.12%)	No
2nd Subsequent Year (2028-29)	13,237,920.45	0.00%	No

Explanation:

(required if Yes)

Other Local Revenue is projected to decrease primarily due to the reclassification of transportation funding to the appropriate State revenue object codes beginning in 2026-27, as well as the reduction of certain one-time local revenue sources. Subsequent year projections reflect ongoing local revenue assumptions.

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

First Prior Year (2025-26)	44,870,557.85		
Budget Year (2026-27)	30,720,949.89	(31.53%)	Yes
1st Subsequent Year (2027-28)	30,315,528.49	(1.32%)	No
2nd Subsequent Year (2028-29)	31,152,237.09	2.76%	No

Explanation:
(required if Yes)

Other Local Revenue is projected to decrease primarily due to the reclassification of transportation funding to the appropriate State revenue object codes in 2026–27, as well as the reduction of certain one-time local revenue sources. Revenue projections reflect currently known ongoing local funding sources and are expected to remain relatively stable in the subsequent years.

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

First Prior Year (2025-26)	183,339,969.72		
Budget Year (2026-27)	119,669,095.97	(34.73%)	Yes
1st Subsequent Year (2027-28)	119,508,703.26	(.13%)	No
2nd Subsequent Year (2028-29)	122,854,037.69	2.80%	No

Explanation:
(required if Yes)

Services and Other Operating Expenditures are projected to decrease primarily due to the expiration of one-time funding sources, reductions in planned contracted services and operating expenditures, and the implementation of fiscal stabilization measures. Expenditure projections reflect current operational needs and available ongoing funding sources.

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

DATA ENTRY: All data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2025-26)	243,074,351.06		
Budget Year (2026-27)	255,006,618.51	4.91%	Met
1st Subsequent Year (2027-28)	249,845,153.21	(2.02%)	Met
2nd Subsequent Year (2028-29)	255,672,141.19	2.33%	Met

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

First Prior Year (2025-26)	228,210,527.57		
Budget Year (2026-27)	150,390,045.86	(34.10%)	Not Met
1st Subsequent Year (2027-28)	149,824,231.75	(.38%)	Met
2nd Subsequent Year (2028-29)	154,006,274.78	2.79%	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 MET - Projected total operating revenues have not changed by more than the standard for the budget and two subsequent fiscal years.

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

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	Other Local Revenue is projected to decrease primarily due to the reclassification of transportation funding to the appropriate State revenue object codes in 2026–27, as well as the reduction of certain one-time local revenue sources. Revenue projections reflect currently known ongoing local funding sources and are expected to remain relatively stable in the subsequent years.
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	Services and Other Operating Expenditures are projected to decrease primarily due to the expiration of one-time funding sources, reductions in planned contracted services and operating expenditures, and the implementation of fiscal stabilization measures. Expenditure projections reflect current operational needs and available ongoing funding sources.

7. CRITERION: Facilities Maintenance

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

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

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

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — Yes

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	910,583,982.28			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	910,583,982.28	27,317,519.47	25,092,750.14	Not Met

[1] Fund 01, Resource 8150, Objects 8900-8999

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

- [ ] 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)

The District's budgeted RRMA contribution is below the calculated minimum contribution requirement. Available RRMA carryover balances are planned to support ongoing maintenance activities and facility needs, and the District will continue to evaluate funding strategies and expenditure assumptions in future budget reporting periods.

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)	16,290,249.00	17,006,094.46	0.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	65,461,324.52	45,095,089.31	(62,064,453.62)
	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)	81,751,573.52	62,101,183.77	(62,064,453.62)
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	815,597,438.54	850,304,722.83	917,780,284.53
	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)	815,597,438.54	850,304,722.83	917,780,284.53
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	10.0%	7.3%	(6.8%)
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**3.3%**	**2.4%**	**(2.3%)**

[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)	36,330,011.20	442,298,581.64	N/A	Met
Second Prior Year (2024-25)	(109,650,999.39)	471,946,315.48	23.2%	Not Met
First Prior Year (2025-26)	(124,172,869.49)	497,137,991.48	25.0%	Not Met
Budget Year (2026-27) (Information only)	(221,797,233.69)	524,152,348.94		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:

(required if NOT met)

The District continues to experience deficit spending as expenditures exceed recurring revenues. The increase in deficit spending reflects ongoing structural budget challenges and the planned use of available fund balance to support operations while the District implements fiscal stabilization strategies and expenditure reductions to restore fiscal sustainability.

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):	37,690
District's Fund Balance Standard Percentage Level:	**.7%**

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)	96,877,838.83	135,675,372.67	N/A	Met
Second Prior Year (2024-25)	78,167,099.19	172,005,383.87	N/A	Met
First Prior Year (2025-26)	105,635,229.73	62,354,384.48	41.0%	Not Met
Budget Year (2026-27) (Information only)	(61,818,485.01)			

[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)	The reduction in the District's unrestricted beginning fund balance is primarily attributable to ongoing structural budget challenges and the use of available fund balance to support operations. The variance reflects year-end adjustments and updated financial estimates.

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)	(137,765,177.57)	Not 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 NOT MET - General fund cash balance is projected to be negative at the end of the current fiscal year. Provide reasons for the negative cash balance and what changes or remedies will be made to ensure that the general fund is solvent and is able to satisfy its current year financial obligations.

Explanation:
(required if NOT met)

The projected negative ending cash balance is attributable to ongoing structural budget challenges and cash flow timing. The District continues to monitor cash flow and evaluate available cash management strategies to meet its financial obligations.

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.)	37,690	39,221	45,721
District's Reserve Standard Percentage Level:	**2%**	**2%**	**2%**

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? YES

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

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

	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		

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)	966,019,358.28	973,644,898.05	990,380,646.17
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	966,019,358.28	973,644,898.05	990,380,646.17

4.	Reserve Standard Percentage Level	2%	2%	2%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	19,320,387.17	19,472,897.96	19,807,612.92
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)**	**19,320,387.17**	**19,472,897.96**	**19,807,612.92**

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	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00	0.00	0.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	(283,615,718.70)	(510,540,044.97)	(736,876,977.81)
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	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	(283,615,718.70)	(510,540,044.97)	(736,876,977.81)
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	(29.36%)	(52.44%)	(74.40%)
	District's Reserve Standard (Section 10B, Line 7):	**19,320,387.17**	**19,472,897.96**	**19,807,612.92**
	Status:	Not Met	Not Met	Not Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD NOT MET - Projected available reserves are below the standard in one or more of the budget or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to be taken to increase reserves to, or above, the standard.

Explanation:

(required if NOT met)

The District's available reserves are below the required minimum due to significant structural budget deficits and the planned use of available fund balance to support operations. The District has implemented budget reductions and continues to develop additional fiscal stabilization measures, including staffing realignments, expenditure controls, and operational efficiencies, to improve its financial condition and rebuild reserves in future years.

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)	(197,898,666.46)			
Budget Year (2026-27)	(218,720,812.13)	20,822,145.67	10.5%	Not Met
1st Subsequent Year (2027-28)	(226,205,441.72)	7,484,629.59	3.4%	Met
2nd Subsequent Year (2028-29)	(228,056,377.22)	1,850,935.50	.8%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	12,755,880.00			
Budget Year (2026-27)	2,736,682.42	(10,019,197.58)	(78.5%)	Not Met
1st Subsequent Year (2027-28)	2,736,682.42	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	2,736,682.42	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	2,479,083.70			
Budget Year (2026-27)	315,798.70	(2,163,285.00)	(87.3%)	Not Met
1st Subsequent Year (2027-28)	315,798.70	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	315,798.70	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

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

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

The increase in the unrestricted General Fund contribution is primarily attributable to rising program costs that exceed available restricted funding sources, including Special Education, Transporation and other categorical programs. The District continues to utilize unrestricted resources to support ongoing program and operational needs.

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Transfers into the General Fund are projected to decrease due to the reduction of one-time transfers received in the prior year. Budget projections reflect only currently anticipated ongoing transfers.

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Transfers out of the General Fund are projected to decrease due to the reduction of one-time transfers budgeted in the prior year. Budget projections reflect currently anticipated ongoing transfer requirements.

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases				
Certificates of Participation		Fund 51 - Bond Interest and Redemption Fund	Fund 51 - Bond Interest and Redemption Fund	847,173,447
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Fund 01, 09, 11, 13, 21, 67, 68	Object Code 1-3999	26,403,122
Other Long-term Commitments (do not include OPEB):				
Lease Revenue Bonds		Fund 25 Developer Fees, Fund 49 Mello Roos	Object 7438, 7439	45,680,000
TOTAL:				919,256,569

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				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Lease Revenue Bonds				
Total Annual Payments:	0	0	0	0
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?	Yes
	b. Do benefits continue past age 65?	Yes

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

Employees must meet eligibility requirements outlined in respective bargaining unit agreements in order to receive lifetime benefits.

3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Pay-as-you-go	
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	Self-Insurance Fund	Governmental Fund
		0	0

4.	OPEB Liabilities	
	a. Total OPEB liability	237,693,537.00
	b. OPEB plan(s) fiduciary net position (if applicable)	211,530,554.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	26,162,983.00
	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

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
5.	OPEB Contributions			
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	25,202,817.00	25,202,817.00	25,202,817.00
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	32,021,037.81	32,021,037.81	32,021,037.81
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	19,200,000.00	19,200,000.00	19,200,000.00
	d. Number of retirees receiving OPEB benefits	3,199.00	3,199.00	3,199.00

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:

The District has established a self insurance fund to account for employee vision, dental and worker compensation benefits.The plans are self-insured through a pool and we contract with a third party administrator for benefits processing. TheDistrictbelongs to a Joint Powers Authority that helps manage the worker's compensation claims to maintain lower costs.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	17,804,913.00
b. Unfunded liability for self-insurance programs	17,804,913.00

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	17,804,913.00	17,804,913.00	17,804,913.00
b. Amount contributed (funded) for self-insurance programs	17,804,913.00	17,804,913.00	17,804,913.00

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	2,653.56	2,609.08	2,609.08	2,609.08

Certificated (Non-management) Salary and Benefit Negotiations

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

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

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

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

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Sep 04, 2025

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? No

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? Yes

If Yes, date of budget revision board adoption: Sep 04, 2025

4. Period covered by the agreement: Begin Date: Jul 01, 2025 End Date: Jun 30, 2027

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)?	Yes	Yes	Yes
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

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

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

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

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

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	2,362.25	2,083.40	2,083.40	2,083.40

Classified (Non-management) Salary and Benefit Negotiations

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

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

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

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

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 04, 2026

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

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? No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: Jul 01, 2025 End Date: Jun 30, 2027

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)?	Yes	Yes	Yes
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

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

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

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?			
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

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

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	374.90	296.35	296.35	296.35

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.

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

Negotiations Settled

2. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

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

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

Management/Supervisor/Confidential **Health and Welfare (H&W) Benefits**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential **Step and Column Adjustments**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential **Other Benefits (mileage, bonuses, etc.)**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

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

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

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 18, 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?	Yes
A2.	Is the system of personnel position control independent from the payroll system?	No
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?	Yes
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	Yes
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)	Yes
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2025-26 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	950,826,090.09
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	50,526,339.54
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	670,543.61
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	7,130,439.21
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	10,535.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	6,234,963.70
6. All Other Financing Uses	All	9100	7699	
		9200	7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	329,852.46
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)				14,376,333.98
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	685,456.02
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)				886,608,872.59

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)	38,390.55
B. Expenditures per ADA (Line I.E divided by Line II.A)	23,094.46

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.)	819,185,037.13	23,574.18
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)	819,185,037.13	23,574.18
B. Required effort (Line A.2 times 90%)	737,266,533.42	21,216.76
C. Current year expenditures (Line I.E and Line II.B)	886,608,872.59	23,094.46
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) — 17,473,928.59
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) — 658,737,225.69

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) — 2.65%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — **Entry required**

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 28,136,175.34
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 7,576,627.21

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
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)	2,236,399.16
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)	8,106.27
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)	37,957,307.98
9. Carry-Forward Adjustment (Part IV, Line F)	4,543,534.77
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	42,500,842.76
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	456,526,130.58
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	124,679,668.19
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	104,879,564.03
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	14,084,033.65
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	670,543.61
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	69,772.45
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	6,045,878.57
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)	2,753,942.43
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)	6,830.70
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)	82,156,022.11
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)	319,190.76
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)	7,044,947.65
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	22,434,493.96
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	30,313,614.63
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)	851,984,633.32
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)	4.46%
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)	4.99%

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)	37,957,307.98
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	1,432,398.29
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.09%) times Part III, Line B19); zero if negative	4,543,534.77
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.09%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.65%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	4,543,534.77
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)	4,543,534.77

Approved indirect cost rate: 4.09%

Highest rate used in any program: 5.65%

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

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	19,764,949.19	807,460.04	4.09%
01	3010	21,365,071.17	873,938.02	4.09%
01	3182	850,254.99	34,746.00	4.09%
01	3310	9,598,709.63	392,587.22	4.09%
01	3311	210,655.59	8,615.81	4.09%
01	3315	221,777.31	9,070.69	4.09%
01	3345	2,142.00	87.60	4.09%
01	3386	29,301.57	1,198.43	4.09%
01	3395	14,561.44	595.56	4.09%
01	3410	184,038.81	7,527.19	4.09%
01	3550	428,133.28	17,516.39	4.09%
01	4035	1,555,442.40	63,617.59	4.09%
01	4124	957,280.65	23,212.00	2.42%
01	4127	2,692,358.29	110,117.45	4.09%
01	4201	537,974.62	22,003.16	4.09%
01	4203	1,596,153.95	65,282.70	4.09%
01	4510	23,556.94	900.00	3.82%
01	5630	75,018.59	3,068.26	4.09%
01	5810	496,590.64	3,929.00	0.79%
01	6010	100,055.61	4,092.27	4.09%
01	6019	998,155.90	40,824.58	4.09%
01	6053	1,445,133.57	59,105.96	4.09%
01	6211	914,306.05	37,388.54	4.09%
01	6266	2,614,036.71	106,900.03	4.09%
01	6332	7,595,127.61	310,640.72	4.09%
01	6383	80,445.30	3,290.21	4.09%
01	6385	78,410.67	3,206.99	4.09%
01	6387	1,734,503.21	70,941.18	4.09%
01	6388	777,141.31	31,085.65	4.00%
01	6500	139,803,943.92	5,717,981.31	4.09%
01	6520	410,976.08	16,808.92	4.09%
01	6546	2,719,176.06	111,214.30	4.09%
01	6547	2,049,453.33	83,822.64	4.09%
01	6695	192,820.73	7,886.37	4.09%
01	6770	4,980,718.55	32,733.02	0.66%
01	7085	837,420.79	34,250.51	4.09%

01	7220	568,231.33	23,240.67	4.09%
01	7311	37,004.89	1,513.50	4.09%
01	7339	85,586.71	3,500.50	4.09%
01	7399	3,692,025.33	150,962.94	4.09%
01	7412	1,634,834.89	66,864.75	4.09%
01	7413	478,905.26	19,587.23	4.09%
01	7810	1,964,195.90	35,780.46	1.82%
01	8150	27,623,802.14	1,239,098.49	4.49%
01	9010	3,850,041.99	76,486.86	1.99%
09	2600	2,380,415.61	92,165.36	3.87%
09	3010	464,418.23	15,855.11	3.41%
09	6019	410,000.31	16,770.69	4.09%
09	6053	194,835.64	7,969.00	4.09%
09	6266	110,445.90	4,517.39	4.09%
09	6546	115,687.00	4,364.42	3.77%
09	6762	710,245.04	29,080.78	4.09%
09	6770	396,549.01	4,306.29	1.09%
09	7311	5,348.26	218.74	4.09%
09	7339	496,818.37	28,090.23	5.65%
09	7399	62,027.70	2,537.20	4.09%
09	7435	1,994,797.71	78,245.85	3.92%
11	5810	603,449.60	23,545.34	3.90%
11	6371	219,910.66	8,994.35	4.09%
12	5025	349,130.20	14,266.80	4.09%
12	5050	60,041.00	2,456.00	4.09%
12	5058	21,164.16	865.42	4.09%
12	5059	187,715.51	7,678.51	4.09%
12	5066	485,244.05	19,855.52	4.09%
12	5160	241,117.50	9,861.27	4.09%
12	5210	6,636,093.11	271,427.62	4.09%
12	6040	24,679.60	1,009.40	4.09%
12	6052	14,411.00	589.00	4.09%
12	6105	8,214,880.61	335,965.35	4.09%
12	6127	1,183,362.27	48,426.09	4.09%
12	6130	124,981.40	5,111.04	4.09%
12	6160	23,747.49	971.51	4.09%
12	7810	2,615,111.12	106,952.03	4.09%
12	9010	1,832,263.70	74,886.55	4.09%
13	5310	28,343,132.13	1,158,926.73	4.09%
13	5320	1,174,940.01	48,055.05	4.09%
13	5330	593,453.42	24,268.07	4.09%
13	7810	100,018.81	4,090.77	4.09%

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	0.00		3,857,304.49	3,857,304.49
2. State Lottery Revenue	8560	6,598,447.00		2,836,895.00	9,435,342.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		6,598,447.00	0.00	6,694,199.49	13,292,646.49
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	5,404,132.00		0.00	5,404,132.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	1,194,315.00		0.00	1,194,315.00
4. Books and Supplies	4000-4999	0.00		6,213,411.39	6,213,411.39
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			26,447.88	26,447.88
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			454,340.22	454,340.22
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)		6,598,447.00	0.00	6,694,199.49	13,292,646.49
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	0.00	0.00	0.00	0.00

D. COMMENTS:

Lottery Restricted funds were used for standards-based instructional materials, curriculum resources, student workbooks, and educational software that directly support classroom instruction and comply with the allowable uses of Resource 6300.

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	496,600,640.00	2.56%	509,328,018.00	2.21%	520,608,174.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	17,230,237.50	6.86%	18,412,516.95	9.55%	20,170,520.40
4. Other Local Revenues	8600-8799	4,508,367.46	-3.32%	4,358,870.89	0.00%	4,358,870.89
5. Other Financing Sources						
a. Transfers In	8900-8929	2,736,682.42	0.00%	2,736,682.42	0.00%	2,736,682.42
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(218,720,812.13)	3.42%	(226,205,441.72)	0.82%	(228,056,377.22)
6. Total (Sum lines A1 thru A5c)		302,355,115.25	2.08%	308,630,646.54	3.62%	319,817,870.49
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				247,903,674.50		251,870,133.29
b. Step & Column Adjustment				3,966,458.79		4,029,922.14
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	247,903,674.50	1.60%	251,870,133.29	1.60%	255,900,055.43
2. Classified Salaries						
a. Base Salaries				59,312,774.92		60,143,153.76
b. Step & Column Adjustment				830,378.84		842,004.15
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	59,312,774.92	1.40%	60,143,153.76	1.40%	60,985,157.91
3. Employee Benefits	3000-3999	176,376,846.58	2.67%	181,090,194.77	2.23%	185,123,374.31
4. Books and Supplies	4000-4999	9,494,685.10	3.18%	9,796,616.10	2.76%	10,067,002.71
5. Services and Other Operating Expenditures	5000-5999	47,658,316.19	3.34%	49,248,823.24	2.89%	50,673,161.32
6. Capital Outlay	6000-6999	479,409.00	0.00%	479,409.00	0.00%	479,409.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	10,500.00	0.00%	10,500.00	0.00%	10,500.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(17,399,656.05)	0.00%	(17,399,656.05)	0.00%	(17,399,656.05)
9. Other Financing Uses						
a. Transfers Out	7600-7629	315,798.70	0.00%	315,798.70	0.00%	315,798.70
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		524,152,348.94	2.18%	535,554,972.81	1.98%	546,154,803.33

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)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(221,797,233.69)		(226,924,326.27)		(226,336,932.84)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		(61,818,485.01)		(283,615,718.70)		(510,540,044.97)
2. Ending Fund Balance (Sum lines C and D1)		(283,615,718.70)		(510,540,044.97)		(736,876,977.81)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	(283,615,718.70)		(510,540,044.97)		(736,876,977.81)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		(283,615,718.70)		(510,540,044.97)		(736,876,977.81)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	(283,615,718.70)		(510,540,044.97)		(736,876,977.81)
(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			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		(283,615,718.70)		(510,540,044.97)		(736,876,977.81)

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.

See Attached

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	2,930,029.00	0.00%	2,930,029.00	0.00%	2,930,029.00
2. Federal Revenues	8100-8299	40,911,357.58	-6.73%	38,159,776.68	0.00%	38,159,776.68
3. Other State Revenues	8300-8599	183,477,606.41	-1.88%	180,034,939.13	2.26%	184,103,923.66
4. Other Local Revenues	8600-8799	8,879,049.56	0.00%	8,879,049.56	0.00%	8,879,049.56
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	218,720,812.13	3.42%	226,205,441.72	0.82%	228,056,377.22
6. Total (Sum lines A1 thru A5c)		454,918,854.68	0.28%	456,209,236.09	1.30%	462,129,156.12
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				104,726,838.58		102,770,891.99
b. Step & Column Adjustment				1,675,629.41		1,644,334.27
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(3,631,576.00)		(329,430.37)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	104,726,838.58	-1.87%	102,770,891.99	1.28%	104,085,795.89
2. Classified Salaries						
a. Base Salaries				69,400,124.53		69,798,225.34
b. Step & Column Adjustment				971,601.76		977,175.15
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(573,500.95)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	69,400,124.53	0.57%	69,798,225.34	1.40%	70,775,400.49
3. Employee Benefits	3000-3999	158,554,254.61	0.45%	159,268,309.65	0.89%	160,678,743.07
4. Books and Supplies	4000-4999	21,226,264.79	-3.33%	20,518,912.39	2.76%	21,085,234.38
5. Services and Other Operating Expenditures	5000-5999	72,010,779.78	-2.43%	70,259,880.02	2.73%	72,180,876.37
6. Capital Outlay	6000-6999	948,900.00	-10.54%	848,900.00	0.00%	848,900.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	14,999,847.05	-2.50%	14,624,805.85	-0.37%	14,570,892.64
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		441,867,009.34	-0.85%	438,089,925.24	1.40%	444,225,842.84
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		13,051,845.34		18,119,310.85		17,903,313.28

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)		41,692,188.92		54,744,034.26		72,863,345.11
2. Ending Fund Balance (Sum lines C and D1)		54,744,034.26		72,863,345.11		90,766,658.39
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	54,744,034.26		72,863,345.11		90,766,658.39
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)		54,744,034.26		72,863,345.11		90,766,658.39
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.

See Attached

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	499,530,669.00	2.55%	512,258,047.00	2.20%	523,538,203.00
2. Federal Revenues	8100-8299	40,911,357.58	-6.73%	38,159,776.68	0.00%	38,159,776.68
3. Other State Revenues	8300-8599	200,707,843.91	-1.13%	198,447,456.08	2.94%	204,274,444.06
4. Other Local Revenues	8600-8799	13,387,417.02	-1.12%	13,237,920.45	0.00%	13,237,920.45
5. Other Financing Sources						
a. Transfers In	8900-8929	2,736,682.42	0.00%	2,736,682.42	0.00%	2,736,682.42
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		757,273,969.93	1.00%	764,839,882.63	2.24%	781,947,026.61
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				352,630,513.08		354,641,025.28
b. Step & Column Adjustment				5,642,088.20		5,674,256.41
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(3,631,576.00)		(329,430.37)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	352,630,513.08	0.57%	354,641,025.28	1.51%	359,985,851.32
2. Classified Salaries						
a. Base Salaries				128,712,899.45		129,941,379.10
b. Step & Column Adjustment				1,801,980.60		1,819,179.30
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(573,500.95)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	128,712,899.45	0.95%	129,941,379.10	1.40%	131,760,558.40
3. Employee Benefits	3000-3999	334,931,101.19	1.62%	340,358,504.42	1.60%	345,802,117.38
4. Books and Supplies	4000-4999	30,720,949.89	-1.32%	30,315,528.49	2.76%	31,152,237.09
5. Services and Other Operating Expenditures	5000-5999	119,669,095.97	-0.13%	119,508,703.26	2.80%	122,854,037.69
6. Capital Outlay	6000-6999	1,428,309.00	-7.00%	1,328,309.00	0.00%	1,328,309.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	10,500.00	0.00%	10,500.00	0.00%	10,500.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,399,809.00)	15.63%	(2,774,850.20)	1.94%	(2,828,763.41)
9. Other Financing Uses						
a. Transfers Out	7600-7629	315,798.70	0.00%	315,798.70	0.00%	315,798.70
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)		966,019,358.28	0.79%	973,644,898.05	1.72%	990,380,646.17
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(208,745,388.35)		(208,805,015.42)		(208,433,619.56)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		(20,126,296.09)		(228,871,684.44)		(437,676,699.86)
2. Ending Fund Balance (Sum lines C and D1)		(228,871,684.44)		(437,676,699.86)		(646,110,319.42)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	54,744,034.26		72,863,345.11		90,766,658.39
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	(283,615,718.70)		(510,540,044.97)		(736,876,977.81)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		(228,871,684.44)		(437,676,699.86)		(646,110,319.42)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	(283,615,718.70)		(510,540,044.97)		(736,876,977.81)
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)		(283,615,718.70)		(510,540,044.97)		(736,876,977.81)
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		-29.36%		-52.44%		-74.40%
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?	YES					

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				
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)		37,689.73		39,221.16		45,720.53
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		966,019,358.28		973,644,898.05		990,380,646.17
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)		966,019,358.28		973,644,898.05		990,380,646.17
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2.00%		2.00%		2.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		19,320,387.17		19,472,897.96		19,807,612.92
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)		19,320,387.17		19,472,897.96		19,807,612.92
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		NO		NO		NO

Comparison of 2026-27 Draft Proposed Adopted Budget to Proposed Adopted Budget

	2026-27 Draft Proposed Adopted Budget			2026-27 Adopted Budget			Changes between 2026-27 Draft v Adopted		
Description	**Unrestricted**	**Restricted**	**Combined**	**Unrestricted**	**Restricted**	**Combined**	**Unrestricted**	**Restricted**	**Combined**
REVENUE AND OTHER FINANCING SOURCES									
LCFF/Revenue Limit Sources	$509,328,018	$2,930,029	$512,258,047	$496,600,640	$2,930,029	$499,530,669	-$12,727,378	$0	-$12,727,378
Federal Revenues	$0	$38,159,777	$38,159,777	$0	$40,911,358	$40,911,358	$0	$2,751,581	$2,751,581
Other State Revenues	$18,412,517	$180,034,939	$198,447,456	$17,230,238	$183,477,606	$200,707,844	-$1,182,279	$3,442,667	$2,260,388
Other Local Revenues	$4,358,871	$8,879,050	$13,237,920	$4,508,367	$8,879,050	$13,387,417	$149,497	$0	$149,497
TOTAL REVENUES	**$532,099,406**	**$230,003,794**	**$762,103,200**	**$518,339,245**	**$236,198,043**	**$754,537,288**	**-$13,760,161**	**$6,194,248**	**-$7,565,913**
EXPENDITURE AND OTHER FINANCING SOURCES									
Certificated Salaries	$251,870,133	$102,770,892	$354,641,025	$247,903,675	$104,726,839	$352,630,513	-$3,966,459	$1,955,947	-$2,010,512
Classified Salaries	$60,143,154	$69,798,225	$129,941,379	$59,312,775	$69,400,125	$128,712,899	-$830,379	-$398,101	-$1,228,480
Employee Benefits	$181,090,195	$159,268,310	$340,358,504	$176,376,847	$158,554,255	$334,931,101	-$4,713,348	-$714,055	-$5,427,403
Books & Supplies	$9,796,616	$20,518,912	$30,315,528	$9,494,685	$21,226,265	$30,720,950	-$301,931	$707,352	$405,421
Services & Other Operating Expenses	$49,248,823	$70,259,880	$119,508,703	$47,658,316	$72,010,780	$119,669,096	-$1,590,507	$1,750,900	$160,393
Capital Outlay	$479,409	$848,900	$1,328,309	$479,409	$948,900	$1,428,309	$0	$100,000	$100,000
Other Outgo (excluding Indirect Costs)	$10,500	$0	$10,500	$10,500	$0	$10,500	$0	$0	$0
Other Outgo - Indirect Costs	-$17,399,656	$14,624,806	-$2,774,850	-$17,399,656	$14,999,847	-$2,399,809	$0	$375,041	$375,041
TOTAL EXPENDITURES	**$535,239,174**	**$438,089,925**	**$973,329,099**	**$523,836,550**	**$441,867,009**	**$965,703,560**	**-$11,402,624**	**$3,777,084**	**-$7,625,540**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	**-$3,139,768**	**-$208,086,131**	**-$211,225,899**	**-$5,497,305**	**-$205,668,967**	**-$211,166,272**	**-$2,357,537**	**$2,417,164**	**$59,627**
OTHER FINANCING SOURCES/USES									
Interfund Transfers									
Transfers In	$2,736,682	$0	$2,736,682	$2,736,682	$0	$2,736,682	$0	$0	$0
Transfers Out	$315,799	$0	$315,799	$315,799	$0	$315,799	$0	$0	$0
Contributions	-$226,205,442	$226,205,442	$0	-$218,720,812	$218,720,812	$0	$7,484,630	-$7,484,630	$0
TOTAL, OTHER FINANCING SOURCES/USES	-$223,784,558	$226,205,442	$2,420,884	-$216,299,928	$218,720,812	$2,420,884	$7,484,630	-$7,484,630	$0
NET INCREASE (DECREASE) IN FUND BALANCE	**-$226,924,326**	**$18,119,311**	**-$208,805,015**	**-$221,797,234**	**$13,051,845**	**-$208,745,388**	**$5,127,093**	**-$5,067,466**	**$59,627**
FUND BALANCE, RESERVES									
Beginning Fund Balance	-$283,615,719	54,744,034	-$228,871,684	-$61,818,485	$41,692,189	-$20,126,296	-$283,615,719	$0	$0
Ending Fund Balance	**-$510,540,045**	**$72,863,345**	**-$437,676,700**	**-$283,615,719**	**$54,744,034**	**-$228,871,684**	**-$278,488,626**	**-$5,067,466**	**$59,627**
Components of Ending Fund Balance:									
Non-spendable-Revolving Cash	$0		$0	$0		$0	$0		$0
Stores	$0		$0	$0		$0	$0		$0
Restricted		$0	$0		$0	$0		$0	$0
Other Assignments			$0			$0			$0
Reserve for Economic Uncertainties	$0		$0	$0		$0	$0		$0
Unassigned/Unappropriated	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Unappropriated Percent			*$0*			*$0*			*$0*

2026-27 Proposed Adopted Budget Multi-Year Projections

	2026-27 Adopted Budget			2027-28 Projection			2028-26 Projection		
Description	**Unrestricted**	**Restricted**	**Combined**	**Unrestricted**	**Restricted**	**Combined**	**Unrestricted**	**Restricted**	**Combined**
REVENUE AND OTHER FINANCING SOURCES									
LCFF/Revenue Limit Sources	$496,600,640	$2,930,029	499,530,669	509,328,018	2,930,029	512,258,047	520,608,174	2,930,029	523,538,203
Federal Revenues	$0	$40,911,358	40,911,358	-	38,159,777	38,159,777	-	38,159,777	38,159,777
Other State Revenues	$17,230,238	$183,477,606	200,707,844	18,412,517	180,034,939	198,447,456	20,170,520	184,103,924	204,274,444
Other Local Revenues	$4,508,367	$8,879,050	13,387,417	4,358,871	8,879,050	13,237,920	4,358,871	8,879,050	13,237,920
TOTAL REVENUES	**$518,339,245**	**236,198,043**	**754,537,288**	**532,099,406**	**230,003,794**	**762,103,200**	**545,137,565**	**234,072,779**	**779,210,344**
EXPENDITURE AND OTHER FINANCING SOURCES									
Certificated Salaries	$247,903,675	$104,726,839	352,630,513	251,870,133	102,770,892	354,641,025	255,900,055	104,085,796	359,985,851
Classified Salaries	$59,312,775	$69,400,125	128,712,899	60,143,154	69,798,225	129,941,379	60,985,158	70,775,400	131,760,558
Employee Benefits	$176,376,847	$158,554,255	334,931,101	181,090,195	159,268,310	340,358,504	185,123,374	160,678,743	345,802,117
Books & Supplies	$9,494,685	$21,226,265	30,720,950	9,796,616	20,518,912	30,315,528	10,067,003	21,085,234	31,152,237
Services & Other Operating Expenses	$47,658,316	$72,010,780	119,669,096	49,248,823	70,259,880	119,508,703	50,673,161	72,180,876	122,854,038
Capital Outlay	$479,409	$948,900	1,428,309	479,409	848,900	1,328,309	479,409	848,900	1,328,309
Other Outgo (excluding Indirect Costs)	$10,500	$0	10,500	10,500	-	10,500	10,500	-	10,500
Other Outgo - Indirect Costs	($17,399,656)	$14,999,847	(2,399,809)	(17,399,656)	14,624,806	(2,774,850)	(17,399,656)	14,570,893	(2,828,763)
TOTAL EXPENDITURES	**$523,836,550**	**441,867,009**	**965,703,560**	**535,239,174**	**438,089,925**	**973,329,099**	**545,839,005**	**444,225,843**	**990,064,847**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	**($5,497,305)**	**(205,668,966.**	**(211,166,272)**	**(3,139,768)**	**(208,086,131)**	**(211,225,899)**	**(701,439)**	**(210,153,064)**	**(210,854,503)**
OTHER FINANCING SOURCES/USES									
Interfund Transfers									
Transfers In	$2,736,682	$0	2,736,682	2,736,682	-	2,736,682	2,736,682	-	2,736,682
Transfers Out	$315,799	$0	315,799	315,799	-	315,799	315,799	-	315,799
Other Sources/Uses	$0	$0	-						
Sources	$0	$0	-						
Uses	$0	$0	-						
Contributions	($218,720,812)	$218,720,812	-	(226,205,442)	226,205,442	-	(228,056,377)	228,056,377	-
TOTAL, OTHER FINANCING SOURCES/USES	($216,299,928)	218,720,812	2,420,884	(223,784,558)	226,205,442	2,420,884	(225,635,494)	228,056,377	2,420,884
NET INCREASE (DECREASE) IN FUND BALANCE	**($221,797,234)**	**13,051,845**	**(208,745,388)**	**(226,924,326)**	**18,119,311**	**(208,805,015)**	**(226,336,933)**	**17,903,313**	**(208,433,620)**
FUND BALANCE, RESERVES									
Beginning Fund Balance	($61,818,485)	$41,692,189	(20,126,296)	(283,615,719)	54,744,034	(228,871,684)	(510,540,045)	72,863,345	(437,676,700)
Ending Fund Balance	**($283,615,719)**	**54,744,034**	**(228,871,684)**	**(510,540,045)**	**72,863,345**	**(437,676,700)**	**(736,876,978)**	**90,766,658**	**(646,110,319)**
Components of Ending Fund Balance:									
Non-spendable-Revolving Cash	$0	-	-	-	-	-	-		-
Stores	$0	-	-	-		-	-		-
Restricted	$0	54,744,034	54,744,034		72,863,345	72,863,345		90,766,658	90,766,658
Reserve for Economic Uncertainties	$0	-	-	-	-	-	-		-
Unassigned/Unappropriated	**($283,615,719)**	**-**	**(283,615,719)**	**(510,540,045)**	**-**	**(510,540,045)**	**(736,876,978)**	**-**	**(736,876,978)**

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			28,635,130.87	0.00	0.00	(.01)	(.01)	(7,545,699.00)	(9,555,649.65)	(47,120,242.15)
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		13,792,985.75	13,792,985.75	24,827,374.35	24,827,374.35	24,827,374.35	47,655,413.85	24,827,374.35	24,827,374.35
Property Taxes	8020-8079		18,732,339.75	42,743,201.48	14,469,004.97	19,408,586.05	15,746,867.75	0.00	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	(1,043,974.56)	(2,087,949.12)	(1,391,966.08)	(1,391,966.08)	(1,391,966.08)	(1,391,966.08)	(1,391,966.08)
Federal Revenue	8100-8299		24,798.46	25,431.32	9,241,589.19	718,814.55	47,595.40	12,041,005.71	178,425.39	12,112,278.24
Other State Revenue	8300-8599		5,146,215.76	24,656,745.24	15,652,000.00	23,141,974.00	12,573,825.00	11,585,507.56	9,263,188.38	12,112,278.24
Other Local Revenue	8600-8799		1,644,126.47	1,193,947.78	573,073.63	(198,874.73)	2,821,198.11	573,073.63	491,510.77	2,864,307.92
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			39,340,466.19	81,368,337.01	62,675,093.02	66,505,908.14	54,624,894.53	70,463,034.67	33,368,532.81	50,524,272.67
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		3,018,554.44	31,333,554.44	31,333,554.44	31,333,554.44	31,333,554.44	31,333,554.44	31,333,554.44	31,333,554.44
Classified Salaries	2000-2999		5,400,000.00	9,520,000.00	10,520,000.00	10,520,000.00	10,520,000.00	10,520,000.00	10,520,000.00	10,520,000.00
Employee Benefits	3000-3999		5,242,037.74	21,886,944.69	23,578,681.13	23,184,042.32	21,167,263.08	22,533,927.05	23,839,766.08	23,869,540.65
Books and Supplies	4000-4999		(74,379.56)	325,839.23	401,726.31	731,958.68	472,098.88	655,812.00	1,220,399.54	1,252,461.22
Services	5000-5999		551,484.44	3,103,398.65	4,941,049.33	3,403,852.70	6,478,677.12	8,815,541.83	6,561,251.49	12,697,420.27
Capital Outlay	6000-6999		0.00	350,000.00	0.00	0.00	350,000.00	0.00	225,000.00	0.00
Other Outgo	7000-7499		(150,000.00)	(150,000.00)	(150,000.00)	(150,000.00)	(150,000.00)	(150,000.00)	(150,000.00)	(150,000.00)
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			13,987,697.06	66,369,737.01	70,625,011.21	69,023,408.14	70,171,593.52	73,708,835.32	73,549,971.55	79,522,976.58
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	31,230.45	12,000.00	1,000.00	0.00	16,500.00	0.00	0.00	1,730.45	0.00
Accounts Receivable	9200-9299	39,114,515.79	2,000,000.00	10,000,000.00	7,000,000.00	5,000,000.00	9,000,000.00	3,000,000.00	3,114,515.79	0.00
Due From Other Funds	9310	9,448,385.60	0.00	0.00	9,448,385.60	0.00	0.00	0.00	0.00	0.00
Stores	9320	6,883.86	100.00	400.00	700.00	1,000.00	1,000.00	850.00	600.00	500.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		48,601,015.70	2,012,100.00	10,001,400.00	16,449,085.60	5,017,500.00	9,001,000.00	3,000,850.00	3,116,846.24	500.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	94,265,276.70	56,000,000.00	25,000,000.00	6,000,000.00	2,500,000.00	1,000,000.00	1,765,000.00	500,000.00	1,500,276.70
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	2,499,167.42	0.00	0.00	2,499,167.42	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		96,764,444.12	56,000,000.00	25,000,000.00	8,499,167.42	2,500,000.00	1,000,000.00	1,765,000.00	500,000.00	1,500,276.70
Nonoperating										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		(48,163,428.42)	(53,987,900.00)	(14,998,600.00)	7,949,918.18	2,517,500.00	8,001,000.00	1,235,850.00	2,616,846.24	(1,499,776.70)
E. NET INCREASE/DECREASE (B - C + D)			(28,635,130.87)	0.00	(.01)	0.00	(7,545,698.99)	(2,009,950.65)	(37,564,592.50)	(30,498,480.61)
F. ENDING CASH (A + E)			0.00	0.00	(.01)	(.01)	(7,545,699.00)	(9,555,649.65)	(47,120,242.15)	(77,618,722.76)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		(77,618,722.76)	(85,180,529.91)	(112,330,357.87)	(109,791,083.19)				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	47,655,413.85	24,827,374.35	24,827,374.35	47,655,413.85	22,828,039.50	0.00	367,171,873.00	367,171,873.00
Property Taxes	8020-8079	0.00	0.00	35,728,343.00	0.00	0.00	0.00	146,828,343.00	146,828,343.00
Miscellaneous Funds	8080-8099	(2,435,940.40)	(1,217,969.83)	(1,217,969.83)	494,087.14	0.00	0.00	(14,469,547.00)	(14,469,547.00)
Federal Revenue	8100-8299	1,500,000.00	1,500,000.00	0.00	0.00	3,521,419.32	0.00	40,911,357.58	40,911,357.58
Other State Revenue	8300-8599	21,585,507.56	19,263,188.38	19,263,188.38	0.00	26,464,225.41	0.00	200,707,843.91	200,707,843.91
Other Local Revenue	8600-8799	573,073.63	1,078,906.00	0.00	573,073.63	1,200,000.17	0.00	13,387,417.01	13,387,417.02
Interfund Transfers In	8900-8929	0.00	0.00	0.00	2,736,682.42	0.00	0.00	2,736,682.42	2,736,682.42
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		68,878,054.64	45,451,498.90	78,600,935.90	51,459,257.04	54,013,684.40	0.00	757,273,969.92	757,273,969.93
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	31,333,554.44	31,333,554.44	31,333,554.44	32,333,554.44	0.00	3,942,859.80	352,630,513.08	352,630,513.08
Classified Salaries	2000-2999	10,520,000.00	10,520,000.00	10,520,000.00	10,520,000.00	8,592,899.45	0.00	128,712,899.45	128,712,899.45
Employee Benefits	3000-3999	23,159,646.31	23,517,260.38	23,760,125.76	24,327,822.49	0.00	74,864,043.51	334,931,101.19	334,931,101.19
Books and Supplies	4000-4999	894,200.64	521,027.00	685,712.24	2,032,882.00	1,870,000.00	19,731,211.71	30,720,949.89	30,720,949.89
Services	5000-5999	10,682,860.40	6,859,785.04	9,912,468.78	10,053,518.79	6,859,785.00	28,748,002.13	119,669,095.97	119,669,095.97
Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	503,309.00	1,428,309.00	1,428,309.00
Other Outgo	7000-7499	(150,000.00)	(150,000.00)	(150,000.00)	(150,000.00)	0.00	(589,309.00)	(2,389,309.00)	(2,389,309.00)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	315,798.70	0.00	0.00	315,798.70	315,798.70
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		76,440,261.79	72,601,626.86	76,061,861.22	79,433,576.42	17,322,684.45	127,200,117.15	966,019,358.28	966,019,358.28

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	31,230.45	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	0.00	0.00	39,114,515.79	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	9,448,385.60	
Stores	9320	400.00	300.00	200.00	225.00	0.00	608.86	6,883.86	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		400.00	300.00	200.00	225.00	0.00	608.86	48,601,015.70	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	94,265,276.70	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	2,499,167.42	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	96,764,444.12	
Nonoperating									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		400.00	300.00	200.00	225.00	0.00	608.86	(48,163,428.42)	
E. NET INCREASE/DECREASE (B - C + D)		(7,561,807.15)	(27,149,827.96)	2,539,274.68	(27,974,094.38)	36,690,999.95	(127,199,508.29)	(256,908,816.78)	(208,745,388.35)
F. ENDING CASH (A + E)		(85,180,529.91)	(112,330,357.87)	(109,791,083.19)	(137,765,177.57)				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								(228,273,685.91)	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			(137,765,177.57)	(186,293,141.11)	(238,427,581.27)	(268,819,169.50)	(292,229,596.95)	(323,376,140.60)	(254,094,510.36)	(293,540,938.64)
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		14,321,072.60	14,321,072.60	25,777,930.68	25,777,930.68	25,777,930.68	49,110,113.18	25,777,930.68	25,777,930.68
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	73,414,171.50	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	(1,035,030.42)	(2,070,060.84)	(1,380,040.56)	(1,380,040.56)	(1,380,040.56)	(1,380,040.56)	(1,380,040.56)
Federal Revenue	8100-8299		23,130.59	47,441.76	8,620,026.33	670,469.14	44,394.27	11,231,162.10	166,425.01	11,297,641.05
Other State Revenue	8300-8599		5,305,290.73	24,379,059.00	15,475,725.92	22,881,347.23	12,432,217.57	11,455,030.64	9,158,865.61	11,975,868.79
Other Local Revenue	8600-8799		1,625,766.60	1,180,615.03	566,674.15	(196,653.91)	2,789,693.94	566,674.15	486,022.10	2,832,322.50
Interfund Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			21,275,260.52	38,893,157.97	48,370,296.24	47,753,052.58	39,664,195.90	144,397,111.01	34,209,202.84	50,503,722.46
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		3,035,764.64	31,512,201.75	31,512,201.75	31,512,201.75	31,512,201.75	31,512,201.75	31,512,201.75	31,512,201.75
Classified Salaries	2000-2999		5,451,539.43	9,610,862.00	10,620,406.45	10,620,406.45	10,620,406.45	10,620,406.45	10,620,406.45	10,620,406.45
Employee Benefits	3000-3999		5,326,982.53	22,241,612.48	23,960,762.73	23,559,728.98	21,510,268.77	22,899,078.89	24,226,078.44	24,256,335.49
Books and Supplies	4000-4999		(73,397.98)	321,539.16	396,424.77	722,299.09	465,868.64	647,157.31	1,204,294.05	1,235,932.61
Services	5000-5999		550,745.28	3,099,239.16	4,934,426.83	3,399,290.51	6,469,993.74	8,803,726.34	6,552,457.43	12,680,401.89
Capital Outlay	6000-6999		0.00	325,495.50	0.00	0.00	325,495.50	0.00	209,247.11	0.00
Other Outgo	7000-7499		(173,544.96)	(173,544.96)	(173,544.96)	(173,544.96)	(173,544.96)	(173,544.96)	(173,544.96)	(173,544.96)
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			14,118,088.94	66,937,405.09	71,250,677.57	69,640,381.82	70,730,689.89	74,309,025.78	74,151,140.27	80,131,733.23
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	31,230.45	2,775.03	2,775.03	2,775.03	2,775.03	2,775.03	2,775.03	2,775.03	2,775.03
Accounts Receivable	9200-9299	39,114,515.79	164,228.96	289,529.57	319,942.34	319,942.34	319,942.34	319,942.34	319,942.34	319,942.34
Due From Other Funds	9310	9,448,385.60	147,877.56	617,429.35	665,153.13	654,020.40	597,127.18	635,680.69	672,518.32	673,358.26
Stores	9320	6,883.86	(16.67)	73.01	90.02	164.02	105.79	146.95	273.46	280.65
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		48,601,015.70	314,864.88	909,806.96	987,960.52	976,901.79	919,950.34	958,545.01	995,509.15	996,356.28
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	94,265,276.70	56,000,000.00	25,000,000.00	6,000,000.00	2,500,000.00	1,000,000.00	1,765,000.00	500,000.00	1,500,276.70
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	2,499,167.42	0.00	0.00	2,499,167.42	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		96,764,444.12	56,000,000.00	25,000,000.00	8,499,167.42	2,500,000.00	1,000,000.00	1,765,000.00	500,000.00	1,500,276.70
Nonoperating										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		(48,163,428.42)	(55,685,135.12)	(24,090,193.04)	(7,511,206.90)	(1,523,098.21)	(80,049.66)	(806,454.99)	495,509.15	(503,920.42)
E. NET INCREASE/DECREASE (B - C + D)			(48,527,963.54)	(52,134,440.16)	(30,391,588.23)	(23,410,427.45)	(31,146,543.65)	69,281,630.24	(39,446,428.28)	(30,131,931.19)
F. ENDING CASH (A + E)			(186,293,141.11)	(238,427,581.27)	(268,819,169.50)	(292,229,596.95)	(323,376,140.60)	(254,094,510.36)	(293,540,938.64)	(323,672,869.83)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		(323,672,869.83)	(329,707,347.50)	(281,379,603.67)	(314,029,548.39)				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	49,110,113.18	25,777,930.68	25,777,930.68	49,110,113.18	23,332,182.50	0.00	379,750,182.00	379,750,182.00
Property Taxes	8020-8079	0.00	73,414,171.50	0.00	0.00	0.00	0.00	146,828,343.00	146,828,343.00
Miscellaneous Funds	8080-8099	(2,415,070.74)	(1,207,535.01)	(1,207,535.01)	(1,207,535.73)	1,207,536.46	514,956.09	(14,320,478.00)	(14,320,478.00)
Federal Revenue	8100-8299	1,399,114.29	1,399,114.29	0.00	0.00	0.00	3,260,857.85	38,159,776.68	38,159,776.68
Other State Revenue	8300-8599	21,342,409.84	19,046,244.81	19,046,244.81	23,364,486.51	2,584,664.62	0.00	198,447,456.08	198,447,456.08
Other Local Revenue	8600-8799	597,648.81	2,133,714.82	0.00	566,674.15	88,768.11	0.00	13,237,920.45	13,237,920.45
Interfund Transfers In	8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,736,682.42
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		70,034,215.38	120,563,641.09	43,616,640.48	71,833,738.11	27,213,151.69	3,775,813.94	762,103,200.21	764,839,882.63
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	31,512,201.75	31,512,201.75	31,512,201.75	31,512,201.75	0.00	4,971,041.39	354,641,025.28	354,641,025.28
Classified Salaries	2000-2999	10,620,406.45	10,620,406.45	10,620,406.45	10,620,406.45	4,600,000.00	4,074,913.17	129,941,379.10	129,941,379.10
Employee Benefits	3000-3999	23,534,937.64	23,898,346.68	24,722,043.58	24,722,043.58	0.00	75,500,284.63	340,358,504.42	340,358,504.42
Books and Supplies	4000-4999	882,399.96	514,151.06	676,662.96	2,006,054.26	5,600,000.00	15,716,142.60	30,315,528.49	30,315,528.49
Services	5000-5999	10,668,542.14	6,850,590.86	9,899,183.08	10,040,044.04	12,850,960.00	22,709,101.96	119,508,703.26	119,508,703.26
Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	468,070.89	1,328,309.00	1,328,309.00
Other Outgo	7000-7499	(173,544.96)	(173,544.96)	(173,544.96)	(173,544.96)	0.00	(681,810.68)	(2,764,350.20)	(2,764,350.20)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	315,798.70	0.00	0.00	315,798.70	315,798.70
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		77,044,942.98	73,222,151.84	77,256,952.86	79,043,003.82	23,050,960.00	122,757,743.96	973,644,898.05	973,644,898.05

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	2,775.03	2,775.03	0.00	2,775.03	0.00	0.00	30,525.33	
Accounts Receivable	9200-9299	319,942.34	319,942.34	319,942.34	319,942.34	0.00	0.00	3,653,181.93	
Due From Other Funds	9310	653,332.19	663,420.46	670,271.67	686,286.36	0.00	0.00	7,336,475.57	
Stores	9320	200.37	116.75	153.65	455.52	0.00	0.00	2,043.52	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		976,249.93	986,254.58	990,367.66	1,009,459.25	0.00	0.00	11,022,226.35	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	94,265,276.70	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	2,499,167.42	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	96,764,444.12	
Nonoperating									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		976,249.93	986,254.58	990,367.66	1,009,459.25	0.00	0.00	(85,742,217.77)	
E. NET INCREASE/DECREASE (B - C + D)		(6,034,477.67)	48,327,743.83	(32,649,944.72)	(6,199,806.46)	4,162,191.69	(118,981,930.02)	(297,283,915.61)	(208,805,015.42)
F. ENDING CASH (A + E)		(329,707,347.50)	(281,379,603.67)	(314,029,548.39)	(320,229,354.85)				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								(435,049,093.18)	

SCUSD Enrollment Report (District-Operated Schools)																
SCHOOL NAME	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	SDC	Total
A. M. Winn Waldorf-Inspired	16	33	44	41	32	33	42	51	29	46	0	0	0	0	35	402
Abraham Lincoln Elem	17	55	61	70	68	71	53	62	0	0	0	0	0	0	1	458
Albert Einstein Middle	0	0	0	0	0	0	0	0	266	312	0	0	0	0	23	601
Alice Birney Waldorf-Inspired	20	44	46	46	46	57	52	58	53	48	0	0	0	0	3	473
American Legion Cont High	0	0	0	0	0	0	0	0	0	0	0	3	51	73	0	127
Arthur A. Benjamin Health Pro	0	0	0	0	0	0	0	0	0	0	49	45	34	27	22	177
Bret Harte Elem	12	27	15	20	32	22	18	21	0	0	0	0	0	0	34	201
C. K. McClatchy High	0	0	0	0	0	0	0	0	0	0	679	754	613	590	34	2,670
Caleb Greenwood Elem	54	74	93	73	77	73	89	76	0	0	0	0	0	0	4	613
California Middle	0	0	0	0	0	0	0	0	426	406	0	0	0	0	16	848
Camellia Elem	20	59	34	40	45	46	42	38	0	0	0	0	0	0	12	336
Capital City Ind Study	0	0	1	1	2	2	8	9	13	17	15	28	31	45	0	172
Caroline Wenzel Elem	16	22	36	21	35	24	24	29	0	0	0	0	0	0	26	233
Cesar Chavez Elem	20	102	103	100	96	102	110	117	0	0	0	0	0	0	22	772
Crocker/Riverside Elem	20	79	80	96	90	91	87	110	0	0	0	0	0	0	2	655
David Lubin Elem	29	58	65	66	47	43	72	77	0	0	0	0	0	0	14	471
Earl Warren Elem	20	48	60	51	47	52	49	52	0	0	0	0	0	0	11	390
Edward Kemble Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elder Creek Elem	20	77	88	84	88	110	90	101	0	0	0	0	0	0	0	658
Ethel I. Baker Elem	21	73	71	77	78	83	91	90	0	0	0	0	0	0	2	586
Ethel Phillips Elem	18	45	49	56	53	66	66	68	0	0	0	0	0	0	5	426
Father Keith B. Kenny	10	28	28	24	17	27	31	30	0	0	0	0	0	0	22	217
Fern Bacon Middle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Genevieve Didion	20	64	68	64	65	71	63	73	79	61	0	0	0	0	5	633
Golden Empire Elem	20	46	46	42	68	65	55	62	0	0	0	0	0	0	22	426
H. W. Harkness Elem	14	38	31	52	44	44	30	27	0	0	0	0	0	0	11	291
Hiram W. Johnson High	0	0	0	0	0	0	0	0	0	0	423	383	374	356	92	1,628
Hollywood Park Elem	15	25	12	38	27	28	39	13	0	0	0	0	0	0	42	239
Hubert H. Bancroft Elem	20	46	49	46	42	47	75	60	0	0	0	0	0	0	31	416
Isador Cohen Elem	18	54	48	69	49	49	46	60	0	0	0	0	0	0	27	420
James Marshall Elem	19	40	46	37	45	46	57	39	0	0	0	0	0	0	34	363
John Bidwell Elem	13	29	24	35	26	26	25	28	0	0	0	0	0	0	24	230
John Cabrillo Elem	16	48	44	41	51	43	34	50	0	0	0	0	0	0	31	358
John D. Sloat Elem	11	24	31	22	29	25	27	13	0	0	0	0	0	0	16	198
John F. Kennedy High	0	0	0	0	0	0	0	0	0	0	402	409	386	381	92	1,670
John H. Still	25	58	57	53	59	50	53	58	158	173	0	0	0	0	35	779
John Morse Therapeutic Cente	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	20
Leataata Floyd Elem	10	26	35	32	31	33	38	38	0	0	0	0	0	0	4	247
Leonardo Da Vinci	20	92	90	86	89	85	92	81	46	61	0	0	0	0	31	773
Luther Burbank High	0	0	0	0	0	0	0	0	0	0	333	367	373	353	125	1,551
Mark Twain Elem	25	27	35	35	34	33	32	32	0	0	0	0	0	0	26	279
Martin Luther King, Jr.	37	49	46	39	52	47	33	36	0	0	0	0	0	0	38	377

SCUSD Enrollment Report (District-Operated Schools)																
Matsuyama Elem	39	56	78	72	49	50	78	58	0	0	0	0	0	0	6	486
Miwok Middle	0	0	0	0	0	0	0	0	596	556	0	0	0	0	19	1,171
Nicholas Elem	19	65	86	82	60	80	78	73	0	0	0	0	0	0	3	546
O. W. Erlewine Elem	19	35	33	34	30	28	35	31	0	0	0	0	0	0	29	274
Oak Ridge Elem	17	45	41	45	43	48	64	51	0	0	0	0	0	0	1	355
Pacific Elem	20	68	61	41	68	50	78	65	0	0	0	0	0	0	4	455
Parkway Elem	20	49	50	51	60	62	51	47	0	0	0	0	0	0	17	407
Phoebe A. Hearst Elem	0	88	89	90	89	87	92	93	0	0	0	0	0	0	2	630
Pony Express Elem	29	37	35	44	40	34	53	49	0	0	0	0	0	0	12	333
Rosa Parks Elem	15	26	31	38	43	44	49	49	222	224	0	0	0	0	28	769
Rosemont High	0	0	0	0	0	0	0	0	0	0	331	348	337	324	93	1,433
Sam Brannan Middle	0	0	0	0	0	0	0	0	214	146	0	0	0	0	21	381
School of Engineering & Scier	0	0	0	0	0	0	0	0	97	114	108	86	40	51	6	502
Sequoia Elem	18	48	57	38	48	50	65	53	0	0	0	0	0	0	36	413
Success Academy	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	3
Susan B. Anthony Elem	17	39	39	46	42	39	53	45	0	0	0	0	0	0	11	331
Sutterville Elem	50	48	44	53	48	42	72	48	0	0	0	0	0	0	14	419
Suy:u Elem	14	41	42	41	44	56	54	60	0	0	0	0	0	0	28	380
Tahoe Elem	30	38	33	32	34	44	33	29	0	0	0	0	0	0	29	302
Theodore Judah Elem	54	56	48	67	62	70	55	55	0	0	0	0	0	0	27	494
Umoja International Academy	0	0	0	0	0	0	0	0	147	114	38	36	24	25	9	393
Washington Elem	14	51	60	47	44	37	46	53	0	0	0	0	0	0	18	370
West Campus	0	0	0	0	0	0	0	0	0	0	211	237	230	215	14	907
Will C. Wood Middle	0	0	0	0	0	0	0	0	470	468	0	0	0	0	51	989
William Land Elem	18	46	49	57	54	50	53	53	0	0	0	0	0	0	10	390
Woodbine Elem	16	25	28	31	36	36	38	41	0	0	0	0	0	0	23	274
Grand Total	**1,005**	**2,351**	**2,440**	**2,466**	**2,458**	**2,501**	**2,671**	**2,612**	**2,817**	**2,747**	**2,589**	**2,696**	**2,493**	**2,440**	**1,505**	**35,791**

Dependent Charter Enrollment Report																
SCHOOL NAME	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**SDC**	**Total**
Bowling Green Elem	0	72	77	93	89	102	85	94	0	0	0	0	0	0	7	619
George Washington Carver Sc	0	0	0	0	0	0	0	0	0	0	30	36	42	36	3	147
New Technology High	0	0	0	0	0	0	0	0	0	0	34	45	32	30	1	142
NJB Community Charter	20	37	44	29	36	37	42	45	0	0	0	0	0	0	3	293
The MET	0	0	0	0	0	0	0	0	0	0	48	50	47	43	0	188
Grand Total	**20**	**109**	**121**	**122**	**125**	**139**	**127**	**139**	**0**	**0**	**112**	**131**	**121**	**109**	**14**	**1,389**

George Washington Carver is scheduled to close. Students are currently projected at the school pending final enrollment placements.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.4

Meeting Date: June 18, 2026

Subject: Approve the Declaration of Need for Fully Qualified Educators for the 2026-2027 School Year

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☒ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Human Resource Services

Recommendation: Adopt the Declaration of Need for Fully Qualified Educators for the 2026-2027 School Year.

Background/Rationale: The 2026-2027 Declaration of Need allows the District to apply for and the California Commission on Teacher Credentialing (CCTC) to issue Emergency Crosscultural Language and Academic Development (CLAD), Bilingual Crosscultural Language and Academic Development (BCLAD), Resources Specialist, Teacher Librarian Services, or Limited Term Assignment Permits for teachers.

English learners identified in K12 public schools are required to receive services designated to meet their linguistic and academic needs based on assessments made by the school district. If it has been determined that a student requires English Learner services, the teacher providing this service must hold an appropriate English Learner authorization.

Title 5 of the California Code of Regulations requires school districts to submit to the CCTC an annual Declaration of Need for Fully Qualified Educators. Approval authorizes and delegates to the Superintendent, or his designee, to take any additional action necessary to obtain the approval of the Declaration of Need referenced herein pursuant to 5 CCR 80026 et seq.

Financial Considerations: None

LCAP Goal(s): College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. Declaration of Need

Estimated Time of Presentation: 2 min
Submitted by: Kristina Pena, HR, Audit & Compliance Analyst
Approved by: Cancy McArn, Superintendent

Board of Education Executive Summary

Human Resource Services

Declaration of Need for Fully Qualified Educators for the 2026-2027 School Year

June 18, 2026

I. Overview/History of Department or Program

Title 5 of the California Code of Regulations requires school districts to submit to the California Commission on Teacher Credentialing (CCTC) an annual Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators will enable the District to request for CLAD, BCLAD, Resource Specialist, Librarian Services, Limited Assignment Permits for Multiple, Single Subject or Special Education Emergency Permits.

In 2001, the Office of Administrative Law (OAL) permanently approved amendments to the California Code of Regulations, Title 5, Section 80027, Declaration of Need for Fully Qualified Educators. The regulations make a number of changes to the requirements for the Limited Assignment Multiple or Single Subject Teaching Permits.

II. Driving Governance:

Title 5 California Code of Regulations, Section 80026 pertaining to the General Education Limited Assignment Multiple or Single Subject Teaching Permits. Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Section 80027 - Limited Assignment Multiple or Single Subject Teaching Permits and Section 80027.1 - Special Education Limited Assignment Teaching Permits.

III. Budget: N/A

IV. Goals, Objectives and Measures:

The District must submit an annual Declaration of Need for Fully Qualified Educators based on the previous year's actual needs and projections of enrollment. The Declaration of Need for Fully Qualified Educators must be sent to CCTC prior to requesting the issuance of any emergency permit and/or limited assignment permit for the District.

V. Major Initiatives:

The Declaration of Need for Fully Qualified Educators must include the following information; 1) Estimated need shall include the title and number of each type of emergency permit and limited assignment permit which the District estimates based on previous year actual needs and projections of enrollment; 2) Efforts to recruit certificated personnel shall include a brief description of efforts that the District has undertaken to locate and recruit individuals who hold the needed credentials; 3) Efforts to establish alternative training options shall include the identification of the institutions of higher learning who have co-sponsored internship programs,

information relative to the District's participation in a pre-internship program, the District's intention to consider developing a "plan to develop fully qualified educators" in cooperation with other districts, a stipulation of insufficient suitable applicants, and adoption of the declaration by the Governing Board.

VI. Results:

The District's estimated need for the 2026 – 2027 school year is as follows:

Emergency Permit:	#
CLAD	30
Bilingual Authorization	5
Resource Specialist	15
Teacher Librarian Services	5
Emergency Transitional Kindergarten (ETK)	15

Limited Assignment Permits:	#
Multiple Subject	30
Single Subject	46
Special Education	25

Total All: 171

VII. Lessons Learned/Next Steps:

Approve the Declaration of Need for Fully Qualified Educators – 2026-2027 School Year.

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

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

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

Name of District or Charter: Sacramento City Unified School District District CDS Code: 67439

Name of County: Sacramento County of Education County CDS Code: 34

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

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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/18/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

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

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

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

Cancy McArn		Superintendent
Name	*Signature*	*Title*
(916) 399-2058	(916) 643-9000	
Fax Number	*Telephone Number*	*Date*

5735 47th Avenue, Sacramento, CA 95824
Mailing Address

Cancy-McArn@scusd.edu
EMail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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

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

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

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	30
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish, Hmong, Cantones, Mandari	
Resource Specialist	15
Teacher Librarian Services	5
Emergency Transitional Kindergarten (ETK)	15

LIMITED ASSIGNMENT PERMITS

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

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	30
Single Subject	46
Special Education	25
TOTAL	101

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	6
Art	5	Music	5
Business		Physical Education	3
Dance	2	Science: Biological Sciences	2
English	3	Science: Chemistry	2
Foundational-Level Math	2	Science: Geoscience	2
Foundational-Level Science		Science: Physics	3
Health		Social Science	5
Home Economics		Theater	2
Industrial & Technology Education		World Languages (specify)	2 Spanish,2 English

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 55

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

CSUS, SDSU, SFSU, SJSU, CSU East Bay, SCOE, National University, Allia
Fortune Schools of Education, Loyal Marymount, Univeristy of the Pacific, UM
University of Pheonix, Simpson University, Kansas State, United States Unive

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

_____

_____

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.5

Meeting Date: June 18, 2026

Subject: **Receive 7-11 Committee Report Regarding A. Warren McClaskey and Approve the Letter of Support for the Historic Designation and Resolution No. 3593 to Declare the Property Exempt Surplus Land**

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Facility Support Services

Recommendation: The Superintendent recommends the Board accept the committee's recommendation and surplus A.W. McClaskey with resolution 3593, direct staff to use the committee's report as advisory for work on the disposal of the property and approve the letter of support for the historic designation.

Background/Rationale: The Sacramento City Unified School District (SCUSD) Board of Education approved the creation of a 7-11 Committee in March 2024 to review the possible surplus of A. Warren McClaskey which will no longer be used as a school after this academic year ends.

The 7-11 Committee met to review and determine if the site will still be needed for school purposes—as outlined by California Education Code, § 17388, and they determined it will not simply based on the main campus not meeting Field Act requirements.

The recommendation from the 7-11 committee is advisory only and is nonbinding to the Board of Education.

Financial Considerations: NA

LCAP Goal(s): Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

- 7-11 District Advisory Committee Report on Recommendations Regarding Use or Disposition of District Real Property
- Letter of Support for the Historic Preservation
- Resolution No. 3593 – Declaring A.W. McClaskey as surplus property

Estimated Time of Presentation: 5 Minutes	
Submitted by:	Nathaniel Browning, Director, Planning and Property Management
Approved by:	Chris Ralston, Assistant Superintendent, Facility Support Services
	Mary Hardin Young, Deputy Superintendent
	Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

7-11 District Advisory Committee

Report on Findings and Recommendations

Regarding Use or Disposition of District Real Property

A. Warren McClaskey Adult Education Center

5241 J Street, Sacramento, CA 95822

APN: 008-0111-001-0000

Presented to the Board of Education

on

June 18, 2026

I. Committee Formation and Membership

On February 2, 2025, the Sacramento City Unified School District's Board of Education ("Board") convened a 7-11 District Advisory Committee to advise the Board on the use of real property no longer needed for school purposes. The Committee was formed pursuant to California Education Code Sections 17387–17391, and consists of the following members:

- Justine Hearn
- Anita Clevenger
- Shannon Ross
- Sarah Huchel
- Bud Brown
- Alan Gordon
- Krissie Goetz
- Marla Clayton Johnson
- Esteban Almanza
- Martin Palomar
- Will Green

Under California law, the Committee must have at least seven (7) members and no more than eleven (11) members and contain persons who are representative of each of the following: (a) the ethnic, age group, and socioeconomic composition of the District; (b) the business community, such as store owners, managers, or supervisors; (c) landowners or renters, with preference given to representatives of neighborhood associations; (d) teachers; (e) administrators; (f) parents of students; and (g) persons with expertise in environmental impact, legal contracts, building codes, and land use planning, including, but not limited to, knowledge of the zoning and other land use restrictions of the cities or counties in which surplus space and real property is located. (Ed. Code, § 17389.) The above Committee members satisfy these requirements.

II. Committee Duties and Charge

The role of the Committee includes the following statutory duties and tasks:

- Review the projected school enrollment and other data as provided by the District to determine the amount of surplus space and real property.
- Establish a priority list of use of surplus space and real property that will be acceptable to the community.
- Make a final determination on the uses of the space and real property.
- Forward to the District Governing Board a report recommending uses of surplus space and real property.

Upon appointment, the District's Board specifically charged the Committee with considering future use or disposition of the A. Warren McClaskey Adult Education Center, located at 5241 J Street, Sacramento, CA 95822 (APN: 008-0111-001-0000), a 4.83-acre parcel currently used for District adult education programming.

III. Committee Meetings and Public Process

The Committee met on March 9, 2026, March 18, 2026, May 20, 2026, and June 10, 2026, and allowed for public comment and input at each meeting. During these meetings, District staff and consultants presented information regarding the District's enrollment analysis, projected enrollment trends, facilities assessments, and real property considerations specific to the McClaskey site.

The Committee received input from community members, neighbors of the site, District staff, and other stakeholders throughout the public meeting process. Community input emphasized the desire to preserve the site's historic character, expand community access, provide affordable housing options, and maintain meaningful open greenspace on the property. Several Committee members offered more detailed suggestions that are reflected in Section VI below.

IV. Property Description and Context

The following table summarizes key property information for the McClaskey Adult Education Center site:

Property Name	A. Warren McClaskey Adult Education Center
Address	5241 J Street, Sacramento, CA 95822
APN	008-0111-001-0000
Site Area	4.83 acres (approximately 210,395 square feet)
Current Use	Adult Education Center that will be closed for future use after June 2026

Site Description

The McClaskey Adult Education Center occupies a 4.83-acre parcel situated at the northeast corner of J Street and 53rd Street in Sacramento. The site is bounded by J Street to the south, 53rd Street to the east, and by residential uses to the north and west. The property contains single and two-story main buildings that feature distinctive red clay tile roofing, as identified in **EXHIBIT A** attached hereto, ancillary classroom buildings that have no historical significance, surface parking, and greenspace surrounding the buildings and parking lot.

Site Constraints and Considerations

At 4.83 acres (approximately 210,395 square feet), the McClaskey site is a moderately sized urban infill parcel. The Committee notes that the volume of desired uses — including historic preservation, affordable housing, community gathering and educational space, open greenspace, on-site parking, a native plant demonstration garden, a community garden, a walking track, and children's play areas — will require thoughtful site planning and feasibility analysis to determine which combination of uses can be accommodated within the property boundaries. The Committee's recommendations below reflect its priorities; it is understood that any future development team will need to conduct detailed programming and site planning work to optimize uses within the available acreage.

V. Committee Findings

Based upon the information presented to the 7-11 District Advisory Committee, including public input received, the Committee makes the following findings:

- The A. Warren McClaskey Adult Education Center is no longer needed by the District for educational purposes and may be declared surplus property.
- The property possesses significant community, historic, and place-making value to the surrounding neighborhood and the broader Sacramento community, owing in part to its distinctive historic architecture, its established presence on the J Street corridor, and its existing open greenspace.
- The surrounding neighborhood has identified a need for affordable and moderate-income housing options, community gathering space, educational resources, and accessible open greenspace.
- The J Street corridor location, with direct access to SacRT transit service, makes the site well-suited for a mixed-use development that incorporates housing, community services, and open space.
- The existing parking supply currently serves the on-site program; any future development must carefully plan for adequate on-site parking to avoid further impact to already-constrained neighborhood street parking.

VI. Committee Recommendations

The Committee recommends that the Board of Education declare the A. Warren McClaskey Adult Education Center site surplus and direct District staff to pursue disposition and redevelopment of the property consistent with the following priorities and conditions.

A. Surplus Declaration

The Committee finds that the A. Warren McClaskey Adult Education Center is no longer needed by the District for school purposes and recommends that the Board declare the property surplus. The Committee further recommends that the District pursue a sale that retains community benefit as a primary obligation of any future developer.

B. Historic Preservation of Existing Buildings

The Committee's foremost design priority is the historic preservation and adaptive reuse of the existing building structures, including, but not limited to, buildings with the distinctive red clay tile roofing. The Committee recommends that:

- The existing historic building structures be retained and incorporated into any future development plan.
- The current pursuit of a formal historic designation is supported by the District and any future Developer.
- Adaptive reuse of the existing structures should be required and any new construction on the site should be designed to complement, not overwhelm, the existing historic character.

C. Mixed-Use Development: Affordable Housing

The Committee recommends that the redevelopment of the McClaskey site incorporate moderate and/or low-income housing as a primary use. Housing should be integrated with the adaptive reuse of existing structures and/or new construction, subject to the following conditions:

- A meaningful percentage of residential units shall be deed-restricted to households at moderate and/or low-income levels, as defined by the Area Median Income (AMI) standards for Sacramento County.
- Housing may be incorporated into adaptively reused classroom or administrative wings of the existing building, provided such conversion is consistent with the historic preservation requirements in Section VI.B above.

- Open-space areas of the site that do not have a current building footprint, or currently contain buildings of no historical significance, may also be considered for new housing infill, subject to the height, greenspace, and parking requirements set forth in this report.
- No new construction shall exceed two (2) stories in height. This limitation reflects the Committee's intent to respect the residential scale of the surrounding neighborhood and to protect the visual character of the existing historic buildings.
- The Committee also recognizes that thoughtful, small-scale commercial activity may be appropriate as part of a mixed-use development on this site, provided it is compatible in scale and character with the surrounding residential neighborhood and site. An example of an appropriate commercial use might be a local artisan bagel and coffee shop. Such uses should be modest in scale, oriented toward serving local residents, and should not generate traffic, parking demand, or hours of operation incompatible with the residential character of the area.

D. Community and Educational Use Space

Community access and use is a central priority of the Committee. The Committee recommends:

- The main multipurpose room/gymnasium/large assembly hall ("gym") of the existing historic building shall be preserved and activated as a community-use space, available for educational programs, community gatherings, cultural events, and similar public benefit activities.
- Additional classroom or ancillary spaces within the existing building shall be made available for lease to nonprofit organizations, community-based educational programs, workforce development providers, and other community-serving tenants at below-market rates.
- Priority consideration shall be given to educational, vocational, and social services tenants that serve the surrounding community.

E. Open Greenspace and Landscape

The Committee places strong emphasis on preserving and enhancing open greenspace as part of any future development. The Committee recommends:

- Reasonable and sufficient greenspace shall be preserved to the greatest extent feasible and maintained as publicly accessible open space.
- A landscaped greenspace buffer shall be maintained along the frontage streets, consistent with the existing tree canopy, to provide a visually welcoming edge along the public street, to continue to highlight the historic architecture of the building, and to preserve the site's contribution to the neighborhood. The Committee encourages any future developer to give thoughtful consideration to the preservation of mature trees on the property, particularly those that may qualify as private protected trees under the City of Sacramento's Urban Forestry ordinance (Sacramento City Code, Chapter 12.56). The Committee acknowledges that tree preservation decisions will ultimately be governed by applicable City standards and the permitting process administered by the City's Urban Forestry Services division.
- Greenspace requirements
    - Any future site plan should strive to maximize the amount of open greenspace, landscaping, and outdoor community amenity areas on the site. The Committee recognizes that the 4.83-acre parcel carries multiple layers of design requirements — including historic preservation, affordable housing, community use space, on-site parking, and tree protection — that collectively constrain the amount of land available for open space. A developer should target the highest level of greenspace achievable in order to develop the property in a thoughtful manner that is in line with the 7-11 Committee's intent.
    - The open space along the frontage streets shall be designed to preserve and frame views of the original historic building from the public street.

- Any future site plan shall provide for safe and adequate vehicular ingress and egress serving all uses on the property. The Committee notes that proper traffic circulation may require a dedicated drive aisle or loop that exits the property along the western property boundary, connecting to J Street, in order to reduce congestion and improve overall site circulation.

F. On-Site Parking/Traffic

The Committee expresses significant concern regarding parking impacts on the surrounding neighborhood, where on-street parking is already constrained. At the same time, the Committee recognizes that traditional parking standards — such as requirements of two or more spaces per residential unit — may no longer reflect current and emerging residential and community use patterns. New development models increasingly incorporate alternatives that reduce the need for conventional on-site parking, including shared community electric vehicle programs, reduced-parking unit pricing tiers, car-share services, and proximity to transit. Given the site's direct access to SacRT bus service along J Street, the Committee encourages the District and any future development team to evaluate these evolving models rather than defaulting to conventional parking ratios. The Committee recommends:

- Any future development shall provide sufficient on-site parking to serve all residential units and community use spaces without creating overflow demand on surrounding residential streets. The adequacy of parking shall be evaluated based on actual projected demand, not solely on conventional per-unit ratios.
- The future development team shall conduct a parking demand analysis as part of any entitlement or site planning process, accounting for peak concurrent uses (e.g., residential occupancy combined with community events or nonprofit programming), transit access, and any alternative mobility options incorporated into the project.
- The Committee encourages the District to consider development proposals that incorporate innovative parking and mobility solutions, such as shared community electric vehicles, car-share programs, bicycle storage and repair facilities, or reduced-parking unit offerings at lower price points, provided that such models demonstrably reduce — rather than shift — parking demand onto neighborhood streets.
- The District shall include parking and mobility performance standards as a condition of any disposition agreement or ground lease, with a requirement for community notification before any material change to the approved parking and mobility plan.
- Shared parking arrangements between residential and community-use components are encouraged to improve efficiency, provided that peak-hour demand for each use is adequately served.
- It would be important for a developer to support traffic calming efforts surrounding the site.

G. Community Amenities

The Committee requests specific outdoor amenities that would enhance the site’s value for the surrounding neighborhood. While the Committee acknowledges that the 4.83-acre site may not accommodate all of the following amenities simultaneously, the Committee recommends that the District and any future development team consider the following with priority of incorporating as many features as feasible given site planning and parking constraints:

- Native Plant Demonstration Garden: A dedicated area for a native plant demonstration garden emphasizing California native species, available for use and education by on-site residents and the surrounding neighborhood community. The garden should be designed to showcase the ecological and aesthetic value of native plantings, provide interpretive educational signage, and serve as a living resource consistent with the site’s educational mission.

- Community Garden: The Committee encourages the inclusion of a community garden area on the site, designed to provide individual planting plots available for lease to on-site residents and surrounding neighborhood community members at nominal cost. The garden should be appropriately scaled to the available open space on the site.
- Additional Tree Canopy: Additional trees shall be planted throughout the site as part of any new development or rehabilitation, to expand the existing tree canopy, provide shade for outdoor areas, and contribute to urban heat island reduction.
- Walking Track: A designated walking path or loop track around or through the open greenspace areas of the site, suitable for exercise and accessible to users of all mobility levels.
- Children's Free Play Area: A designated area for neighborhood children to engage in unstructured free play, which may include age-appropriate play equipment and open lawn area.

The Committee recognizes that the community amenities listed above — including the walking track, play area, native plant demonstration garden, community garden, and open greenspace — may overlap spatially and that a skilled landscape architect and site planner will need to prioritize and integrate these features within the available open space. The Committee's intent is that the outdoor areas of the site be designed for multi-use, multi-generational community activation.

H. Community Engagement in the Design Process

The committee encourages a meaningful community engagement process prior to and during formal design and entitlement, as outlined by the City of Sacramento's entitlement process for infill and mixed-use projects. This process should include at minimum: public notice to surrounding residents and neighborhood associations; at least one publicly noticed community workshop or design charrette at which project design concepts are presented and community input is solicited; and a written summary for the community to access that demonstrates how that input was considered in the final design. The Committee's intent is that the surrounding neighborhood have a genuine voice in how the site is developed, consistent with the community-serving mission reflected throughout this report.

VII. Summary of Recommendations

The following table summarizes the Committee's key recommendations for the Board's consideration:

Topic	Committee Recommendation
Surplus Declaration	Declare surplus; pursue a property sale with restrictive covenants for historic preservation, community benefit conditions, and open greenspace.
Historic Preservation	Preserve and adaptively reuse buildings and pursue historic designation.
Affordable Housing	Incorporate moderate and/or low-income deed-restricted housing; no new construction to exceed two (2) stories.
Community / Educational Use	Preserve main multipurpose room for community use; lease ancillary spaces to nonprofit, thoughtful commercial, and educational tenants.
Open Greenspace	See Greenspace requirements in Section VI.E; preserve building sightlines from the frontage streets; protect trees 50 years or older.

Parking	Evaluate parking demand based on actual use and emerging mobility models; prohibit overflow to neighborhood streets; consider EV share, car-share, and reduced-parking unit options
Community Amenities	Incorporate, as feasible: native plant demonstration garden, community garden, additional trees, walking track, and children's free play area. It is important to maintain neighborhood access to said amenities.

VIII. Closing Statement

We, the members of the Committee, appreciate the opportunity to serve the Board in this important activity. The A. Warren McClaskey Adult Education Center holds a special place in the Sacramento community, and the Committee's recommendations reflect the community's strong desire to see this site continue to serve its neighbors — through preserved historic character, affordable housing, community gathering space, and accessible open greenspace. We hope this report will assist the Board with its decisions regarding the District.

Respectfully submitted,

Sacramento City Unified School District 7-11 Advisory Committee (2026)

EXHIBIT A

Aerial of A. Warren McClaskey

with original buildings outlined



Sacramento City
UNIFIED SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT
5735 47th Avenue ● Sacramento, CA 95824

Cancy McArn, Superintendent

BOARD OF EDUCATION

Tara Jeane
President
Trustee Area 1

Taylor Kayatta
Vice President
Trustee Area 6

April Ybarra
2nd Vice President
Trustee Area 4

Jasjit Singh
Trustee Area 2

Jose Navarro
Trustee Area 3

Chinua Rhodes
Trustee Area 5

Michael Benjamin
Trustee Area 7

Owen Naqica
Student Board Member

June 18, 2026

RE: Letter of Support — Historic Designation of El Dorado Elementary School / A. Warren McClaskey Adult Education Center, 5241 J Street, Sacramento, California

To Whom It May Concern:

The Board of Education of the Sacramento City Unified School District writes to express its support for the historic designation of El Dorado Elementary School — known today as the A. Warren McClaskey Adult Education Center — located at 5241 J Street, Sacramento, California (APN: 008-0111-001-0000). The District is the owner of record and welcomes this effort, which was initiated and funded by East Sacramento Preservation, Inc. and Preservation Sacramento.

Constructed between 1921 and 1930 in the Spanish Revival style by master architect James S. Dean, El Dorado School is an outstanding example of the Sacramento School District's distinctive 1920s building program — a legacy it shares with Sierra School, constructed in 1923 under the same program and now recognized as the Sierra 2 Center for Arts and Community in Curtis Park. The building's clay tile roof, stucco cladding, arched arcade, and 1939 auditorium retain remarkable historic integrity.

The District believes that historic designation is the best path to ensuring this building continues to serve the East Sacramento community in a manner consistent with its historic character and long-standing educational mission. We respectfully urge the appropriate reviewing authority to advance and support this designation.

Sincerely,

Tara Jeane
President, Board of Education
Sacramento City Unified school District

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 3593

RESOLUTION DECLARING PROPERTY AS EXEMPT SURPLUS LAND

WHEREAS, the Sacramento City Unified School District ("District") is the owner of certain real property known as the McClaskey Site located at 5241 J Street, Sacramento, CA 95822 (the "Property"); and

WHEREAS, the District is considering the potential disposal of the Property and on February 2, 2025, the District's Board of Education ("Board") convened a 7-11 Advisory Committee ("Committee") pursuant to Education Code sections 17387, *et seq*., to advise the Board regarding the use or disposition of school buildings or space in school buildings which is not needed for school purposes; and

WHEREAS, the Committee held public meetings on March 9, 2026, March 18, 2026, May 20, 2026, and June 10, 2026, and unanimously found that the Property is surplus to the needs of the District; and

WHEREAS, the Property is not currently utilized for classrooms, and will not upon any sale, lease, or other disposition thereof at the time of delivery of possession be needed for District school classroom buildings; and

WHEREAS, Government Code section 54221, subdivision (b)(1), requires that a school district declare real property, for purposes of disposition including lease, sale, or exchange, as "surplus land" or "exempt surplus land" within the meaning of the Surplus Land Act (Gov. Code, §§ 54220, et seq.) ("Act"); and

WHEREAS, under Government Code section 54221, subdivision (f)(1)(N), real property that is used by a district for the agency's use as expressly authorized in Government Code section 54221, subdivision (c), is exempt surplus land under the Act; and

WHEREAS, Government Code section 54221, subdivision (c)(2)(B)(i), provides that in the case of a local agency that is a district, "agency's use" may be for the sole purpose of investment or generation of revenue if the agency's governing body takes action in a public meeting declaring that the use of the site will directly further the express purpose of agency work or operations; and

WHEREAS, any disposition of the Property will be for the sole purpose of investment or generation of revenue directly to further the express purposes of the District's work or operations; and

WHEREAS, the Property does not meet any of the characteristics listed under Government Code section 54221, subdivision (f)(2), in that the Property is not within a coastal zone; adjacent to a historical unit of the State Parks System; currently listed on, or determined by the State Office of Historic Preservation to be eligible for, the National Register of Historic Places; or within the Lake Tahoe region as defined in section 66905.5; and

WHEREAS, Government Code section 54221, subdivision (b)(1), further requires that a school district declare if a property is "exempt surplus land" within the meaning of the Surplus Land Act (Gov. Code, §§ 54220, et seq.); and

WHEREAS, declaring the Property to be exempt surplus land does not commit the District to lease, sell, or otherwise dispose of those Property; and

WHEREAS, the Board authorizes the District to offer the Property for sale or lease to entities to the extent statutorily required pursuant to Education Code section 17464, and Government Code section 54220, *et seq*., as applicable.

NOW, THEREFORE, BE IT FOUND, DETERMINED, AND RESOLVED BY THE BOARD OF EDUCATION OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, SACRAMENTO COUNTY, CALIFORNIA, AS FOLLOWS:

1. The foregoing recitals are adopted as true and correct.

2. The Property is surplus property that the District will not need for school or related purposes at the time of delivery of possession to any prospective tenant or buyer.

3. Pursuant to Government Code sections 54221, subdivision (f)(1)(N) and 54221, subdivision (c)(2)(B)(i), the Board hereby declares the Property exempt surplus land and finds:

a. The Property is suitable to be disposed of by the District for the sole purpose of investment or generation of revenue to directly further the express purposes of the District's work or operations.

b. Revenue from any sale, lease, or other disposition of the Property will further the express purpose of the District's work or operations.

c. District staff and consultants are authorized and directed to submit this Resolution to the California Department of Housing and Community Development ("HCD").

4. The Board hereby authorizes the Property to be offered for sale or lease to entities as statutorily required pursuant to: (1) Education Code section 17464, and (2) Government Code section 54222, as applicable.

5. This Resolution does not constitute a decision by the Board to sell, lease, or exchange the Property.

PASSED AND ADOPTED this 18th day of June, 2026.

AYES: _____
NOES: _____
ADBSTAIN: _____
ABSENT: _____

ATTESTED TO:

_____

Tara Jeane
President, Board of Education
Sacramento City Unified School District

_____

Cancy McArn
Superintendent
Sacramento City Unified School District

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.6

Meeting Date: June 18, 2026

Subject: Oak Park Property and Business Improvement District

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Facility Support Services

Recommendation: The Superintendent recommends the Board vote on whether to approve or not approve the proposed assessment on the parcel(s) identified in the ballot that SCUSD owns.

Background/Rationale: The Oak Park Property and Business Improvement District (District) is a benefit assessment district intended to improve the Oak Park commercial area along Broadway and Martin Luther King Jr. Blvd corridors. The current District is set to expire on December 31, 2026, so the property owners within the District have proposed to renew the District for a new ten-year term. The District will provide litter removal, graffiti abatement, security, non-profits and wellness programs support, infrastructure and physical improvements, promoting events and image enhancements, and providing advocacy services to promote the area as clean, safe, and vibrant. Property owners representing over 50% of the affected parcels within the District submitted petitions to the City requesting renewal of the District for a ten-year term that would run through December 31, 2036.

Financial Considerations: General Fund; 3801 Broadway (American Legion HS) $29,403.00/year & Martin Luther King Blvd (Father Keith B Kenny) $12,818.39/year.

LCAP Goal(s): Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

- Ballot for 3801 Broadway (APN: 014-0132-001-0000)
- Ballot for Martin Luther King Blvd (APN: 014-0231-046-0000)
- Background and supporting document sent by the City of Sacramento

Estimated Time of Presentation: 5 Minutes

Submitted by: Chris Ralston, Assistant Superintendent, Facility Support Services

Approved by: Cancy McArn, Superintendent

City of
SACRAMENTO

May 6, 2026

Dear Owner of Record:

We have identified that you have a parcel or parcels located within the proposed renewed Oak Park Property and Business Improvement District ("District") in the City of Sacramento. Please find enclosed with this cover letter: A Notice of Proposed Assessment for the renewal of the Oak Park Property and Business Improvement District Number 2026-03, an assessment ballot, and procedures for completion, return, and tabulation of the ballot, and a notice of public hearing on the proposed assessment.

The enclosed notice is to provide information on a public hearing regarding the renewal of the District. Financing of the District is provided by the levy of assessments upon properties that benefit from improvements and services. The intended use of the funds is to provide activities which constitute and convey a special benefit to assessed parcels. The District will provide the following services directly only to assessed parcels within its boundaries:

- Maintenance, security and infrastructure improvements
- Image enhancement
- Advocacy, communications, and administration

Please mark your option to approve or not approve of the District renewal in the enclosed assessment ballot. The completed assessment ballot may be mailed or hand-delivered to: City Clerk, City of Sacramento, 915 I Street, 5th Floor, Sacramento, CA 95814. Detailed instructions can be found on the enclosed "Procedures for Completion, Return, and Tabulation of the Assessment Ballot."

For more information on the documents in this packet, please call Civitas at (916) 437-4300. For more information about the District, please call Seann Rooney, Oak Park Business Association Executive Director, at (916) 765-5052

Sincerely,

Susanne Tam,
Development Project Manager

CITY OF SACRAMENTO
OAK PARK SACRAMENTO PROPERTY AND BUSINESS IMPROVEMENT DISTRICT

ASSESSMENT BALLOT

District No. 2026-03

This ballot is for the use of the property owner of the parcel or parcels identified below by Assessor Parcel Number (APN). The parcel or parcels are located within the proposed renewed Oak Park Sacramento Property and Business Improvement District (PBID) in the City of Sacramento.

This ballot may be used to express either support for, or opposition to, the proposed renewed assessment and the PBID. The assessment rate is described in the Notice included in this mailing and in the Engineer's Report found on pages 16 through 34 of the Management District Plan. To be counted, this ballot must be completed and signed below by an owner of the identified parcel or, if the owner is not an individual, by an authorized representative of the owner. The ballot must then be returned by mail or in person to the City Clerk at 915 I Street, 5th Floor, Sacramento, CA 95814.

Delivery by Mail: Seal the ballot in the postage paid envelope provided and place in the mail so that it is received no later than the close of the public hearing on June 23rd, 2026 scheduled to begin at 2pm.

Personal Delivery: Seal the ballot in the envelope provided. Then deliver the sealed envelope to the City Clerk at 915 I Street, Sacramento, CA 95814 on or before June 23rd, 2026 or to the City Clerk by the close of the public hearing to be held at 2pm on June 23rd, 2026 in the City Council Chambers, 915 I Street, 1st Floor, Sacramento, CA 95814.

The City Council will not impose the assessment if the ballots submitted in opposition to the assessment exceed those submitted in favor of it. Each ballot is weighted according to the proportional financial obligation of the affected property.

THIS BALLOT MUST BE RECEIVED BY THE CITY CLERK BEFORE THE CLOSE OF THE PUBLIC HEARING SCHEDULED TO BEGIN ON JUNE 23, 2026 AT 2PM TO BE COUNTED.

To cast this ballot, return either this entire page or the portion below this line.

OAK PARK SACRAMENTO PBID ASSESSMENT BALLOT

Please mark in the box below to cast your vote. Don't forget to sign and date your ballot!

☐ YES, I approve of the proposed assessment on the parcel(s) identified in this ballot.

☐ NO, I do not approve of the proposed assessment on the parcel(s) identified in this ballot.

Property Ownership ID: *204*

Total PBID Assessment Amount (Votes Cast): *$12,818.39*

Assessor Parcel Number(s)	Owner of Record	Site Address	Assessment Per Parcel
014-0231-046-0000	SACRAMENTO CITY UNIFIED SCHOOL DISTRICT	MARTIN LUTHER KING BLVD	$12,818.39

The undersigned swears under penalty of perjury that the undersigned is the record owner of the parcel identified above or is the authorized representative of the record owner.

X _____

OWNER OR AUTHORIZED REPRESENTATIVE NAME (PRINTED)

X _____ / /2026

OWNER OR AUTHORIZED REPRESENTATIVE SIGNATURE DATE

Note: Property owners with multiple parcels may have additional pages attached - please leave attached and sign all appropriate pages.

City of SACRAMENTO
Office of the City Clerk

NOTICE OF PUBLIC HEARING
Sacramento City Council
City Hall Council Chamber
915 "I" Street, 1st Floor, Sacramento, CA 95814
www.cityofsacramento.gov/

Instructions for accessing and participating in the meeting will be posted along with the meeting agenda by close of business **Thursday, June 18, 2026**. To access this information, please visit https://meetings.cityofsacramento.org and choose "Upcoming Meetings" and then select the appropriate meeting to access the agenda material. The City also posts meeting agendas at City Hall. Members of the public are encouraged to submit public comments electronically via eComment through the City's Upcoming Meetings website.

June 23, 2026, at 2:00 p.m.

Hearing Title: **Public Hearing: Renewal of the Oak Park Property and Business Improvement District Renewal District No. 2026-03**

Location (of project): **District 5**

Project Description: The Oak Park Property and Business Improvement District (District) is a benefit assessment district intended to improve the Oak Park commercial area along Broadway and Martin Luther King Jr. Blvd corridors. The current District is set to expire on December 31, 2026, so the property owners within the District have proposed to renew the District for a new ten-year term. The District will provide litter removal, graffiti abatement, security, non-profits and wellness programs support, infrastructure and physical improvements, promoting events and image enhancements, and providing advocacy services to promote the area as clean, safe, and vibrant. Property owners representing over 50% of the affected parcels within the District submitted petitions to the City requesting renewal of the District for a ten-year term that would run through December 31, 2036.

Environmental Determination: Renewal of the District creates a funding mechanism for maintenance and other services and does not have a significant impact on the environment. Accordingly, renewal of the District does not in itself constitute a project under CEQA and is therefore exempt from review pursuant to CEQA Guidelines section 15378(b)(4) and 15061(b)(3).

Prior Commission/Committee/Director Action: None.

A detailed staff report for this item will be published on the City of Sacramento website by close of business on **Thursday, June 18, 2026,** at the link noted above.

For further information on this matter, please contact: Susanne Tam, Development Project Manager, Finance Department, stam@cityofsacramento.org.

This notice is being delivered in the matter required by: Government Code §39561

If you challenge the proposed action in court, you may be limited to raising only those issues you or someone else raised at the Public Hearing described in this notice or in written correspondence delivered to City Council at or prior to the Public Hearing.

Further information may be obtained from the Office of the City Clerk at (916) 808-7200.

/s/
Mindy Cuppy
City Clerk

NOTICE OF PROPOSED ASSESSMENT FOR THE PROPOSED RENEWAL OF OAK PARK PROPERTY AND BUSINESS IMPROVEMENT DISTRICT 2026-03

A PUBLIC HEARING ON THE OAK PARK PROPERTY AND BUSINESS IMPROVEMENT DISTRICT RENEWAL IS SCHEDULED FOR JUNE 23, 2026 AT 2:00 P.M., CITY OF SACRAMENTO CITY COUNCIL CHAMBERS, 915 I STREET, SACRAMENTO, CA 95814

NOTICE IS HEREBY GIVEN that on May 5, 2026, the City Council ("Council") of the City of Sacramento ("City") adopted a Resolution of Intention to renew the Oak Park Property and Business Improvement District ("OPPBID") to provide certain improvements, maintenance, and activities and convey special benefits to assessed parcels within the renewed OPPBID to be funded with assessments on property in the OPPBID as set forth in said Resolution of Intention.

NOTICE IS HEREBY FURTHER GIVEN that 2:00PM on June 23, 2026, at City Hall, 915 I Street, Sacramento, CA 95814, has been set as the time, date and place for a public hearing and ballot tabulation at which testimony may be given regarding the renewal of the OPPBID and the levy of assessments.

NOTICE IS HEREBY FURTHER GIVEN that the enclosed assessment ballot may be mailed or hand-delivered to the address shown thereon after its execution by the owner receiving notice and his or her indication of support or opposition to the proposed assessment. At the conclusion of the public hearing the Council shall cause the returned ballots to be tabulated. The assessment shall not be imposed if the ballots submitted in opposition to the assessment exceed the ballots submitted in favor of the assessment, with ballots weighted according to the proportional financial obligation of the affected property.

NOTICE IS HEREBY FURTHER GIVEN that the legal records of the County of Sacramento indicate that you own a parcel of real property within the renewed OPPBID. The Sacramento County Assessor's parcel number(s) and the proposed assessment to be assessed against said parcel(s) for the renewed OPPBID are as indicated on your assessment ballot.

Initiated by a coalition of property owners, the OPPBID is a special benefit assessment district designed to improve and convey special benefits to properties located in the OPPBID boundaries. The OPPBID would continue to provide the improvements, maintenance, and activities summarized below, above and beyond those currently provided by the City of Sacramento.

Location: The OPPBID's parcel assessments will be imposed solely on property-based parcels and in accordance with the provisions of Article XIII D of the California Constitution (Proposition 218). The renewed OPPBID includes parcels in the Oak Park neighborhood of Sacramento. The OPPBID has been divided into two (2) benefit zones. The boundaries of the OPPBID are shown on the map herein.

Purpose: The purpose of the OPPBID is to provide improvements, maintenance, and activities which constitute and convey a special benefit to assessed parcels. The OPPBID will provide Maintenance, Security & Infrastructure; Advocacy & Administration; and Image Enhancement programs directly and only to assessed parcels within its boundaries.

Budget: The OPPBID annual assessment budget for the initial year of its ten (10) year operation is anticipated to be $338,536.54 (Special Benefit Budget). The annual assessment budget may be subject to an increase in assessment rates of no more than three percent (3%) per year, upon approval by the Oak Park Business Association (Association) Board of Directors. The assessment funds will be supplemented by non-assessment funds (such as grants and event income), so that

PROCEDURES FOR COMPLETION, RETURN, AND TABULATION OF THE ASSESSMENT BALLOT

The property owner should complete the attached assessment ballot. An explanation of who may complete the assessment ballot on behalf of the property owner is provided below.

To complete the assessment ballot process, property owners must complete the following steps:

1. Verify that the parcel number(s), legal owner's name, legal owner's address, and site address listed on the assessment ballot are correct. If any of these items are not correct or if you have any questions about completing the ballot, please contact Seann Rooney at 916-765-5052.

2. Review the two assessment ballot options to approve or not approve the renewal of the Oak Park Property and Business Improvement District assessment.

3. Mark your option to approve or not approve the proposed assessment.

4. Sign the assessment ballot.

5. Place the completed assessment ballot in the return envelope.

6. Submit postmarked return envelope with assessment ballot inside to the City Clerk of the City of Sacramento.

Assessment ballots can be submitted in the following manner:

- By Mail: City Clerk, City of Sacramento, 915 I Street, 5th Floor NCH, Sacramento, CA 95814. Ballot must be received (not just postmarked) by the public hearing date of June 23, 2026 at 2:00PM to be counted.
- In Person: Deposit the ballot in the City Clerk's Drop Box located on the 1st floor of the New City Hall Building. City Hall hours are from 8:00 AM to 5:00 PM Monday through Friday.
- In person at the public hearing on June 23, 2026 at 2:00 PM: You may also bring your ballot to the City Council meeting, by submitting your ballot to the Assistant City Clerk sitting on the left side of the City Council dais. Ballots may be submitted until the public hearing is closed.

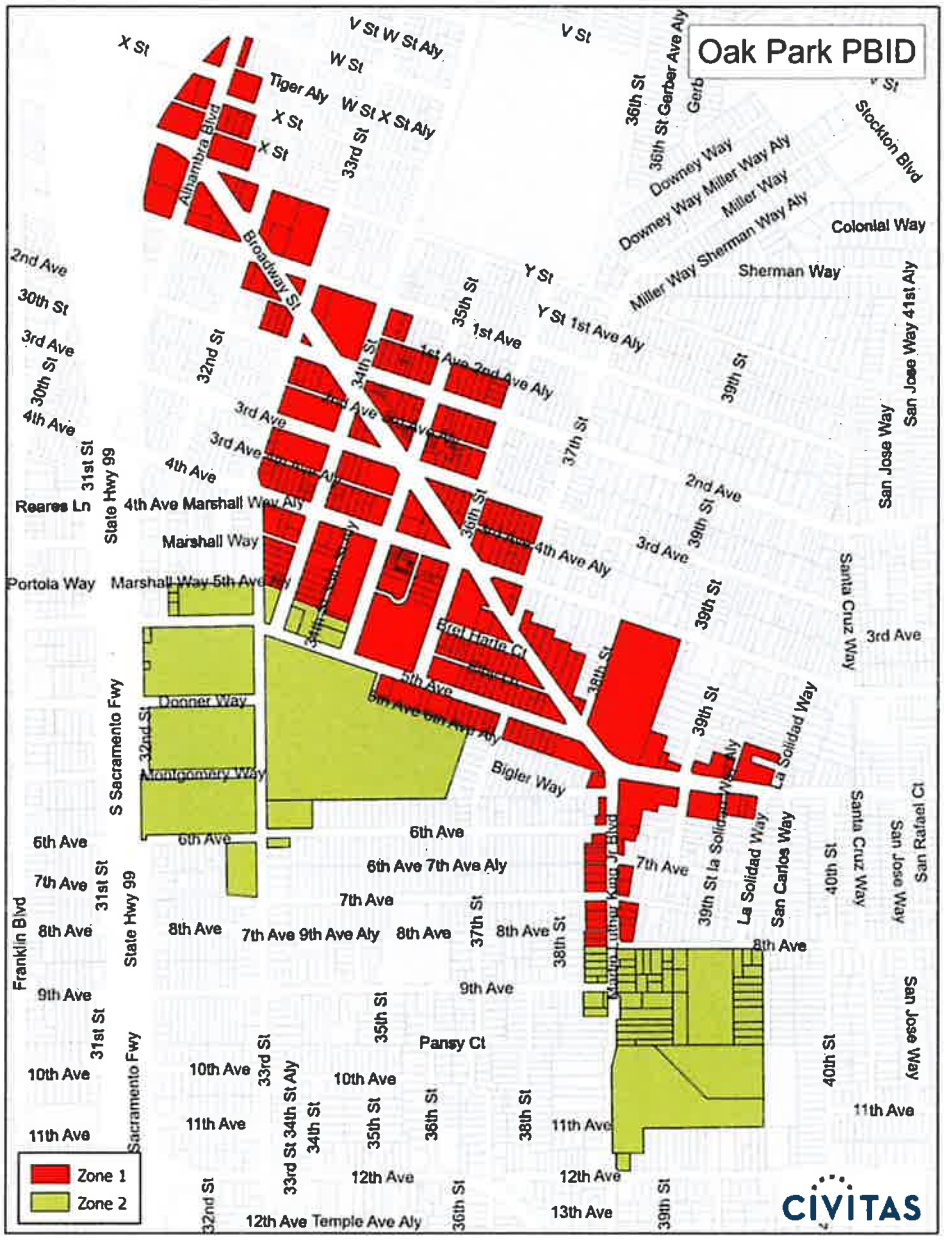
The assessment shall not be imposed if the ballots submitted in opposition to the assessment exceed the ballots submitted in favor of the assessment. Ballots will be weighted according to the financial obligation of the owners of the affected properties.

WHO MAY COMPLETE THE ASSESSMENT BALLOTS

Assessment Ballots may be signed by the following parties:

1. If the property is owned by an individual, the individual may sign.
2. If the property is owned by a corporation, the ballot may be signed for the corporation by any officer or officers authorized to make contracts by the corporate by-laws or by resolution of the corporation's Board of Directors.
3. If the property is owned by a partnership, any general partner may sign.
4. If two or more persons own the property as tenants-in-common, any one tenant-in-common may sign for all.
5. If two or more persons own the property in joint tenancy, any one joint tenant may sign for all.
6. If the property is owned by a public entity, the ballot may be signed by the party granted authority by the appropriate body.

Boundary Map



City of
SACRAMENTO

May 6, 2026

Dear Owner of Record:

We have identified that you have a parcel or parcels located within the proposed renewed Oak Park Property and Business Improvement District ("District") in the City of Sacramento. Please find enclosed with this cover letter: A Notice of Proposed Assessment for the renewal of the Oak Park Property and Business Improvement District Number 2026-03, an assessment ballot, and procedures for completion, return, and tabulation of the ballot, and a notice of public hearing on the proposed assessment.

The enclosed notice is to provide information on a public hearing regarding the renewal of the District. Financing of the District is provided by the levy of assessments upon properties that benefit from improvements and services. The intended use of the funds is to provide activities which constitute and convey a special benefit to assessed parcels. The District will provide the following services directly only to assessed parcels within its boundaries:

- Maintenance, security and infrastructure improvements
- Image enhancement
- Advocacy, communications, and administration

Please mark your option to approve or not approve of the District renewal in the enclosed assessment ballot. The completed assessment ballot may be mailed or hand-delivered to: City Clerk, City of Sacramento, 915 I Street, 5th Floor, Sacramento, CA 95814. Detailed instructions can be found on the enclosed "Procedures for Completion, Return, and Tabulation of the Assessment Ballot."

For more information on the documents in this packet, please call Civitas at (916) 437-4300. For more information about the District, please call Seann Rooney, Oak Park Business Association Executive Director, at (916) 765-5052

Sincerely,

Susanne Tam,
Development Project Manager

CITY OF SACRAMENTO
OAK PARK SACRAMENTO PROPERTY AND BUSINESS IMPROVEMENT DISTRICT

ASSESSMENT BALLOT

District No. 2026-03

This ballot is for the use of the property owner of the parcel or parcels identified below by Assessor Parcel Number (APN). The parcel or parcels are located within the proposed renewed Oak Park Sacramento Property and Business Improvement District (PBID) in the City of Sacramento.

This ballot may be used to express either support for, or opposition to, the proposed renewed assessment and the PBID. The assessment rate is described in the Notice included in this mailing and in the Engineer's Report found on pages 16 through 34 of the Management District Plan. To be counted, this ballot must be completed and signed below by an owner of the identified parcel or, if the owner is not an individual, by an authorized representative of the owner. The ballot must then be returned by mail or in person to the City Clerk at 915 I Street, 5th Floor, Sacramento, CA 95814.

Delivery by Mail: Seal the ballot in the postage paid envelope provided and place in the mail so that it is received no later than the close of the public hearing on June 23rd, 2026 scheduled to begin at 2pm.

Personal Delivery: Seal the ballot in the envelope provided. Then deliver the sealed envelope to the City Clerk at 915 I Street, Sacramento, CA 95814 on or before June 23rd, 2026 or to the City Clerk by the close of the public hearing to be held at 2pm on June 23rd, 2026 in the City Council Chambers, 915 I Street, 1st Floor, Sacramento, CA 95814.

The City Council will not impose the assessment if the ballots submitted in opposition to the assessment exceed those submitted in favor of it. Each ballot is weighted according to the proportional financial obligation of the affected property.

THIS BALLOT MUST BE RECEIVED BY THE CITY CLERK BEFORE THE CLOSE OF THE PUBLIC HEARING SCHEDULED TO BEGIN ON JUNE 23, 2026 AT 2PM TO BE COUNTED.

To cast this ballot, return either this entire page or the portion below this line.

OAK PARK SACRAMENTO PBID ASSESSMENT BALLOT

Please mark in the box below to cast your vote. Don't forget to sign and date your ballot!

☐ YES, I approve of the proposed assessment on the parcel(s) identified in this ballot.

☐ NO, I do not approve of the proposed assessment on the parcel(s) identified in this ballot.

Property Ownership ID: *1,204*

Total PBID Assessment Amount (Votes Cast): *$29,403.00*

Assessor Parcel Number(s)	Owner of Record	Site Address	Assessment Per Parcel
014-0132-001-0000	SACTO CITY UNIFIED SCHOOL DIST	3801 BROADWAY	$29,403.00

The undersigned swears under penalty of perjury that the undersigned is the record owner of the parcel identified above or is the authorized representative of the record owner.

X_____

OWNER OR AUTHORIZED REPRESENTATIVE NAME (PRINTED)

X_____ / /2026

OWNER OR AUTHORIZED REPRESENTATIVE SIGNATURE DATE

Note: Property owners with multiple parcels may have additional pages attached - please leave attached and sign all appropriate pages.

City of SACRAMENTO
Office of the City Clerk

NOTICE OF PUBLIC HEARING
Sacramento City Council
City Hall Council Chamber
915 "I" Street, 1st Floor, Sacramento, CA 95814
www.cityofsacramento.gov/

Instructions for accessing and participating in the meeting will be posted along with the meeting agenda by close of business **Thursday, June 18, 2026**. To access this information, please visit https://meetings.cityofsacramento.org and choose "Upcoming Meetings" and then select the appropriate meeting to access the agenda material. The City also posts meeting agendas at City Hall. Members of the public are encouraged to submit public comments electronically via eComment through the City's Upcoming Meetings website.

June 23, 2026, at 2:00 p.m.

Hearing Title: **Public Hearing: Renewal of the Oak Park Property and Business Improvement District Renewal District No. 2026-03**

Location (of project): **District 5**

Project Description: The Oak Park Property and Business Improvement District (District) is a benefit assessment district intended to improve the Oak Park commercial area along Broadway and Martin Luther King Jr. Blvd corridors. The current District is set to expire on December 31, 2026, so the property owners within the District have proposed to renew the District for a new ten-year term. The District will provide litter removal, graffiti abatement, security, non-profits and wellness programs support, infrastructure and physical improvements, promoting events and image enhancements, and providing advocacy services to promote the area as clean, safe, and vibrant. Property owners representing over 50% of the affected parcels within the District submitted petitions to the City requesting renewal of the District for a ten-year term that would run through December 31, 2036.

Environmental Determination: Renewal of the District creates a funding mechanism for maintenance and other services and does not have a significant impact on the environment. Accordingly, renewal of the District does not in itself constitute a project under CEQA and is therefore exempt from review pursuant to CEQA Guidelines section 15378(b)(4) and 15061(b)(3).

Prior Commission/Committee/Director Action: None.

A detailed staff report for this item will be published on the City of Sacramento website by close of business on **Thursday, June 18, 2026,** at the link noted above.

For further information on this matter, please contact: Susanne Tam, Development Project Manager, Finance Department, stam@cityofsacramento.org.

This notice is being delivered in the matter required by: Government Code §39561

If you challenge the proposed action in court, you may be limited to raising only those issues you or someone else raised at the Public Hearing described in this notice or in written correspondence delivered to City Council at or prior to the Public Hearing.

Further information may be obtained from the Office of the City Clerk at (916) 808-7200.

/s/
Mindy Cuppy
City Clerk

NOTICE OF PROPOSED ASSESSMENT FOR THE PROPOSED RENEWAL OF OAK PARK PROPERTY AND BUSINESS IMPROVEMENT DISTRICT 2026-03

A PUBLIC HEARING ON THE OAK PARK PROPERTY AND BUSINESS IMPROVEMENT DISTRICT RENEWAL IS SCHEDULED FOR JUNE 23, 2026 AT 2:00 P.M., CITY OF SACRAMENTO CITY COUNCIL CHAMBERS, 915 I STREET, SACRAMENTO, CA 95814

NOTICE IS HEREBY GIVEN that on May 5, 2026, the City Council ("Council") of the City of Sacramento ("City") adopted a Resolution of Intention to renew the Oak Park Property and Business Improvement District ("OPPBID") to provide certain improvements, maintenance, and activities and convey special benefits to assessed parcels within the renewed OPPBID to be funded with assessments on property in the OPPBID as set forth in said Resolution of Intention.

NOTICE IS HEREBY FURTHER GIVEN that 2:00PM on June 23, 2026, at City Hall, 915 I Street, Sacramento, CA 95814, has been set as the time, date and place for a public hearing and ballot tabulation at which testimony may be given regarding the renewal of the OPPBID and the levy of assessments.

NOTICE IS HEREBY FURTHER GIVEN that the enclosed assessment ballot may be mailed or hand-delivered to the address shown thereon after its execution by the owner receiving notice and his or her indication of support or opposition to the proposed assessment. At the conclusion of the public hearing the Council shall cause the returned ballots to be tabulated. The assessment shall not be imposed if the ballots submitted in opposition to the assessment exceed the ballots submitted in favor of the assessment, with ballots weighted according to the proportional financial obligation of the affected property.

NOTICE IS HEREBY FURTHER GIVEN that the legal records of the County of Sacramento indicate that you own a parcel of real property within the renewed OPPBID. The Sacramento County Assessor's parcel number(s) and the proposed assessment to be assessed against said parcel(s) for the renewed OPPBID are as indicated on your assessment ballot.

Initiated by a coalition of property owners, the OPPBID is a special benefit assessment district designed to improve and convey special benefits to properties located in the OPPBID boundaries. The OPPBID would continue to provide the improvements, maintenance, and activities summarized below, above and beyond those currently provided by the City of Sacramento.

Location: The OPPBID's parcel assessments will be imposed solely on property-based parcels and in accordance with the provisions of Article XIII D of the California Constitution (Proposition 218). The renewed OPPBID includes parcels in the Oak Park neighborhood of Sacramento. The OPPBID has been divided into two (2) benefit zones. The boundaries of the OPPBID are shown on the map herein.

Purpose: The purpose of the OPPBID is to provide improvements, maintenance, and activities which constitute and convey a special benefit to assessed parcels. The OPPBID will provide Maintenance, Security & Infrastructure; Advocacy & Administration; and Image Enhancement programs directly and only to assessed parcels within its boundaries.

Budget: The OPPBID annual assessment budget for the initial year of its ten (10) year operation is anticipated to be $338,536.54 (Special Benefit Budget). The annual assessment budget may be subject to an increase in assessment rates of no more than three percent (3%) per year, upon approval by the Oak Park Business Association (Association) Board of Directors. The assessment funds will be supplemented by non-assessment funds (such as grants and event income), so that

PROCEDURES FOR COMPLETION, RETURN, AND TABULATION OF THE ASSESSMENT BALLOT

The property owner should complete the attached assessment ballot. An explanation of who may complete the assessment ballot on behalf of the property owner is provided below.

To complete the assessment ballot process, property owners must complete the following steps:

1. Verify that the parcel number(s), legal owner's name, legal owner's address, and site address listed on the assessment ballot are correct. If any of these items are not correct or if you have any questions about completing the ballot, please contact Seann Rooney at 916-765-5052.

2. Review the two assessment ballot options to approve or not approve the renewal of the Oak Park Property and Business Improvement District assessment.

3. Mark your option to approve or not approve the proposed assessment.

4. Sign the assessment ballot.

5. Place the completed assessment ballot in the return envelope.

6. Submit postmarked return envelope with assessment ballot inside to the City Clerk of the City of Sacramento.

Assessment ballots can be submitted in the following manner:

- By Mail: City Clerk, City of Sacramento, 915 I Street, 5th Floor NCH, Sacramento, CA 95814. Ballot must be received (not just postmarked) by the public hearing date of June 23, 2026 at 2:00PM to be counted.
- In Person: Deposit the ballot in the City Clerk's Drop Box located on the 1st floor of the New City Hall Building. City Hall hours are from 8:00 AM to 5:00 PM Monday through Friday.
- In person at the public hearing on June 23, 2026 at 2:00 PM: You may also bring your ballot to the City Council meeting, by submitting your ballot to the Assistant City Clerk sitting on the left side of the City Council dais. Ballots may be submitted until the public hearing is closed.

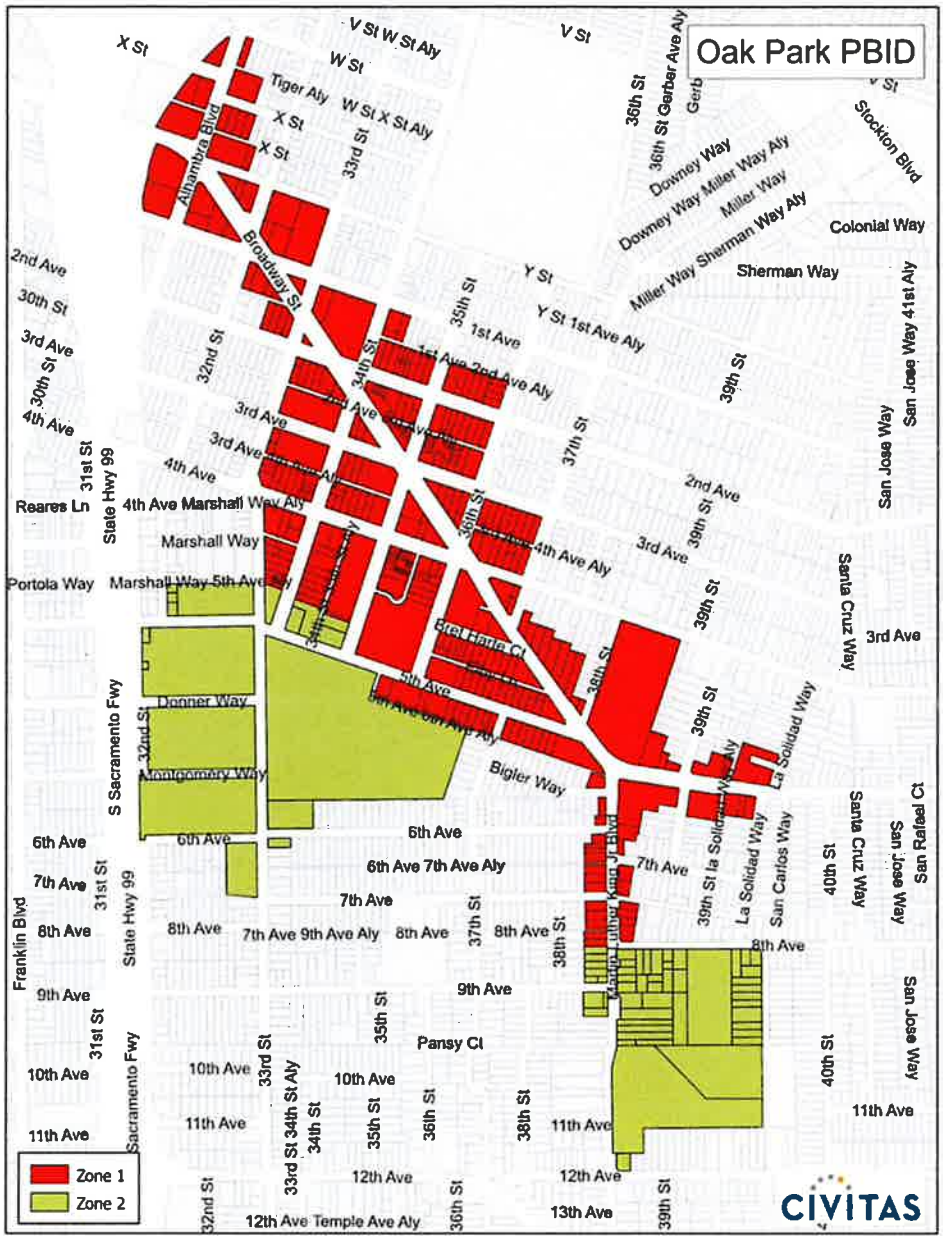
The assessment shall not be imposed if the ballots submitted in opposition to the assessment exceed the ballots submitted in favor of the assessment. Ballots will be weighted according to the financial obligation of the owners of the affected properties.

WHO MAY COMPLETE THE ASSESSMENT BALLOTS

Assessment Ballots may be signed by the following parties:

1. If the property is owned by an individual, the individual may sign.
2. If the property is owned by a corporation, the ballot may be signed for the corporation by any officer or officers authorized to make contracts by the corporate by-laws or by resolution of the corporation's Board of Directors.
3. If the property is owned by a partnership, any general partner may sign.
4. If two or more persons own the property as tenants-in-common, any one tenant-in-common may sign for all.
5. If two or more persons own the property in joint tenancy, any one joint tenant may sign for all.
6. If the property is owned by a public entity, the ballot may be signed by the party granted authority by the appropriate body.

Boundary Map



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 12.1

Meeting Date: June 18, 2026

Subject: Business and Financial Information: Enrollment and Attendance Report, Month 8, Ending Friday, April 10, 2026

☒ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: _____)
☐ Conference/Action
☐ Action
☐ Public Hearing

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale: The purpose of this agenda item is to share the 2025-26 Enrollment and Attendance Report for Month 8, Ending Friday, April 10, 2026. District staff have also added the 2024-25 report as well for the District to have a source to compare current and prior year trends as it builds its strategy to stabilize enrollment and attendance.

There is a critical attendance trend after month 2 in the 2025-26 and 2024-25 fiscal year for all grade spans, that the District seemingly does not recover from as the year progresses; thus, significantly impacting the average daily attendance. The District was able to gain momentum in the 2024-25 year, but is slow to gain back the ADA in the 2025-26 year. This is also a driver for our decline from projected, to P-1, and P-2 which has been used to project the 2026-27 budget trend.

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Goal I: Graduation Outcomes, Goal 2: Academic Outcomes

Documents Attached:

- Enrollment and Attendance Report, Month 8, Ending Friday, April 10, 2026

Estimated Time:	N/A
Submitted by:	Lisa Grant-Dawson, Interim Chief Business and Operations Officer
Approved by:	Cancy McArn, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 8, ENDING FRIDAY, APRIL 10, 2026

ELEMENTARY SCHOOLS	ENROLLMENT					ATTENDANCE	
	GENERAL EDUCATION			SDC Grades K-6	TOTAL ENROLLMENT	ADA	PERCENTAGE FOR THE MONTH
	TK-K	Grades 1-3	Grades 4-6				2025-2026 Attendance
A M Winn Elementary K-8 Waldorf	47	113	125	30	315	294.27	93.95%
Abraham Lincoln El	57	204	200	2	463	424.07	92.08%
Alice Birney Waldorf-Inspired K8	65	137	170	2	374	355.00	94.92%
Bret Harte Elementary	37	71	62	35	205	182.80	90.23%
Caleb Greenwood	126	218	230	8	582	546.07	94.34%
Camellia Basic Elementary	75	116	131	22	344	326.53	95.83%
Capital City School	0	6	23	0	29	24.33	87.74%
Caroline Wenzel Elementary	44	82	76	33	235	206.27	88.22%
Cesar Chavez ES	118	293	355	33	799	726.13	91.58%
Crocker/Riverside Elementary	76	272	282	2	632	597.67	94.92%
David Lubin Elementary	75	162	200	23	460	425.40	93.13%
Earl Warren Elementary	67	145	173	22	407	375.87	92.96%
Elder Creek Elementary	105	277	309	1	692	645.53	93.73%
Ethel I Baker Elementary	83	232	266	9	590	517.20	88.73%
Ethel Phillips Elementary	67	173	196	12	448	415.47	93.57%
Father Keith B Kenny K-6 School	39	82	86	24	231	199.40	88.78%
Genevieve Didion Elementary	88	198	203	5	494	472.80	95.71%
Golden Empire Elementary	66	172	168	25	431	392.07	91.55%
H W Harkness Elementary	51	128	102	15	296	270.47	91.75%
Hollywood Park Elementary	39	95	84	42	260	235.20	90.74%
Home/Hospital	10	20	28	0	58	13.43	100.00%
Hubert H. Bancroft Elementary	63	143	172	37	415	365.00	88.71%
Isador Cohen Elementary	68	157	146	36	407	362.13	90.84%
James W Marshall Elementary	61	121	124	37	343	319.87	93.69%
John Bidwell Elementary	40	84	80	26	230	211.80	93.09%
John Cabrillo Elementary	59	137	130	39	365	329.00	90.58%
John D Sloat Elementary	33	73	81	26	213	186.73	88.47%
John H. Still K-8	73	163	168	6	410	373.07	91.80%
John Morse Therapeutic Center	0	0	0	20	20	16.53	84.07%
Leataata Floyd Elementary	53	99	110	13	275	241.07	89.33%
Leonardo da Vinci K - 8 School	115	260	262	18	655	625.87	95.65%
Mark Twain Elementary	64	101	94	31	290	257.00	89.24%
Martin Luther King Jr Elementary	83	133	123	46	385	350.07	91.35%
Matsuyama Elementary	101	159	199	15	474	448.13	94.80%
Nicholas Elementary	90	202	227	9	528	473.73	90.40%
O W Erlewine Elementary	56	103	94	33	286	258.33	90.58%
Oak Ridge Elementary	68	140	191	1	400	354.93	89.27%
Pacific Elementary	82	183	238	6	509	453.53	90.06%
Parkway Elementary School	67	167	161	24	419	366.47	88.08%
Phoebe A Hearst Elementary	88	265	273	4	630	598.60	95.02%
Pony Express Elementary	69	127	159	12	367	340.87	93.75%
Rosa Parks K-8 School	29	115	136	10	290	261.00	90.46%
Sequoia Elementary	76	128	158	38	400	355.67	89.44%
Success Academy K-8	0	0	3	0	3	2.07	68.89%
Susan B Anthony Elementary	61	129	137	12	339	315.53	93.72%
Sutterville Elementary	85	140	190	9	424	398.80	94.38%
Suy:u Elementary	58	146	179	46	429	386.60	90.71%
Tahoe Elementary	64	120	106	39	329	298.13	91.87%
Theodore Judah Elementary	95	191	168	30	484	450.60	93.61%
Washington Elementary	67	126	141	27	361	330.33	92.03%
William Land Elementary	69	146	136	18	369	334.53	91.42%
Woodbine Elementary	41	105	124	27	297	268.40	91.17%
TOTAL ELEMENTARY SCHOOLS	**3,313**	**7,359**	**7,979**	**1,040**	**19,691**	**17,980.37**	**92.14%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 8, ENDING FRIDAY, APRIL 10, 2026

ENROLLMENT						ATTENDANCE	
MIDDLE SCHOOLS	GENERAL EDUCATION			SDC Grades 7-8	TOTAL ENROLLMENT	ADA	PERCENTAGE FOR THE MONTH
	Grade 7	Grade 8	Total Grades 7-8				2025-2026 Attendance
A M Winn Elementary K-8 Waldorf	26	45	71	8	79	73.87	93.50%
Albert Einstein MS	284	296	580	28	608	546.13	90.63%
Alice Birney Waldorf-Inspired K8	50	48	98	1	99	94.67	95.62%
California MS	429	408	837	17	854	777.07	91.43%
Capital City School	17	23	40	0	40	26.07	69.82%
Fern Bacon MS	1	331	332	1	333	293.20	89.10%
Genevieve Didion Elementary	56	53	109	1	110	105.67	96.06%
Home/Hospital	24	20	44	0	44	7.91	100.00%
John H. Still K-8	176	98	274	33	307	276.27	90.54%
John Morse Therapeutic Center	0	0	0	8	8	6.67	83.33%
Leonardo da Vinci K - 8 School	44	62	106	14	120	112.13	94.18%
Miwok MS	607	553	1,160	23	1,183	1,084.93	92.13%
Rosa Parks K-8 School	219	196	415	19	434	380.53	89.29%
Sam Brannan MS	159	160	319	29	348	304.47	88.46%
School of Engineering and Science	94	112	206	2	208	194.73	93.77%
Success Academy K-8	4	8	12	0	12	7.00	70.47%
Umoja International Academy	101	128	229	9	238	205.27	88.71%
Will C Wood MS	437	319	756	57	813	725.67	89.83%
TOTAL MIDDLE SCHOOLS	**2,728**	**2,860**	**5,588**	**250**	**5,838**	**5,222**	**90.78%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 8, ENDING FRIDAY, APRIL 10, 2026

ENROLLMENT									ATTENDANCE	
HIGH SCHOOLS	GENERAL EDUCATION					Total Grade 9-12	SDC Grades 9-12	TOTAL ENROLLMENT	ADA	PERCENTAGE FOR THE MONTH
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12					2025-2026 Attendance
American Legion HS	128	0	0	0	0	128	0	128	75.60	63.42%
Arthur A. Benjamin Health Prof	0	49	40	33	27	149	23	172	152.60	89.48%
C K McClatchy HS	0	703	662	583	588	2,536	30	2,566	2,239.00	89.40%
Capital City School	0	26	37	37	48	148	0	148	108.07	74.80%
Hiram W Johnson HS	0	395	381	372	374	1,522	103	1,625	1,315.07	84.84%
Home/Hospital	0	16	20	12	2	50	0	50	13.23	100.00%
John F Kennedy HS	0	411	359	365	385	1,520	103	1,623	1,440.73	93.42%
Luther Burbank HS	0	325	363	333	335	1,356	126	1,482	1,239.47	86.36%
Rosemont HS	0	336	323	322	308	1,289	98	1,387	1,199.87	89.43%
School of Engineering and Science	0	108	81	39	52	280	4	284	256.60	91.51%
Umoja International Academy	0	40	22	33	23	118	0	118	108.87	92.84%
West Campus HS	0	212	225	224	221	882	13	895	839.20	93.98%
TOTAL HIGH SCHOOLS	**128**	**2,621**	**2,513**	**2,353**	**2,363**	**9,978**	**500**	**10,478**	**8,988.31**	**88.87%**

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 8, ENDING FRIDAY, APRIL 10, 2026

DISTRICT TOTALS	TOTAL ENROLLMENT	TOTAL ADA	ADA PERCENTAGE FOR THE MONTH 2025-2026 Attendance
ELEMENTARY SCHOOLS	19,691	17,980.37	92.14%
MIDDLE SCHOOLS	5,838	5,222.26	90.78%
HIGH SCHOOLS	10,478	8,988.31	88.87%
TOTAL ALL DISTRICT SCHOOLS	**36,007**	**32,190.94**	**90.99%**

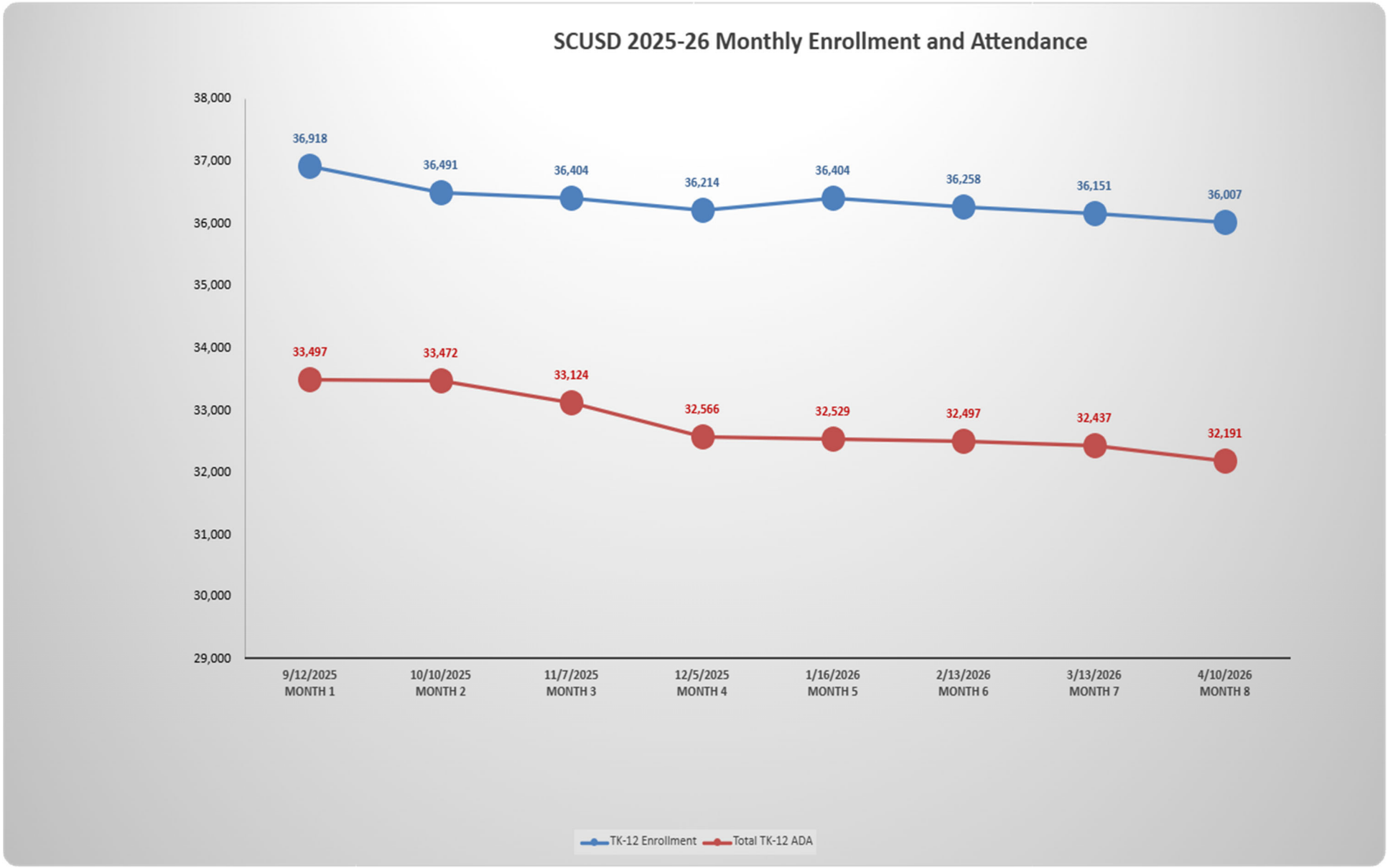
Total Non-Public Schools as of 03/26/2026	280

ADULT EDUCATION SCHOOLS

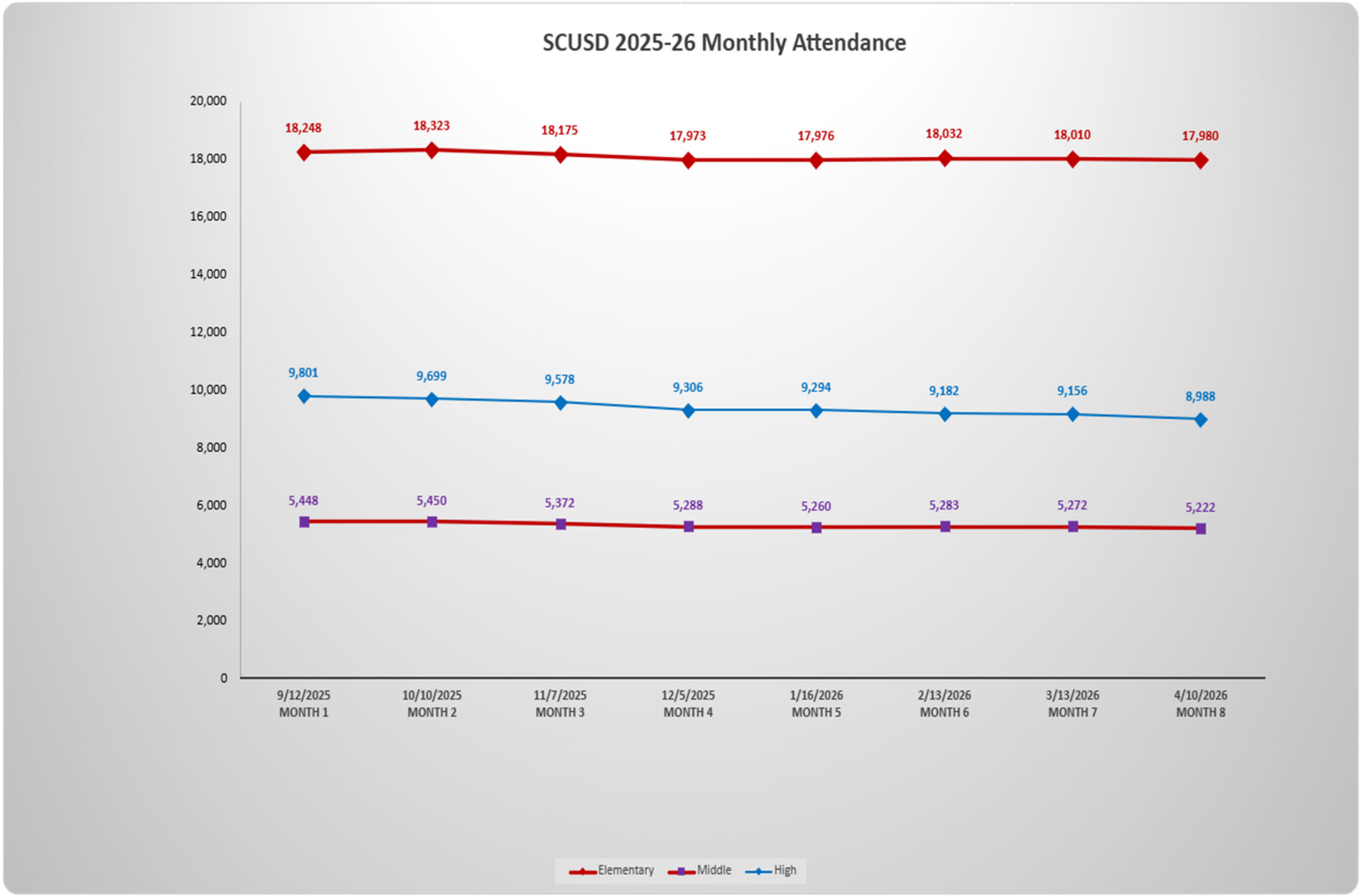
ADULT EDUCATION	ENROLLMENT	ADA
A. Warren McClaskey Adult Center	100	15.00
Charles A. Jones Career & Education Center	516	20.53
	616	**35.53**

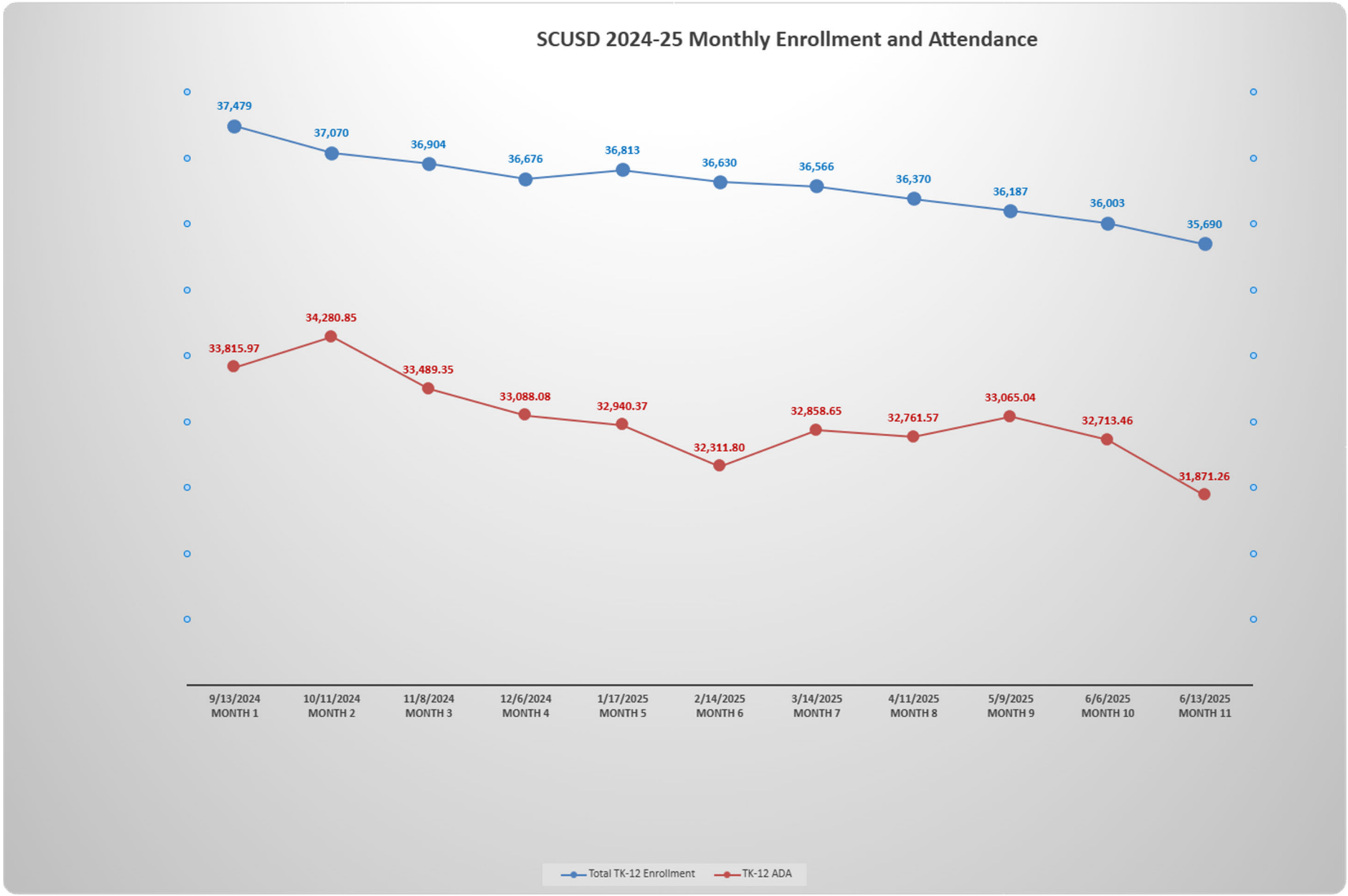
DEPENDENT CHARTER SCHOOLS

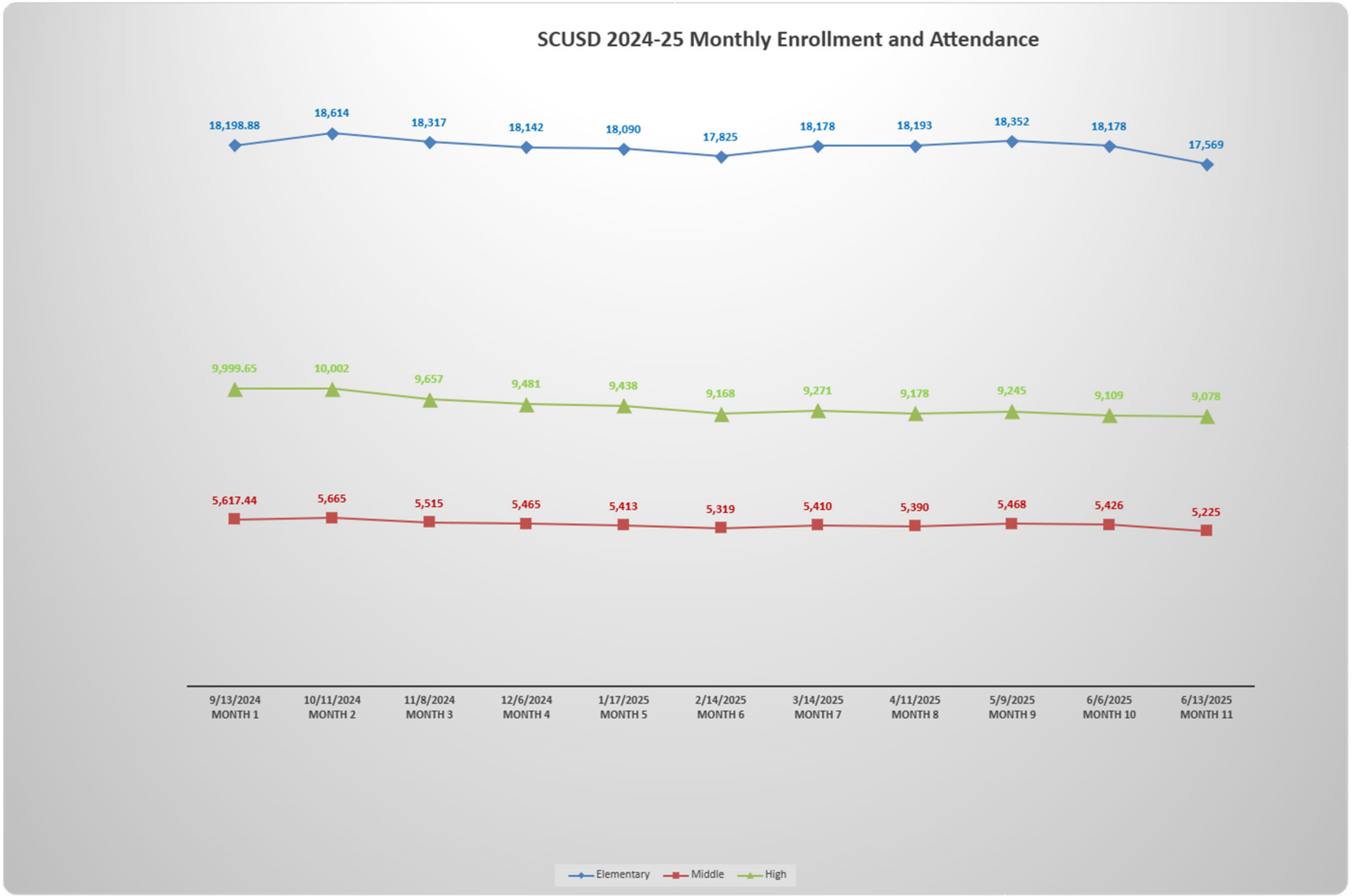
	ENROLLMENT							ATTENDANCE	
2025-2026 DEPENDENT CHARTERS	Kdgn	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12	SDC	ENROLLMENT TOTAL	ADA	ADA PERCENTAGE FOR THE MONTH
Bowling Green McCoy	42	133	155	0	0	6	336	301	9054.00%
Bowling Green-Chacon	39	136	124	0	0	4	303	284.2	9411.00%
George W. Carver SAS	0	0	0	0	147	2	149	132.13	9075.00%
New Joseph Bonnheim Charter	59	112	124	0	0	3	298	275.5	9331.00%
Sac New Tech Early College HS	0	0	0	0	140	1	141	132.6	9760.00%
The Met High School	0	0	0	0	195	0	195	174.87	9733.00%
TOTAL DEPENDENT CHARTER SCHOOLS	**140**	**381**	**403**	**0**	**482**	**16**	**1422**	**1044.1**	**93.48%**


SCUSD 2025-26 Monthly Enrollment and Attendance
38,000
37,000
36,000
35,000
34,000
33,000
32,000
31,000
30,000
29,000
36,918
36,491
36,404
36,214
36,404
36,258
36,151
36,007
33,497
33,472
33,124
32,566
32,529
32,497
32,437
32,191
9/12/2025 MONTH 1
10/10/2025 MONTH 2
11/7/2025 MONTH 3
12/5/2025 MONTH 4
1/16/2026 MONTH 5
2/13/2026 MONTH 6
3/13/2026 MONTH 7
4/10/2026 MONTH 8
TK-12 Enrollment
Total TK-12 ADA


SCUSD 2025-26 Monthly Enrollment
25,000
20,000
15,000
10,000
5,000
0
20,015
19,791
19,751
19,670
19,814
19,761
19,729
19,691
10,942
10,815
10,770
10,709
10,721
10,647
10,575
10,478
5,961
5,885
5,883
5,835
5,869
5,850
5,847
5,838
9/12/2025 MONTH 1
10/10/2025 MONTH 2
11/7/2025 MONTH 3
12/5/2025 MONTH 4
1/16/2026 MONTH 5
2/13/2026 MONTH 6
3/13/2026 MONTH 7
4/10/2026 MONTH 8
Elementary
Middle
High


SCUSD 2025-26 Monthly Attendance
20,000
18,000
16,000
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
18,248
18,323
18,175
17,973
17,976
18,032
18,010
17,980
9,801
9,699
9,578
9,306
9,294
9,182
9,156
8,988
5,448
5,450
5,372
5,288
5,260
5,283
5,272
5,222
9/12/2025 MONTH 1
10/10/2025 MONTH 2
11/7/2025 MONTH 3
12/5/2025 MONTH 4
1/16/2026 MONTH 5
2/13/2026 MONTH 6
3/13/2026 MONTH 7
4/10/2026 MONTH 8
Elementary
Middle
High


SCUSD 2024-25 Monthly Enrollment and Attendance
37,479
37,070
36,904
36,676
36,813
36,630
36,566
36,370
36,187
36,003
35,690
33,815.97
34,280.85
33,489.35
33,088.08
32,940.37
32,311.80
32,858.65
32,761.57
33,065.04
32,713.46
31,871.26
9/13/2024 MONTH 1
10/11/2024 MONTH 2
11/8/2024 MONTH 3
12/6/2024 MONTH 4
1/17/2025 MONTH 5
2/14/2025 MONTH 6
3/14/2025 MONTH 7
4/11/2025 MONTH 8
5/9/2025 MONTH 9
6/6/2025 MONTH 10
6/13/2025 MONTH 11
Total TK-12 Enrollment
TK-12 ADA


SCUSD 2024-25 Monthly Enrollment and Attendance
18,198.88
18,614
18,317
18,142
18,090
17,825
18,178
18,193
18,352
18,178
17,569
9,999.65
10,002
9,657
9,481
9,438
9,168
9,271
9,178
9,245
9,109
9,078
5,617.44
5,665
5,515
5,465
5,413
5,319
5,410
5,390
5,468
5,426
5,225
9/13/2024 MONTH 1
10/11/2024 MONTH 2
11/8/2024 MONTH 3
12/6/2024 MONTH 4
1/17/2025 MONTH 5
2/14/2025 MONTH 6
3/14/2025 MONTH 7
4/11/2025 MONTH 8
5/9/2025 MONTH 9
6/6/2025 MONTH 10
6/13/2025 MONTH 11
Elementary
Middle
High