Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2025-26

Name: Yuba County Career Preparatory Charter
CDS Code: 5810587-5830112
Charter School Number: 92
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

A Studio Arts class was established for high school students. Funding provided through Proposition 28 was used to support 8.5% of the teacher"s salary and to purchase equipment, materials, and supplies necessary for instruction and student projects.

2. Number of full-time equivalent teachers (certificated).	0.1
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	13
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	6/2/2026 9:10:56 AM

Annual Report Data URL

https://yccpcs.yubacoe.org/resources/school-documents

Submission Date 6/2/2026 9:45:35 AM

YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street
Marysville, CA 95901

Agenda

June 17, 2026

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

YCOE
Yuba County Office of Education
Better Together

Rob Gregor
Yuba County Superintendent of Schools

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Thursday, June 17, 2026 – 4:30 p.m.
Yuba County Business Center, Beckwourth Room
1114 Yuba Street, Marysville, CA 95901

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

AGENDA

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

2. PUBLIC COMMENTS

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

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

3. APPROVAL OF AGENDA **ACTION ITEM**

4. CONSENT AGENDA **ACTION ITEM**

4.1 APPROVAL OF JUNE 10, 2026, BOARD MINUTES – Pages 5 - 13

4.2 APPROVE DONATION FROM ROD SHOWS IN THE AMOUNT OF $1000 TO THE YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL, Page 14

4.3 APPROVE THE DONATION FROM THE YUBA COUNTY EDUCATION FOUNDATION OF 3276.60 TO BE DISTRIBUTED TO THE FOLLOWING SITES FOR THEIR PARTICIPATION IN THE FARM-TO-FORK FEAST, Page 15
$863.44 - YCCPCS
$500 - Thomas E Mathews account
$1913.16 - Carden School

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

5. SUPERINTENDENT'S OFFICE

5.1 PRESENTATION OF JOINT PROCLAMATION FOR VALERIE CALONDER **INFORMATION ITEM**
Aaron Thornsberry

5.2 PRESENTATION OF JOINT PROCLAMATION FOR DOROTHY HARMAN **INFORMATION ITEM**
Luke Henderson

5.3 CONSIDERATION TO RENEW THE 2026-2027 ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION (ACCBE) MEMBERSHIP, Page 16 **INFORMATION/ACTION ITEM**
Amy Nore

The Board will consider renewing the ACCBE membership for the 2026–27 school year.

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

6. EDUCATIONAL SERVICES

6.1 APPROVAL OF THE LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) OF THE YUBA COUNTY OFFICE OF EDUCATION (YCOE) FOR 2026-2027, Pages 17 - 127 **ACTION ITEM**
Joe Lodigiani

The 2026-2027 YCOE LCAP, 2025-2026 Annual Update, and the Budget Overview for Parents will be presented to the Yuba County Board of Education for adoption.

Recommend the Board adopt the 2026-27 LCAP for YCOE.

6.2 YUBA COUNTY OFFICE OF EDUCATION LOCAL INDICATORS, Pages 128 - 145 **INFORMATION ITEM**
Joe Lodigiani

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard.

6.3 YUBA COUNTY OFFICE OF EDUCATION CONSOLIDATED APPLICATION FOR 2026-2027, Pages 146 - 149 **ACTION ITEM**
Joe Lodigiani

The Consolidated Application (ConApp) is reported through the Consolidated Application and Reporting System (CARS) and is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each Local Educational Agency (LEA) submits the spring Release of the application to document participation in these programs and provides assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

6.4 YUBA COUNTY OFFICE OF EDUCATION PROP 28 ARTS AND MUSIC ANNUAL REPORT FOR 2026-2027, Page 150 **ACTION ITEM**
Jessica Geierman

This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website.

6.5 APPROVAL OF THE LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) OF THE YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL (YCCPCS) FOR 2026-2027, Pages 151 - 228 **ACTION ITEM**
Anel Campos-Raya

The 2026-2027 YCCPCS LCAP, 2025-2026 Annual Update, and the Budget Overview for Parents will be presented to the Yuba County Board of Education for adoption.

Recommend that the Board adopt the 2026-2027 LCAP for YCCPCS.

6.6 YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL (YCCPCS) LOCAL INDICATORS, Pages 229 - 248 **INFORMATION ITEM**
Anel Campos-Raya

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

6.7 YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL (YCCPCS) PROP 28 ARTS AND MUSIC ANNUAL REPORT FOR 2026-2027, Page 249 **ACTION ITEM**
Anel Campos-Raya

This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website.

7. FISCAL SERVICES

7.1 ADOPTION OF THE PROPOSED BUDGET OF THE YUBA COUNTY OFFICE OF EDUCATION FOR 2026-2027, Pages 250 - 340 **ACTION ITEM**
Aaron Thornsberry

Final adoption of the Yuba County Office of Education Budget for 2026-2027 is requested.

Recommend that the Board adopt the 2026-2027 budget for the Yuba County Office of Education.

7.2 ALLOCATE FOREST RESERVE FUNDS, Pages 341 - 345 **ACTION ITEM**
Aaron Thornsberry

Government Code sections 29480 - 29484. Allocation of Federal Forest Reserve Receipts pursuant to the Secure Rural Schools (SRS) Act that was reauthorized by P.L. 119-58 for fiscal years 2024 and 2025 for the collection period of October 1, 2023, to September 30, 2024.

The Superintendent recommends approval of the allocation of remaining Forest Reserve Funds received by Yuba COE to districts in Yuba County within the national forest areas, as shown in the attachment.

Camptonville Union School District: $12,643.76
Nevada Joint Union High School District: $3,933.62
Marysville Joint Unified School District: $17,235.98
Yuba Community College District: $1,658.51
Yuba County Office of Education: $6,259.74

7.3 ALLOCATE FOREST RESERVE FUNDS – Pages 346 - 350 **ACTION ITEM**
Aaron Thornsberry

Government Code sections 29480 - 29484. Allocation of Federal Forest Reserve Receipts pursuant to the Secure Rural Schools (SRS) Act that was reauthorized by P.L. 119-58 for payments through fiscal year 2026 for the collection period of October 1, 2024, to September 30, 2025.

The Superintendent recommends approval of the allocation of remaining Forest Reserve Funds received by Yuba COE to districts in Yuba County within the national forest areas, as shown in the attachment.

Camptonville Union School District: $16,384.61
Nevada Joint Union High School District: $3,004.99
Marysville Joint Unified School District: $19,775.97
Yuba Community College District: $2,326.65
Yuba County Office of Education: $7,322.16

U.S. Forest Reserve allocation, Federal Year 2026, monies received in FY 2026-27. Recommend the Board approve the allocation of Forest Reserve as presented.

8. ADVANCED PLANNING

8.1 NEXT REGULAR BOARD MEETING **INFORMATION/**
JULY 8, 2026 – 4:30 P.M. **ACTION ITEM**
LOCATION: YUBA COUNTY BUSINESS CENTER,
BECKWOURTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

9. ADJOURN **ACTION ITEM**

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING MINUTES

Wednesday, June 10, 2026 – 4:30 p.m.
1114 Yuba Street, Beckwourth Room, Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	President Bishop called a regular meeting of the Yuba County Board of Education to order at 4:30 p.m. on June 10, 2026, at 1114 Yuba Street, Marysville, CA 95901.	**CALLED TO ORDER**: 4:30 p.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE	John Nicoletti, Katharine Rosser, Marjorie Renicker, Desiree Hastey, and Tracy Bishop are present. Joe Lodigiani, Deputy Superintendent, led the recital of the Pledge of Allegiance.	**QUORUM PRESENT**
2. PUBLIC COMMENTS	Bina Lefkovitz, President of the Association of California County Boards of Education (ACCBE), expressed her thanks to the board for joining ACCBE. ACCBE provides training for county boards of education. Amy Clawson, a parent from Yuba Environmental Science Charter Academy, prepared binders for the board to review, claiming teacher credentialing fraud and misuse of funds. She is concerned about the collapse of the charter's special education program. Chris Gallardo, whose son attends YES Charter. Her son excelled under Miss Melanie's direction, but learned that she was released from the charter. She is concerned that her son will not receive the services required. Miss Robin was let go as well, who has been significant in her son's progress.	
3. APPROVAL OF AGENDA	President Bishop directed Board members to the June 10, 2026, Agenda for their review and approval. Upon a motion by Vice President Rosser, duly seconded by Trustee Renicker, the Board unanimously approved the June 10, 2026, Agenda as presented.	**MOTION:** To approve the June 10, 2026, Agenda as presented **MOTION:** Katharine Rosser **SECOND:** Marjorie Renicker

		ROLL CALL VOTE: Katharine Rosser – Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop – Aye John Nicoletti – Aye **MOTION APPROVED (5/0)**
4. CONSENT AGENDA	President Bishop directed board members to the June 10, 2026, Consent Agenda for their review and approval. Upon a motion by Trustee Nicoletti, duly seconded by Trustee Renicker, the board unanimously approved the Consent Agenda as presented.	**MOTION:** To approve the Consent Agenda as presented **MOTION:** John Nicoletti **SECOND:** Marjorie Renicker **ROLL CALL VOTE:** Katharine Rosser – Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop – Aye John Nicoletti – Aye **MOTION APPROVED (5/0)**
5. SUPERINTENDENT'S REPORT	**5.1 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest** Superintendent Gregor shared the following items of interest: • Friday, May 15: Arboga Book Reading, McKenney Bike Give Away, and Yuba College Graduation • Saturday, May 16: Kiwanis Fishing Derby • Monday, May 18: Arboga Bike Give Away • Tuesday, May 19: Wheatland School District Special Board Meeting • Thursday, May 21: Wheatland School Board Meeting • Tuesday, May 26: Adult Education Graduation	

	• Wednesday, May 27: Superintendent's Meeting - Superintendent Guensler's Farewell, YCOE Employee Appreciation Celebration, and Plumas Lake Master Plan • Thursday, May 28: Crisis Response Plan with MJUSD & YCSO and Yuba County On The Horizon Dinner • Friday, May 29: Student STE(A)M Beale Air Show Discussion, Dr. Luu's Farewell • Saturday, May 30: Veteran's Stand Down Event • Monday, June 1: South/North Lindhurst Graduation • Tuesday, June 2: Virginia School Graduation • Wednesday, June 3: Yuba County Children's Wellness and Child Abuse Prevention Council Meeting, YCCPCS/TEM Promotion & Graduation, and Arboga School Promotion • Thursday, June 4: Bear River Promotion, YCOE CNA Graduation, Lindhurst Graduation • Friday, June 5: Wheatland and Marysville High School Graduations • Wednesday, June 10: Meeting with Chief Vance Nabeta (MPD) Trustee Renicker shared her experience at the recent Virginia School graduation/promotion ceremony and the Yuba County Career Preparatory Charter School/ Thomas E. Mathews promotion ceremony. President Bishop shared that she attended two graduations and enjoyed being a part of the celebrations.	
6. EDUCATIONAL SERVICES	**6.1 Public Hearing on the Proposed Local Control Accountability Plan (LCAP) of the Yuba County Office of Education (YCOE) for 2026-2027, 2025-2026 YCOE Annual Update, and 2026-2027**	

	Local Control Funding Formula (LCFF) Deputy Superintendent Joe Lodigiani reviewed the YCOE 2026-2027 LCAP, the 2025-2026 YCOE Annual Update, and the 2025-2026 LCFF Budget Overview for Parents. President Bishop called a public hearing to order at 4:53 p.m. Trustee Nicoletti would like to hear more about the work that is being done with Social Emotional Learning. Deputy Superintendent Lodigiani will provide updates regarding the services provided as he addresses the board in the future. President Bishop closed the public hearing at 4:55 p.m. **6.2 Public hearing on the proposed Yuba County information item Career Preparatory Charter School (YCCPCS) 2026-27 Local Control Accountability plan (LCAP), YCCPCS 2025-26 annual update and 2026-27 Local Control Funding Formula (LCFF)** Cynthia Soares reviewed the YCOE 2026-2027 LCAP, the 2025-2026 YCOE Annual Update, and the 2025-2026 LCFF Budget Overview for Parents. Anel Campos Raya shared the projected budget overview with the board. President Bishop called a public hearing to order at 5:08 p.m. Trustee Renicker enjoys seeing the students work hard to achieve their graduation requirements. President Bishop closed the public hearing at 5:09 p.m.	**PUBLIC HEARING CALLED TO ORDER:** 4:53 p.m. **PUBLIC HEARING CLOSED:** 4:55 p.m. **PUBLIC HEARING CALLED TO ORDER:** 5:08 p.m. **PUBLIC HEARING CLOSED:** 5:09 p.m.

6.3 Title XV Annual Juvenile Facility Education Program Inspection

Jessica Geierman, Curriculum & Instruction Director, presented the Annual Juvenile Facility Education Program Inspection to the Board and requested approval.

Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the board unanimously approved the program inspection as presented.

6.4 Educational Services Program Update

- Curriculum & Instruction Director Jessica Geierman shared that the staff have worked very hard to be WASC accredited at Carden until June 30, 2029.

- Over the summer break, TEM and Carden staff will attend a conference that will empower the teaching staff geared towards building relationships as well as returning with hands on programs that support students.
- Community Schools provided training to probation that teaches about building positive behaviors.
- Jessica expressed appreciation to special education and multiple departments within YCOE for their support with charters.

6.5 Public Hearing for the consideration of the Countywide Benefit Charter School Petition for Core Charter School

Jessica Geierman, Curriculum & Instruction Director, shared that the Yuba County Board of Education will conduct a public hearing

	to allow for public comment and determine the level of support for the petition by teachers, parents, and the community. The determination hearing will be conducted during the regularly scheduled meeting on August 12, 2026. President Bishop called a public hearing to order at 5:16 p.m. Chris Mahurin, Executive Director from CORE Charter addressed the board and expressed sincere appreciation for the ongoing support provided by the Yuba County Office of Education (YCOE). The charter is now proposing the development of Core Yuba as a public high school option for students. This initiative builds on a foundation established in 1998, when the program was originally designed around a homeschooling model. Over time, it has evolved to incorporate hybrid instruction and hands-on learning experiences, reflecting a more dynamic and comprehensive approach to education. President Bishop asked if the currently enrolled students would attend Core Yuba High School. Trustee Nicoletti shared his appreciation for institutional education in the community. What will the charter develop into down the road. Chris Mahurin shared that the high school program has developed into a different model. Core Charter will be focused on TK – 8 grades and Core Yuba will be geared toward high school curriculum. Cathy Willorgliby, who is a CTE Teacher at Core and former home school parent addressed the board. Core understands that learning is in the journey.	**PUBLIC HEARING CALLED TO ORDER:** 5:16 p.m.

	Tracy Nelson, a high school teacher at Core Charter for 15 years. She shared that Core provides a flexible schedule where students thrive. She requests the YCOE board approve the Core Yuba Charter. Matthew Wilson, History and English teacher at Core for over ten years and an instructor at Core Academy. He is also a parent of two graduates from Core. Mr. Wilson expressed his support for Core Charter. He requests the YCOE board approve the Core Yuba Charter petition. Cole Lorton, recent graduate of class 2026. Dual enrolled with MHS and Core. He was enrolled in the drone pathway. Cole was able to secure a job right out of high school. Core Charter opened doors for him that have created a pathway for his future. Alex Lecair, a junior at Core Charter. He has attended Core since kindergarten. The highlight has been his high school experience. Two CTE classes, Forestry and the Airplane Build, have helped him develop his career pathways. Heidi Lecair, parent and board president for Core Charter, addressed the board. Core Charter has made the educational journey a pleasant experience for their family. She requests that the YCOE board approve the Core Yuba Charter petition. Alessandra Apsley, a teacher and parent of students who attended Core Charter. Ms. Apsley shared that her two boys were nurtured by the staff at Core, which gave them the confidence needed to reach their full potential. She requests that the YCOE board approve the Core Yuba Charter petition. Jeff Rice, Founder and Director of APLUS, who supports Core Yuba Charter and appreciates the	

	support from YCOE. He requests that the YCOE board approve the Core Yuba Charter petition. Denise Zemko, a parent of students at Core Charter. Appreciates the individual support that is given to students by staff. Kalena Domenigoni, a student from Core Charter. She appreciates the flexibility at Core. She was able to move ahead at her own pace with the support of the staff. She requests that the YCOE board approve the Core Yuba Charter petition. Abi O'Neil, Director of Local Advocacy for charter schools. She has worked with Core Charter and supports their petition. President Bishop expressed her appreciation for the three students who addressed the board and welcomed them to attend in the future. President Bishop closed the public hearing at 5:59 p.m.	**PUBLIC HEARING CLOSED:** 5:59 p.m.
7. FISCAL SERVICES	**7.1 Public Hearing on the Proposed Budget of the Yuba County Office of Education (YCOE) for 2026-2027** Aaron Thornsberry, Chief Business Official, led a review of the YCOE Proposed Budget for 2026-2027. President Bishop called a public hearing to order at 6:35 p.m. President Bishop closed the public hearing at 6:35 p.m.	**PUBLIC HEARING CALLED TO ORDER:** 6:35 p.m. **PUBLIC HEARING CLOSED:** 6:35 p.m.
8. ADVANCED PLANNING	**8.1 Next Regular Board Meeting** **June 17, 2026 – 4:30 p.m.** **Location: Yuba County Business Center, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901**	

	8.2 Annual Financing Corporation Mtg. **June 17, 2026 – 5:30 p.m.** **Location: Yuba County One Stop, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901**	
9. ADJOURNMENT	There being no further business for discussion, the meeting was adjourned. Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously adjourned the June 10, 2026, Yuba County Board of Education meeting at 6:36 p.m.	**MOTION:** To adjourn **MOTION:** Desiree Hastey **SECOND:** Marjorie Renicker **ROLL CALL VOTE:** Katharine Rosser – Aye Marjorie Renicker – Aye Desiree Hastey – Aye Tracy Bishop – Aye John Nicoletti – Aye **MOTION APPROVED (5/0)**

Respectfully submitted,

Recorded by:
Amy Nore

Rob Gregor
Yuba County Superintendent of Schools

Yuba County Career Preparatory Charter School
Cynthia Soares, MS, Director
1104 E Street, Marysville, Ca 95901
(530) 749-4000 Front Office
(530) 741-6032 Fax

June 8, 2026

To: The Yuba County Board of Education
From: Cynthia Soares
Director, Yuba County Career Preparatory Charter School

Re: Donation $1000.00

Please accept a donation, from Rod Shows, of $1000.00. This donation is for our CTE Automotive program.

Upon acceptance, please submit a thank you letter to:

Rod Shows
2209 E. Baseline Rd Suite #300-300
Clairmont, CA 91711

Thank you,

Cynthia Soares

Rob Gregor
Superintendent of Schools
Yuba County Office of Education
935 14th Street, Marysville CA | 530.749.4900

June 3, 2026

Yuba County Board of Education
935 14th Street
Marysville, CA 95901

Dear President Bishop and Members of the Board,

The Yuba County Office of Education received a check in the amount of $3276.60 from the Yuba County Education Foundation to support programs at the following schools for their participation in the Farm-to-Fork Feast on April 16, 2026.

YCCPCS - $863.44

Thomas E Mathews $500

Carden School $1913.16

Thank you for considering this donation.

Sincerely,

Amy Nore

Amy Nore
Community Engagement &
Emergency Response Administrator
Yuba County Office of Education

ACCBE
ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION

Board Members

Bina Lefkovitz
ACCBE President
Sacramento County Board of Education

Yvonne Chan
Los Angeles County Board of Education

David Patterson
Placer County Board of Education

Louise Johnson,
Nevada County Board of Education

Beverly Gerard, San Mateo County Board of Education

Ken Berrick, Alameda County Board of Education

Shelton Yip, Yolo County Board of Education

Jaime Azpeitia-Sachs, Riverside County Board of Education

Guadalupe Gonzalez
San Diego County Board of Education

Aqeela El-Amin Bakheit, Lake County Board of Education

Bryan Burton
Fresno County Board of Education

Date: June 3, 2026

T0: Yuba County Board of Education
RE: Membership Renewal (7/1/2026-6/30/2027)

Thank you for being a member of the Association of California County Boards of Education (ACCBE).

INVOICE

We value your membership. ACCBE EIN 33-1399420

- **Membership dues for the Yuba County Board of Education: $1,825**
  (no rate increase; remain the same as 2023 former CCBE dues)
- **Effective Dates: July 1, 2026 – 6/30/2027 (one calendar year)**
- **Invoice Number: accbe.221**

- **Payable to: Association of California County Boards of Education**
- **Mail Payment to: ACCBE**
  2351 Sunset Blvd., Ste. 170, # 850
  Rocklin, CA 95765

Thank you.

For questions, please contact ACCBE Treasurer: Dr. Yvonne Chan
treasurer@accbe.org **or call 818-378-5740.**

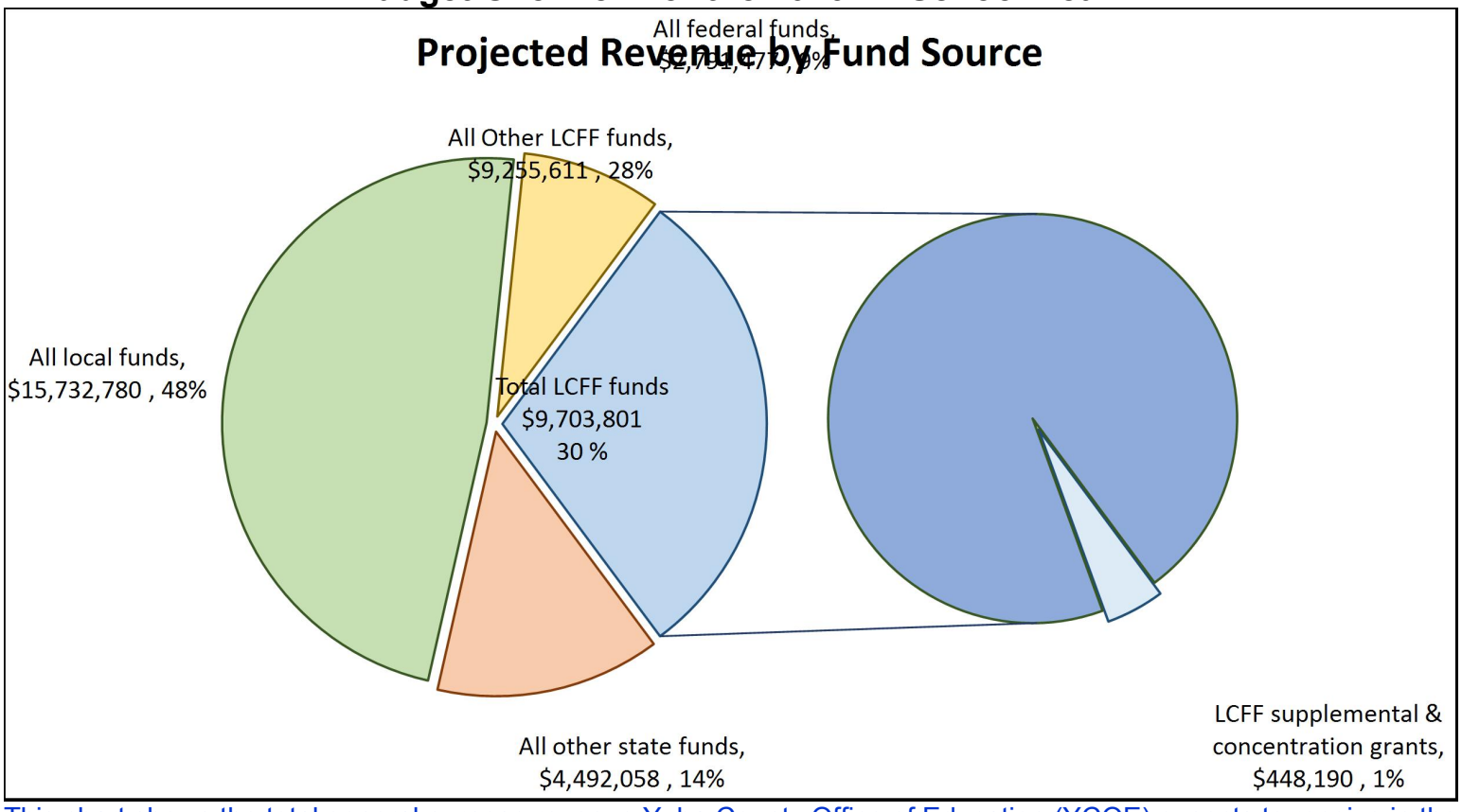
Website www.accbe.org

LCFF Budget Overview for Parents

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

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

Budget Overview for the 2026-27 School Year

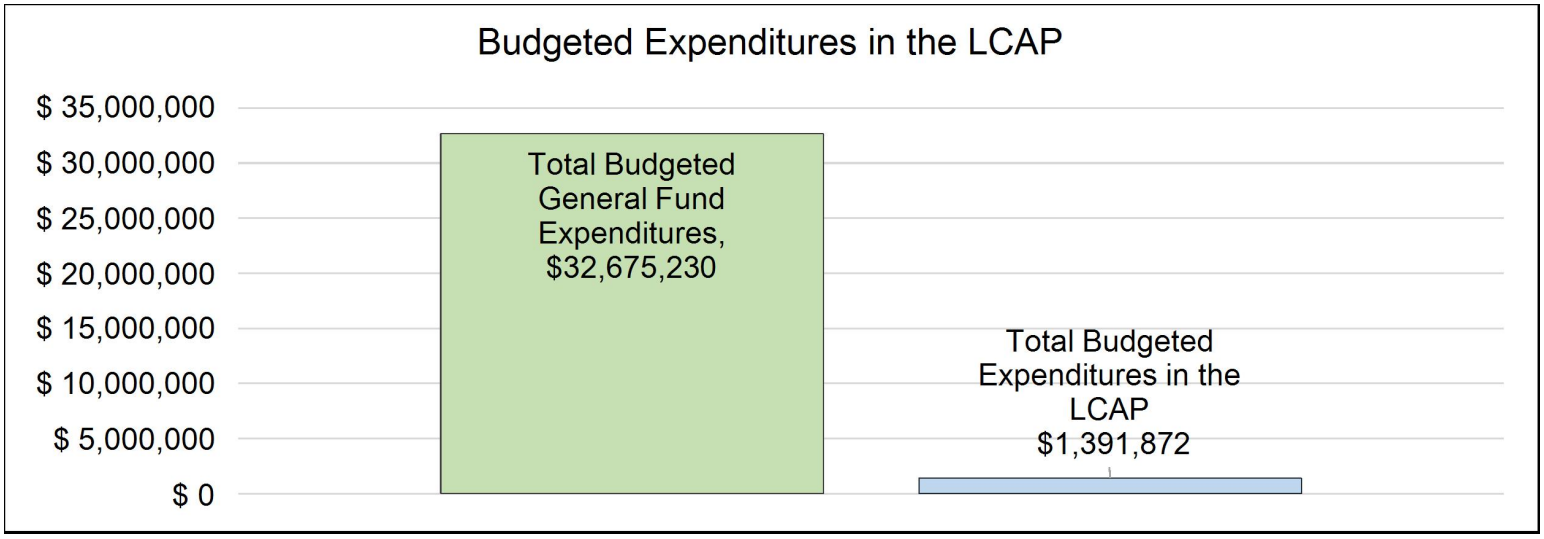


This chart shows the total general purpose revenue Yuba County Office of Education (YCOE) expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

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

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

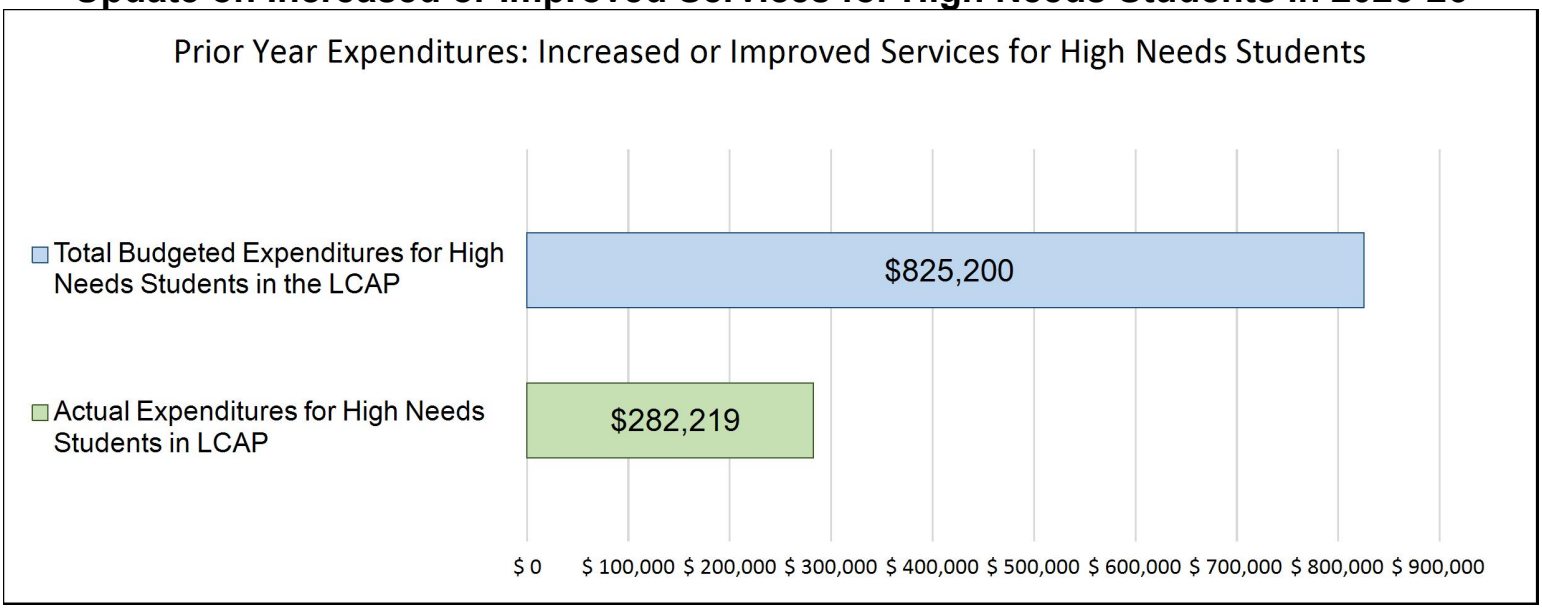
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

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

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

LCFF Budget Overview for Parents

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



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

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

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

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

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba County Office of Education (YCOE)	Joe Lodigiani Deputy Superintendent	joe.lodigiani@yubacoe.k12.ca.us 530-749-4872

Plan Summary [2026-27]

General Information

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

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

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

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

growth monitoring.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following student groups were identified as "red."

TEM Suspension:

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

Yuba County Office of Education LEA level:

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

2024 RED CA DASHBOARD INDICATOR COMPARISON

The following student groups were identified as "red."

Carden Suspension:

- All students 9% and Hispanic students, 11%

TEM Suspension:

- All students 31% and Low-income 31%

Yuba County Office of Education LEA level:

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

2025 RED CA DASHBOARD INDICATOR COMPARISON

The following student groups were identified as "red."

TEM Suspension:

- All students 43% and Low-income 44%

Yuba County Office of Education LEA level:

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

ADDRESSING IDENTIFIED NEEDS

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

PRIORITY NEXT STEPS FOR 2026-27

Goal 1

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

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

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

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

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

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

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

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

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

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

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence of Effectiveness (Carden)

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

Evidence of Ineffectiveness (Systemwide)

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

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

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

Evidence of Effectiveness (Systemwide)

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

Evidence of Ineffectiveness (Systemwide)

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

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

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

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

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

2.11 Youth Advocate Director (1.0 FTE)

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

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

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

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

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

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

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

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

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

ATTENDANCE AND CHRONIC ABSENTEEISM SYSTEMS (Actions 2.1, 2.2)

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

Evidence of Effectiveness (Carden)

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

Evidence of Ineffectiveness (TEM)

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

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

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

Evidence of Effectiveness (Carden)

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

Evidence of Effectiveness (Carden & TEM)

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

Evidence of Ineffectiveness (TEM)

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

Evidence of Ineffectiveness (Carden & TEM)

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

FAMILY ENGAGEMENT SYSTEMS (Actions 2.5, 2.9, 2.10)

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

Evidence of Effectiveness (Carden)

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

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

GRADUATION AND DROPOUT SYSTEMS (Action 2.11)

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

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

None

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

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

No material changes were made to goals, metrics, outcomes, or actions; however, Action 5.1 appeared to be missing a key word or phrase (e.g., professional development or support, etc.) and was updated for clarity.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$448190	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.479%	7.335%	$394,473.66	15.814%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Not applicable to county Offices of Education

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

2026-27 Total Planned Expenditures Table

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

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	$0.00	$13,874.80	$0.00	$13,874.80	$0.00	$0.00	$13,874.80	
1	1.2	Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$216,086.54	$0.00	$46,114.08	$61,929.18	$0.00	$108,043.28	$216,086.54	
1	1.3	Curriculum Instructional Materials	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	All Schools	2024-27 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Local Assessment System	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	$0.00	$8,338.00	$8,338.00	$0.00	$0.00	$0.00	$8,338.00	
1	1.5	Technology Work Plan	All	No			All Schools	2024-27 school year	$0.00	$24,071.50	$0.00	$24,071.50	$0.00	$0.00	$24,071.50	
1	1.6	Career Technical Education	All	No			All Schools	2024-27 school year	$202,267.06	$0.00	$0.00	$87,902.61	$114,364.45	$0.00	$202,267.06	0
1	1.7	College Readiness / Hall to Home	All	No			All Schools	2024-27 school years	$159,244.52	$0.00	$0.00	$62,825.56	$0.00	$96,418.96	$159,244.52	0
1	1.8	Pilot Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-25 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	Food Service Assistant	All	No			Specific Schools: Thomas E. Mathews All	2024-27 school years	$19,475.87	$0.00	$19,475.87	$0.00	$0.00	$0.00	$19,475.87	
1	1.10	Classroom Observations, Walkthrough and Feedback	All	No					$0.00	$0.00	$0.00				$0.00	
1	1.11	Nucleos instructional platform	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools	2024-27 school years	$0.00	$44,000.00	$44,000.00				$44,000.00	

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

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

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

2026-27 Contributing Actions Table

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.2**	Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$46,114.08	
1	**1.3**	Curriculum Instructional Materials	Yes	Schoolwide	Foster Youth Low Income	All Schools	$0.00	
1	**1.4**	Local Assessment System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,338.00	
1	**1.8**	Pilot Supplemental Instructional Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.11**	Nucleos instructional platform	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
1	**1.14**	English Learner Curriculum	Yes	Schoolwide	English Learners		$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Student Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,336.89	
2	2.2	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,914.69	
2	2.4	Behavior Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.5	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carden School	$366.61	
2	2.6	Restorative Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.7	Parent Project	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.8	Probation Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
2	2.9	SARB Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.10	Student Resource Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
2	2.11	Youth Advocate Director	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,148.24	
2	2.12	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.13	Wellbeing Universal Screener	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
2	2.15	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
2	2.16	Social Emotional Health and Well-being	Yes	Schoolwide	English Learners Foster Youth Low Income			

2025-26 Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$8,000.00	$13,374.80
1	**1.2**	Intervention Teacher	Yes	$255,880.00	$216,086.54
1	**1.3**	Curriculum Instructional Materials	Yes	$179,000.00	
1	**1.4**	Local Assessment System	Yes	$7,000.00	$8,338.00
1	**1.5**	Technology Work Plan	No	$10,000.00	$24,071.50
1	**1.6**	Career Technical Education	No	$200,000.00	$202,267.06
1	**1.7**	College Readiness / Hall to Home	No	$175,000.00	$159,244.52
1	**1.8**	Pilot Supplemental Instructional Materials	Yes	$25,000.00	
1	**1.9**	Food Service Assistant	No	$15,000.00	$19,475.87
1	**1.10**	Classroom Observations, Walkthrough and Feedback	No	$0.00	
1	**1.11**	Nucleos instructional platform	Yes	$50,000.00	$44,000.00

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.2**	Equity Multiplier staff Harry P B Carden	No	$48,000.00	$53,305.16
5	**5.3**	Equity Multiplier materials and supplies	No	$15,000.00	

2025-26 Contributing Actions Annual Update Table

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

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

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

2025-26 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	26.5	19%	15%	7.6%	2	34%	0	0

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	1

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

Option 2 Completed.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

Thomas E. Mathews and Harry P B Carden schools have been implemented California Community School Partnership Program grants which will strengthen the capacity for staff to build trusting and respectful relationships with families and increase our success in creating a welcoming environment for all families in the school community. Staff has successfully been proactive in learning about each family's strengths, cultures and goals for their children through the enrollment and intake processes. YCOE is continuing to support multiple opportunities to engage in 2-way communication with families and uses language that is understandable and accessible to all 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 Relationships Between School Staff and Families.

YCOE's Thomas E Mathews County Community School's continued focus area will be to schedule on-going parent education and parent engagement opportunities based on feedback from parent engagement and provided to all parents at the time of enrollment and orientation.

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.

TEM and Carden have implemented Community School Advisory Councils. Individual Learning Plans are scheduled with parent and student conferences at the beginning of both semesters and during the semester to review goals and outcomes to increase engagement. Individual Learning Plan meetings will engage staff with students and parents to seek their input and help decide the best interventions, services, and supports the student needs to succeed. ILPs have been fully implemented at both Thomas E Mathews and HPB Carden schools.

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

During the ILP process, we explain our systems of support and encourage students and families to participate in the services and supports identified to address their individual needs and improve student outcomes.

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.

The focus area for improvement at both Thomas E Mathews and HPB Carden Schools continues will be maintenance of the ILP process to identify student and family needs, and the supports and services available to address them, and increasing family engagement through the Community Schools team.

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.

During the ILP process, all students and families including the underrepresented families will be engaged.

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

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

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

The current strength is the commitment of YCOE and school administration to implement the Community School strategies to authentically engage parents/guardians/families as partners in their children's education. There are several tiers of engagement at the two school sites. Thomas E Mathews, County Community School: 1) Enrollment/Orientation processes include an Independent Learning Plan meeting with school staff, parents and students. During this meeting student and family needs are discussed and an individualized plan is developed to address those needs. 2) Seasonal festivals, Back to School, Open House, and other school activities are held to provide information about programs, support and interventions available for students, parents and families as well as help parents feel comfortable as part of the school community. 3) Community School Advisory Council meetings are held to review school data and make decisions regarding addressing identified student outcome gaps.
At HPB Carden the Court School for incarcerated youth, parents/guardians/families participate in developing a treatment plan for the family, which includes a school and educational component.
California Community School Partnership Program (CCSPP) Advisory Committee will provide structures for evidence-based parent and family engagement.

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

The continued focus area for Thomas E Mathews is to increase parents motivation and interested in attending engagement opportunities by providing regularly scheduled on-going meetings and incentivize parents for participating. The focus area for improvement at HPB Carden is to work with probation to determine how to improve the opportunity to engage parents in providing input and decision-making. Currently, parents are invited to Community School Advisory Council as well as seasonal celebrations.

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.

Most of the families in the YCOE Court & Community Schools qualify as underrepresented. Therefore, the strategies discussed above have been developed specifically for underrepresented families, and benefit all.

School Climate (LCFF Priority 6)

Introduction

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

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

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

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

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

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

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

In 25-26, the LEA administered a PBIS Climate Survey to all students to gauge students' perceptions of climate and culture, safety and connectedness, and behavior and expectations. The survey uses a 4-point Likert scale, where 3.4 (85%) represents the PBIS benchmark for positive perception. All item and domain averages below are expressed as percentages of the 4-point scale.

Participation for Carden in 2025-26 was 100% (18 of 18 students completed the survey), and at TEM it was 85% (17 of 20 students completed the survey).

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

CARDEN STRENGTHS
Analysis of the Carden Student Climate Survey shows strong student perceptions of safety, connectedness, and clarity of expectations. Students reported the highest levels of positive experience in feeling safe at school (82%) and knowing an adult they can talk to (75%), indicating a supportive and secure environment. Additional strengths include clear behavioral expectations (75%), strong teacher expectations for success (75%), and positive interpersonal relationships reflected in fairness (74%) and respect from teachers (70%). These results highlight a school climate where students feel supported, safe, and connected.

CARDEN NEEDS
The survey also identifies opportunities to strengthen student engagement and recognition systems. The lowest-rated item, enjoyment of school (63%), suggests a need to deepen student engagement and connection to daily school experiences. Recognition for positive behavior (69%) and classroom conditions that consistently support teaching and learning (74%) indicate areas where PBIS Tier 1 systems can be reinforced. Together, these findings point to targeted opportunities to enhance student motivation, visibility of positive reinforcement, and consistency of classroom routines.

TEM STRENGTHS
Analysis of the TEM Student Climate Survey indicates strong student perceptions, particularly positive experiences with respectful interactions from teachers (82%) and high academic expectations (81%), as well as average perceptions of safety and fairness. Data reflect that students generally experience the school as supportive, predictable, and grounded in clear behavioral and academic expectations.

TEM NEEDS
The survey also highlights opportunities to strengthen engagement, connectedness, and recognition. Statements related to school connectedness, engagement, classroom behavior, and student recognition were rated in the mid-60 % to low-70 % range, suggesting a need to deepen students’ sense of belonging and day-to-day engagement, and to identify opportunities to reinforce PBIS Tier 1 supports. Overall, data indicate that students generally experience the school as structured, predictable, and supportive of their success, while still showing room to strengthen consistency throughout the program.

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

The LEA made targeted refinements to existing plans and procedures to address areas of need identified through local data and climate survey analysis. Key updates include implementing a consolidated Tier 1 PBIS improvement strategy with a single fidelity check, quarterly climate mini-checks, and strengthened recognition and engagement metrics. The LEA also added site-specific actions, expanding enrichment and recognition at Carden and strengthening advisory, attendance, and suspension-reduction structures at TEM, to better align MTSS practices with student needs.

Additional adjustments include improved walkthroughs and feedback cycles, enhanced LEA-level tracking systems, clarified assessment procedures, and a coordinated data-monitoring cadence linking attendance, behavior, literacy, and climate data.

These continuous-improvement revisions are fully detailed in the LCAP Reflection: “2026–27 Next Steps.”

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

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

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

The LEA uses a set of locally selected tools to monitor the extent to which all students, including unduplicated student groups and students with exceptional needs, have access to, and are enrolled in, a broad course of study. These tools include the Thomas E. Mathews Community School and Harry P. B. Carden Court School master schedules, which verify course availability across grade spans and ensure access to core, elective, CTE, and intervention offerings. The LEA also uses Aeries enrollment data, CALPADS Civil Rights course-enrollment reports, ILP/MTSS documentation, and LCAP required metrics to track individual student enrollment patterns and confirm equitable access. Together, these tools allow the LEA to monitor participation across student groups and ensure that all students are enrolled in a full, standards-aligned course of study.

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

The LEA’s review of locally selected tools confirms that all students have full access to, and are enrolled in, a broad course of study across grade spans. Master schedules, enrollment data, and ILP/MTSS documentation verify consistent access to core instruction, electives, CTE, intervention supports, and standards-aligned coursework for all students, including unduplicated student groups and students with exceptional needs.

Across all measures, the LEA has not identified any differences in access or enrollment between school sites, student groups. All students continue to receive equitable access to the full course of study in alignment with the program model.

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

If future reviews were to identify barriers, the LEA would respond by adjusting master schedules, expanding course availability, strengthening staffing or credentialing supports, or enhancing MTSS/ILP structures to ensure that all students maintain equitable access to the full course of study. Continuous monitoring through existing tools ensures the LEA can respond quickly should any access issues emerge.

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

To support continuous improvement, the LEA will continue refining data-driven practices, such as quarterly literacy monitoring, bimonthly attendance, and suspension reviews, to ensure accurate course assignment and timely intervention. The LEA will also continue to engage families through ILP meetings and outreach to reinforce a shared understanding of course pathways and available supports. These actions align with the 26-27 priorities and ensure that all students maintain equitable access to the full course of study across both sites.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				4	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.				4	

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.			3		

2026–27 Certification of Assurances

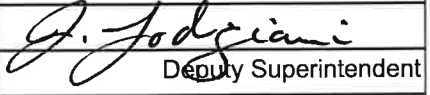
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Joe Lodigiani
Authorized Representative's Signature	
Authorized Representative's Title	Deputy Superintendent
Authorized Representative's Signature Date	06/03/2026

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Joe Lodigiani
Authorized Representative's Title	Deputy Superintendent
Authorized Representative's Signature Date	06/03/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/17/2026
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Joe Lodigiani
Authorized Representative's Title	Deputy Superintendent

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2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title I, Part D Subpart 2 (Delinquent) ESSA Sec. 1401 SACS 3025	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Proposition 28: Arts and Music in Schools Funding
Annual Report
Fiscal Year 2025-26

Name: Yuba County Office of Education

County-District-School (CDS) Code: 58 10587 0000000

Allocation Years: 2023–24, 2024–25, 2025–26

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

   During the 25 26 school year, Yuba County Office of Education offered a music exploration class that incorporated music theory, electronic music composition, ukuleles and recorders at Harry P.B. Carden. In addition, a musical playground was purchased for Virginia School, our special education school site that serves students who are medically fragile and have multiple disabilities.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 0

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 100

6. Number of school sites providing arts education programs with AMS funds: 2

Date of Approval by Governing Board/Body: 6/17/26

Annual Report Data URL (direct PDF link to document on local educational agency website)

https://www.yubacoe.org/resources/lcap/ycoe lcap

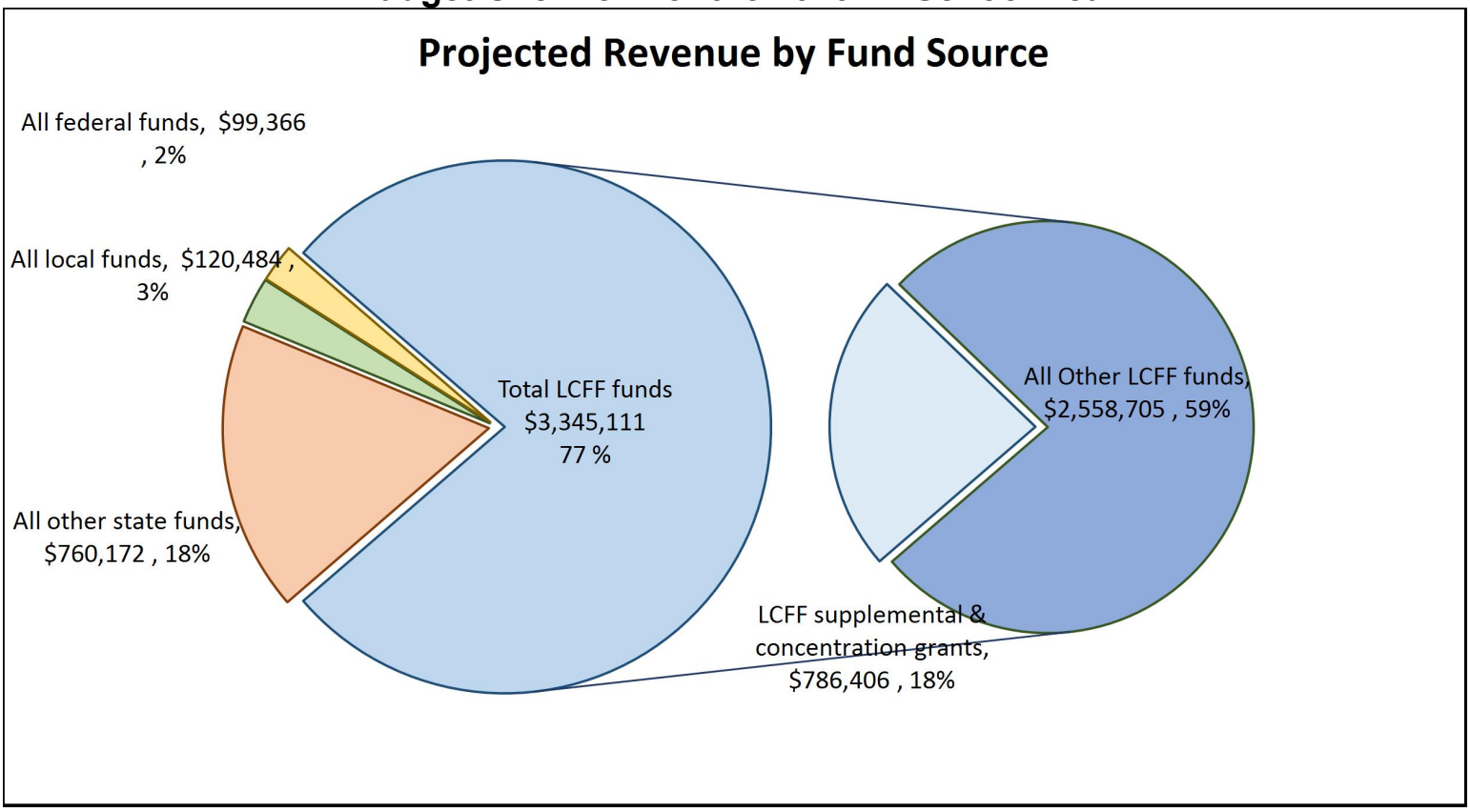
California Department of Education, January 2026

LCFF Budget Overview for Parents

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

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

Budget Overview for the 2026-27 School Year

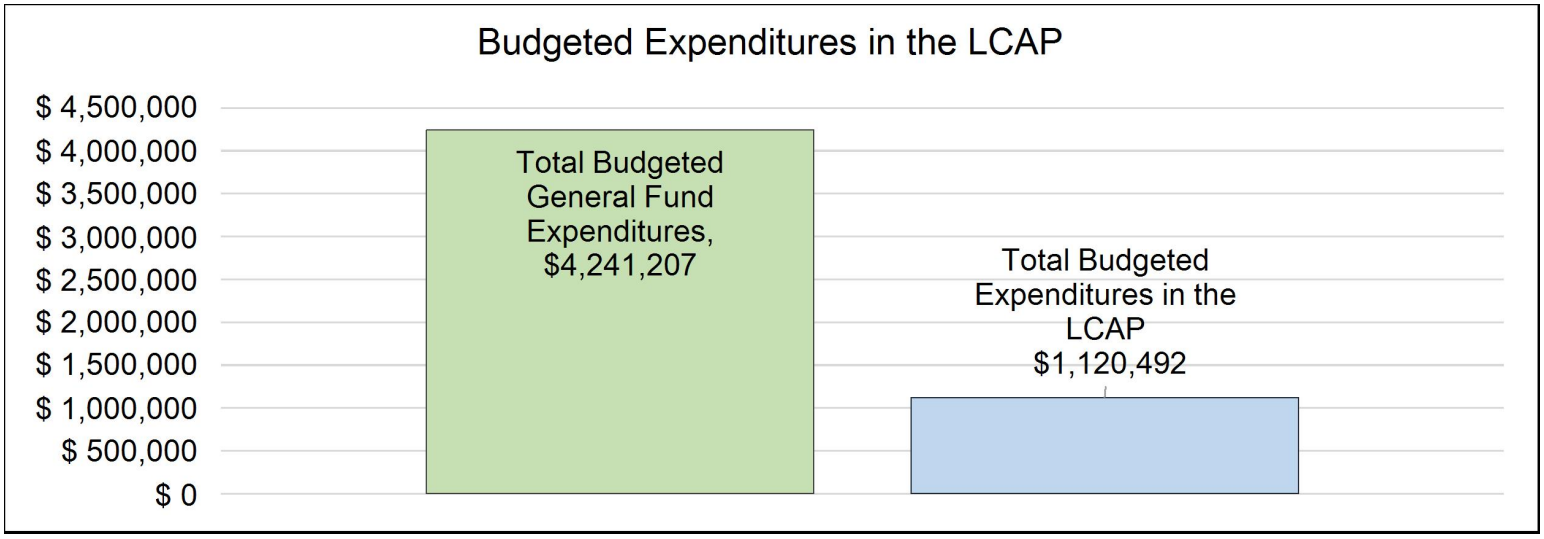


This chart shows the total general purpose revenue Yuba County Career Preparatory Charter School expects to receive in the coming year from all sources.

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

LCFF Budget Overview for Parents

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



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

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

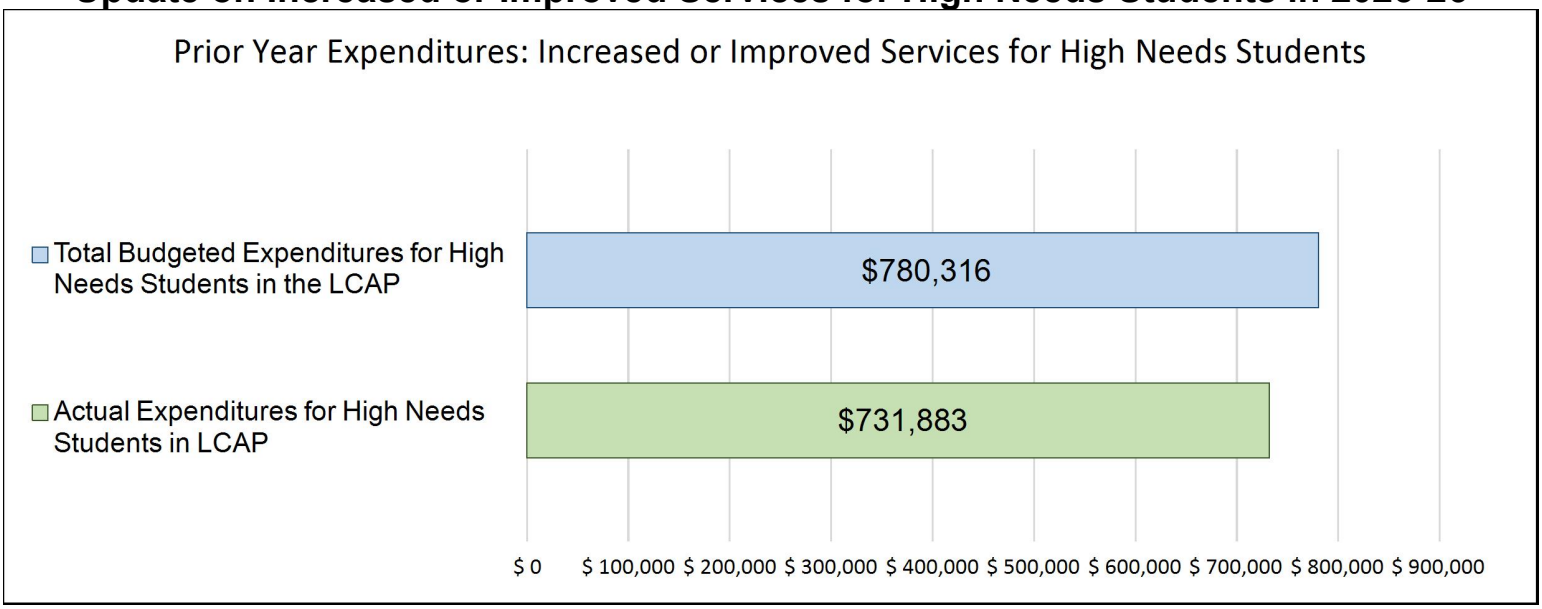
Salary and benefits for staff that are not listed in the plan that is tied to that specific goal. Operating costs of school site, such as utilities, insurance, etc. Instructional materials, supplies for all students not listed in plan. Professional development for staff as needed.Cost of oversight and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

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

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

LCFF Budget Overview for Parents

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



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

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

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yuba County Career Preparatory Charter School	Cynthia A. Soares, M.S. Director	cynthia.soares@yubacharterschool.org 530-749-4000

Plan Summary [2026-27]

General Information

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

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

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

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

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

RED CA DASHBOARD INDICATOR REQUIREMENT

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

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

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

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

Support for Identified Schools

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

3. Goal 2.1 Professional Development and Goal 1.1 Data Systems

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

YCOE and the WASC Visiting Committee have endorsed this plan.

Measuring and Reporting Results

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

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

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

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

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

No substantive differences exist between the planned and actual implementation of these actions as described in the adopted LCAP.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

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

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

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

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

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

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

There are no substantive deviations from the adopted LCAP.

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

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

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

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

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

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

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

Action #	Title	Description	Total Funds	Contributing
2.3				

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.754%	0.190%	$4,530.00	31.944%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Because each student enrolled at YCCPCS has their own unique barriers and challenges to successfully completing their course of study, YCCPCS staff must have access to and use student data to identify and address student needs, but also the implementation and effectiveness of strategies used to do so. **Scope:** LEA-wide	will visit similar IS and/or DASS school models to identify areas for improvement in the educational program. While YCCPCS strives to increase and improve services for low-income students, all students will benefit from this work.	assessment and credit completion results

Limited Actions

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

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

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

There are no limited actions.

Additional Concentration Grant Funding

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

This prompt is not applicable to YCCPCS.

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

2026-27 Total Planned Expenditures Table

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

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student & Family Engagement Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	$187,808.96	$20,800.00	$73,997.11	$19,097.35		$115,514.50	$208,608.96	
1	1.2	Tiered Support & Procedures Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	$203,490.84	$27,850.00	$52,821.00			$178,519.84	$231,340.84	
1	1.3	College/Career Pathway Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$70,484.26	$15,000.00	$32,320.08			$53,164.18	$85,484.26	
1	1.4	Additional Resources & Staffing Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$148,339.22	$2,000.00	$41,934.01			$108,405.21	$150,339.22	
1	1.5	Learning Recovery Grant: Increase Instructional Learning Time	All	No			All Schools	July 1, 2025-June 30, 2028	$15,000.00	$0.00		$15,000.00			$15,000.00	
1	1.6	Learning Recovery Grant: Accelerating Progress with Learning Supports	All	No			All Schools		$61,478.82	$0.00		$61,478.82			$61,478.82	
2	2.1	Staff Professional Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$275,946.23	$26,400.00	$225,365.31	$15,000.00		$61,980.92	$302,346.23	
2	2.2	Continuous Improvement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$51,894.06	$14,000.00	$32,170.58			$33,723.48	$65,894.06	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,491,434	786,406	31.754%	0.190%	31.944%	$458,608.09	0.000%	19.212 %	**Total:**	$458,608.09
								LEA-wide Total:	$458,608.09
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Student & Family Engagement Plan	Yes	LEA-wide	Low Income	All Schools	$73,997.11	
1	**1.2**	Tiered Support & Procedures Plan	Yes	LEA-wide	Low Income	All Schools	$52,821.00	
1	**1.3**	College/Career Pathway Plan	Yes	LEA-wide	Low Income	All Schools	$32,320.08	
1	**1.4**	Additional Resources & Staffing Plan	Yes	LEA-wide	Low Income	All Schools	$41,934.01	
2	**2.1**	Staff Professional Learning	Yes	LEA-wide	Low Income	All Schools	$225,365.31	
2	**2.2**	Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	$32,170.58	

2025-26 Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student & Family Engagement Plan	Yes	$120,517.00	97,990.46
1	**1.2**	Tiered Support & Procedures Plan	Yes	$234,103.00	217,844.5
1	**1.3**	College/Career Pathway Plan	Yes	$77,258.00	92,018.32
1	**1.4**	Additional Resources & Staffing Plan	Yes	$150,566.00	114,164.02
1	**1.5**	Learning Recovery Grant: Increase Instructional Learning Time	No	$9,000.00	15,168.60
1	**1.6**	Learning Recovery Grant: Accelerating Progress with Learning Supports	No	$101,029.00	101,425.1
2	**2.1**	Staff Professional Learning	Yes	$556,722.00	506,925.26
2	**2.2**	Continuous Improvement	Yes	$61,131.00	59,532.18
2	**2.3**	Learning Recovery Grant: Accelerating Progress with Learning Supports	No	$2,000.00	1,456.17

2025-26 Contributing Actions Annual Update Table

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

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

2025-26 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	13	51.8%	38.5%	0	9.6%	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

YCCPCS fosters a strong, collaborative culture built on trust and partnership with families. The Advisory Council, including the site administrator, parents, community partners, students, and staff, serves as an active forum for shared decision-making and transparent communication. Families are welcomed into the program through personalized independent study orientations that outline each student's learning plan and available supports.

Each year, families participate in two parent-teacher-student Independent Study meetings, during which progress reports are reviewed in person, and next steps are planned collaboratively. These meetings provide predictable, meaningful opportunities for families to partner with staff around academic progress and student goals.

Teachers maintain consistent, accessible communication through calls, texts, emails, and in-person meetings, ensuring families receive timely updates and strategies for supporting learning at home. Weekly feedback, quarterly progress reports, and access to Google Classroom and BrightThinker keep families connected to their child's academic journey. Two designated staff members now proactively reach out to families in need rather than waiting to be contacted, reinforcing the school's reputation for responsiveness and care.

Family engagement events continue to expand, including the Bear Scholar recognition program, the annual Art Show, and Family Nights, all of which now draw significantly higher participation. Recent Advisory Council discussions confirm that attendance has risen notably following the shift from food-based gatherings to award-focused recognition nights celebrating student achievement. This growth reflects YCCPCS's success in creating welcoming, purpose-driven events and sustaining meaningful relationships with 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 Relationships Between School Staff and Families.

YCCPCS has achieved full implementation and sustainability in its efforts to build relationships with families. The next phase focuses on refining event structures based on family feedback and expanding multilingual communication. The school will embed brief feedback opportunities at high-traffic events and will continue using teacher-initiated independent study check-ins to gather family input. Advisory Council feedback also highlighted the need to increase cultural outreach and appreciation of students' histories, ensuring that engagement remains inclusive and culturally responsive.

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.

YCCPCS serves a diverse community, including families facing economic hardship, as well as smaller groups of English learners and foster youth. To improve engagement, staff will continue training in cultural responsiveness and socioeconomic barriers, recruit bilingual family members to the Advisory Council, and partner with community organizations to co-host culturally relevant events. The school will maintain multiple participation options, print, digital, and in-person, to accommodate families with limited availability. These strategies, reinforced by proactive outreach and personalized communication, ensure equitable access and sustained relationships for all families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

YCCPCS has reached full implementation and sustainability in building partnerships for student outcomes. Teachers and administrators receive ongoing professional learning focused on family collaboration and advocacy. Families are provided with clear information and resources to support learning at home, including orientation sessions that help new enrollees understand their options and how to advocate for their students.

Recent Advisory Council minutes highlight expanded communication channels (email, mail, and phone) to ensure consistent outreach and responsiveness. Staff continually strive for improvement, refining these systems to meet families' needs. The school's commitment to cultural recognition and appreciation for students' backgrounds further strengthens partnerships to build a sense of belonging.

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.

While implementation is sustained, YCCPCS will continue to enhance cultural outreach and appreciation for students' histories, ensuring that engagement reflects the diversity of its community. The school will also maintain its emphasis on advocacy training for families and staff, ensuring that all partners understand their rights and responsibilities in supporting student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

YCCPCS leadership will continue receiving targeted support and coaching to strengthen engagement practices and build partnerships that improve student outcomes, with a particular focus on underrepresented families. To sustain a continuous cycle of improvement, YCCPCS will:

1. Tailor materials to the specific needs of underrepresented families, such as translations, workshops, and digital tutorials, to address barriers and help families effectively support learning at home.
2. Strengthen internal procedures by engaging underrepresented families in culturally responsive ways. This includes offering flexible, informal check-ins (community-based or virtual) to discuss progress and co-create strategies for student success.
3. Ensure underrepresented families are aware of and able to participate in interventions by proactively reaching out through multiple communication channels to identify needs and provide support related to scheduling, transportation, and access.

These actions reinforce YCCPCS's commitment to equitable, culturally responsive engagement that empowers all families to partner in improving student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

YCCPCS actively engages families and community members in decision-making through its Advisory Council, which reviewed and provided input on updates in the Local Indicator Self-Reflection during the March 24, 2026, meeting. The council's collaborative process ensures that family perspectives directly inform the LCAP and other school plans.

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.

To enhance sustainability and deepen engagement, YCCPCS will continue to refine feedback loops between council meetings and program implementation, ensuring that educational partners' input remains central to continuous improvement.

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.

CCPCS provides multiple opportunities for all families, including underrepresented groups, to participate in local decision-making. To further strengthen engagement with families who face barriers, the school will build on its existing strengths through targeted, culturally responsive strategies:

1. Designing outreach tailored to specific needs (e.g., translations, virtual options).
2. Collaborating with trusted community partners to co-host events.
3. Providing translators and translated materials to help families participate effectively in decision-making.
4. Reviewing and refining procedures to meet identified needs (e.g., varied meeting times and locations).
5. Continuing staff efforts to proactively connect with underrepresented families and co-design engagement activities that increase participation.

These strategies reinforce YCCPCS's commitment to ensuring that all families, especially those historically underrepresented, have equitable access to decision-making opportunities.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Grades K-5
YCCPCS administered a PBIS climate survey to elementary grade levels. This small group of students had too few responses for the data to be considered reliable.

Grades 6-12
YCCPCS continues its use of the CoVitality Survey for grades 6-12. This evidence-based assessment, grounded in the CASEL SEL framework, provides insight into students' social-emotional strengths and overall school climate. The survey measures 12 key strengths and assets associated with student thriving and reports students into three low-risk categories: High Thriving, Moderate Thriving, and Getting By, which, by the publisher's definition, indicate low or no concern. CoVitality does not disaggregate results by student group.

In addition to overall thriving levels, YCCPCS monitors several strength indicators that strongly influence student well-being: Persistence, Gratitude, Peer Support, School Support, Life Satisfaction, and School Connectedness. These indicators help the school understand areas of stability and areas where additional support may be needed. Individual student-level reports continue to be used by the school counselor to guide conversations with students and families.

SPRING 2026 DATA FROM FALL 2025

The participation rate increased from 62% to 89%, which improves the validity of the data.
68% of students not at risk: (-3%)
32% persistence as a strength: (+1%)
61% gratitude as a strength: (+9%)
68% peer support as a strength: (-7%)
80% school support as a strength: (-3%)
Life satisfaction score: Maintained 'Average' rating
School connectedness score: Maintained 'Average' rating

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

UPDATE FOR 25-26 WHEN FINAL DATA AVAILABLE

The 2024-2025 School Climate Report provides valuable insight into the student population's social-emotional health and overall school climate. The report does not include data disaggregated by specific student groups. 69% of the grade 7-12 population completed the survey.

STRENGTHS
School support is highly rated (83%), indicating a strong perception that teachers care about students. Peer support (70%) and family coherence (68%) are also strengths. The level of support for students fosters school connectedness and reflects positive teacher-student connections that can be leveraged to drive student achievement.

Nearly half the student body is functioning well, indicating student well-being and academic and social success are supported.

IDENTIFIED NEEDS
19% of students are in high-risk categories and need proactive support to build personal assets. Some may benefit from targeted mental health resources and support services.

Only 26% of students are persistent, indicating that most struggle to maintain effort in the face of adversity. Interventions that build resilience and goal-setting skills (e.g., mentorship programs and SEL lessons on grit and perseverance) could support increases.

The Overall Life Satisfaction average score of 69.83 continues to grow incrementally each year, indicating moderate happiness and mental health among the student population served. There is a continued need to improve students' well-being to better support engagement and school success.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

UPDATE USING FINAL DATA

In the coming year, YCCPCS will
-continue increasing survey participation to 80%.
Review and refine the tiered response to CoVitality data to address current needs and reduce the highest-risk population.
-continue supporting overall life satisfaction with annual events highlighting gratitude and persistence and conduct informal check-ins.
-continue to provide on-site mental health and SEL support.
-embed schoolwide engagement and resilience in a campaign ("Positive Futures") promoting dual enrollment, CTE opportunities, informational opportunities, etc.
-train staff in techniques to foster zest and gratitude.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA tracks students' access to and enrollment in a broad course of study using a locally developed enrollment process and Individualized Learning Plans (ILPs). These plans are supported by a data management system that monitors course enrollments, ensuring all students, including unduplicated student groups and those with exceptional needs, are enrolled in courses that meet graduation requirements. The enrollment team and academic advisors use this system to review and update ILPs, which are assessed at least twice a year by supervising teachers and once by the academic advisor to ensure consistent, equitable access to necessary academic courses based on grade span and individual student needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As a single school site, YCCPCS ensures that all students have access to and are enrolled in a broad course of study designed to support graduation with a high school diploma. The enrollment process is standardized, and there are no disparities in access or enrollment based on a student's unduplicated status or program enrollment options. Locally selected tools, including Individualized Learning Plans (ILPs) and data management systems, track student enrollment in required courses, and local data spreadsheets monitor achievement and progress toward graduation. These tools enable the academic advisor and enrollment team to ensure equitable access for all student groups, including those identified as unduplicated or enrolled in special programs.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Based on an ongoing review of enrollment data, ILPs, and course-access monitoring tools, YCCPCS has not identified any barriers preventing students from accessing a full and broad course of study. As a single-site LEA with standardized enrollment and advising processes, all students, including unduplicated student groups and students with exceptional needs, are enrolled in required courses aligned to graduation expectations. YCCPCS will continue to monitor access patterns throughout the year to ensure this remains true as enrollment shifts and student needs evolve.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

YCCPCS has implemented new systems and procedures, including staff training (e.g., how to read student transcripts), in response to staff changes to strengthen support for student success. The academic advisor conducts transcript reviews upon enrollment and meets with students to review their educational paths. Systems are aligned with teacher processes for assigning work and tracking completion to ensure students graduate on time. Monitoring and early intervention with teachers helps prevent barriers to graduation. YCCPCS continues to review data and adjust local systems and strategies to better meet students' needs. These improvements have supported greater student persistence, academic growth, and higher credit completion rates. We continue to design programs to ensure all students have access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district					

Coordinating Instruction	1	2	3	4	5
community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Yuba COE
2026-27 Proposed Budget Report and Multiyear Fiscal Projection
Public Hearing – June 10, 2026
Adoption – June 17, 2026

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year to authorize the expenditure of funds. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the adopted budget occurs before the State has enacted its budget, and before actual revenues and expenditures are known for the current year. In the event material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted State budget.

Illustrated below is a summary of the proposed State budget and budget guidelines as provided by California Association of School Business Officials, County Office of Education Common Message and School Services of California. The proposed budget report also contains financial summaries, multi-year projections and detailed financial state reports relating to the projected financial activity for 2025-26 through 2027-28 specific to the Yuba COE.

The County's budget represents the office's mission statement and program goals and objectives expressed as a financial plan. The adopted budget is the first step in creating a working document that constantly changes to reflect the revenue adjustments and expenditure needs of the organization. The County School Service Fund (CSSF) or General Fund is used to account for the general operations of the office. All transactions except those required to be in another fund are accounted for in the CSSF fund.

Governor's Revised State Budget Proposal "May Revision"

On May 14, 2026, Governor Newsom released the May Revision to the proposed 2026-27 State Budget. Updated General Fund revenue estimates resulted in notable adjustments to the Proposition 98 Guarantee. Under the May Revision, Proposition 98 funding levels increase by approximately $28 billion over the three-year period from 2024-25 through 2026-27 compared with the 2025 Budget Act, and by approximately $6.4 billion relative to the Governor's Budget. However, $4.6 billion of this increase is required to be deposited in the Public School System Stabilization Account, commonly referred to as the Proposition 98 Rainy Day Fund, and therefore will not be immediately available to transitional kindergarten through grade 12 (TK-12) schools and community colleges.

The May Revision proposes providing $121.2 billion for education programs in 2025-26, rather than the full Proposition 98 level of $125.1 billion. The May Revision refers to the approximately $3.9 billion difference as "settle-up." According to the administration, this approach is intended to reduce the risk of appropriating resources beyond what may ultimately be supported by final 2025-26 revenue calculations should projected revenues fall short.

LCFF Cost-of-Living-Adjustment (COLA): The LCFF for County Offices of Education (COE) has three main components: Operations Grant, Alternative Education Grant, and Differentiated Assistance. The operations grant is intended to fund the basic operations of the COE. The Alternative Education Grant funds the juvenile court and county community schools. Differentiated Assistance provides funding for the county office to provide increased assistance to districts and

charters to address identified performance issues, including significant disparities in performance among student groups.

Operations Grant:
The Governor proposes an increase to the Local Control Funding Formula (LCFF) by 2.87% and an additional 1.44% to adjust LCFF Base Grants for a combined 4.31%. The Operations Grant increases by the COLA of 4.31% with no further changes. This is an increase from the 2.41% COLA that was proposed in the January release of the Governor's Budget.

Alternative Education Grant:
The LCFF for the Alternative Education Grant also increases by 4.31%.

Differentiated Assistance (DA):
The Governor proposes a major change in this component of the LCFF to provide more stability to funding for assisting districts. The current law provides $300,000 plus an amount per school district, by size on the LCFF assistance status report multiplied by a three-year average. It also provides $100,000 times the three-year average of charter schools on the LCFF assistance status report.

The Governor's COE Universal and Targeted Assistance Proposal starts with a $500,000 base grant, adjusted for COLA starting in 2027-28 plus an ADA grant (15.12% X prior-year operations grant attributed to ADA) plus a Stability Grant (87% X(Prior Year Universal Targeted Assistance Grant).

Other Program Cost-of-Living-Adjustment (COLA): The increase to other categorical grants is also 2.87%.

Cash Deferrals: Fully repays the deferral from June 2026.

Expanded Learning Opportunities Program: Increase ongoing funding for the Expanded Learning Opportunities Program (ELOP) by $62.4 million and specify that Tier 2 rates cannot be less than $1,800 per pupil.

Necessary Small Schools: $30.7 million in ongoing funds to increase the LCFF amount for Necessary Small Schools by 20% in addition to COLA.

Kitchen Infrastructure and Training Program: $100 million (one-time) to the Kitchen Infrastructure and Training program. The May Revision proposes grants be awarded on an allocation basis, rather than a competitive basis. These grants support kitchen equipment, infrastructure, training, and continued implementation of universal school meals**.**

Literacy Screening: $40 million (one-time) funds for allocation to LEAs that administer literacy screening to pupils in kindergarten and grades 1 and 2 for risk of reading difficulties and proposes statutory changes to ensure consistency and quality of results.

Dual Enrollment: $100 million in one-time funding to expand dual enrollment and dual credit opportunities for high school students.

Educator Residency: $250 million in one-time funding to continue educator residency programs

through the 2029-30 fiscal year.

School Construction: Allocates $1.5 billion in Proposition 2 bond funding for school construction projects in 2026-27.

Learning Recovery Emergency Block Grant: $757.3 million to the Learning Recovery Emergency Block Grant as part of the state's final payment to the program.

Additional May Revision Proposals: Additional components of the Governor's May Revision for 2026-27 provide for the following items.

Budget Component	Description
Special Education	• Maintains the Governor's Budget proposal to increase special education base rates by $509 million and adds an additional $1.8 billion, for a total increase of $2.4 billion. This investment would establish a new statewide base rate of $1,340 per funded average daily attendance (ADA) for Special Education Local Plan Areas (SELPAs). Because special education allocations may vary based on factors such as SELPA allocation plans. This translates to a 44% increase for Yuba County SELPA's State Special Education Base Funding.
Student Support and Professional Development Discretionary Block Grant:	• Provides $5 billion in one-time funding (increased from $2.8 billion at Governor's Budget) for the Student Support and Professional Development Discretionary Block Grant. LEAs may use these funds for a broad range of discretionary purposes, including, but not limited to, state-identified priorities including (1) professional development for teachers on the English Language Arts/English Language Development Framework and the Literacy Roadmap, with a focus on strategies to support literacy for English learners; (2) professional development for teachers on the Mathematics Framework; (3) professional development for TK-3 teachers and elementary school site administrators on the principles and guidelines of developmentally appropriate instruction; (4) teacher recruitment and retention strategies; and (5) career pathways and dual enrollment expansion efforts consistent with the Master Plan for Career Education.
California Preschool Program	• Reduces the 2026-27 COLA for the California State Preschool Program (CSPP) and for Department of Social Services administered child care and development programs from 2.41% at Governor's Budget to approximately 2.01% at May Revision. The revised 2026-27 COLA would be redirected to provide a total of $33.3 million Proposition 98 General Fund and $18.1 million non-Proposition 98 General Fund for monthly cost of care plus payments to CSPP providers for

	2026-27 and ongoing.
Paid Pregnancy and Disability Leave	• Intended to be funded from the higher 4.31% COLA from LCFF, all TK-12 LEAs and community colleges, beginning in 2026-27, are to provide eligible employees with up to 14 weeks of paid pregnancy disability leave when an employee is unable to work due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions. The duration of leave shall be determined by the employee and the employee's physician.
CSPP Quality and Rating	• Provides an additional $20 million ongoing Proposition 98 General Fund for the CSPP Quality Rating and Improvement System, which provides support for quality early care and education programs.
Literacy	• Includes a one-time increase of $428.8 million to extend funding for Literacy Coaches and Reading Specialists Grant Program for all grantees until June 30, 2031. Includes an additional one-time increase of $11.2 million to the existing COE contractor to continue providing training and support to new and existing literacy coaches, representing a total investment of $440 million into the program.
Community Schools	• Maintains the Governor's Budget proposal of $1 billion in ongoing funding and adds detail regarding the purposes of the $485 million one-time reappropriated extension grant funds to expand on prior investments in community schools and to expand the model to more school sites with large concentrations of low-income, English learner and foster youth. The May Revision provides clarity on how the one-time $485 million reappropriated funds from the existing California Community Schools Partnership Program, previously set aside for extension grants, is used. The funding serve various purposes including $401 million in one-time grants for eligible schools to support planning, infrastructure-building, and implementation of the community schools model; $50 million to expand on the state's recent work to redesign middle and high schools, in the context of community schools; $13 million for the planning and development of the long-term accountability and certification process; $15 million to the State Transformational Assistance Center to support the expansion of community school sites; and $6 million for the continued implementation of Transforming Together. In addition, the May Revision clarifies the Administration's intent for county offices of education to integrate county-level

	community schools implementation supports and services into the statewide system of support, incorporates language that uplifts the California Community Schools Framework and shared decision making practices with education interest holders, details the components required in a local educational agency's implementation plan and annual progress report, and adds various technical changes.
Mathematics Professional Learning Program	• Includes a one-time increase of $60 million to expand the Mathematics Professional Learning Program beyond its current expiration date of June 30, 2029.
English Learners	• Includes $2 million in ongoing Proposition 98 General Fund to support Regional English Learner lead agencies that help schools provide focused support to English learners.
Homelessness	• Provides $30 million one-time Proposition 98 General Fund for grants to local educational agencies to increase identification of and improve outcomes for students experiencing homelessness.

Routine Restricted Maintenance Account:

Per Education Code Section 17070.75, school districts and COEs are required to deposit into the account a minimum amount equal to or greater than three percent (3%) of the total unrestricted general fund expenditures and other financing uses for that fiscal year. Illustrated below are the primary compliance components:

- The 3% contribution is calculated on total unrestricted CSSF expenditures, including other financing uses (i.e. transfers out, debt issuances relating to the CSSF)
- The final 3% contribution is based on year-end actual data; therefore, while it is developed based on budget, it must be trued up using actual expenditures
- The actual contribution will be audited as part of the School Facility Program Bond Audit

2026-27 Yuba COE Primary Budget Components

LCFF is funded with a COLA of 4.31% to the Alternative Education Grant, Operations Grant and for Charter Schools. Differentiated Assistance is now funded from the new COE Universal and Targeted Assistance component of the LCFF. This funding supports Juvenile Hall, Community School, Career Prep Charter School, and County Office operations. The Alternative Education Grant is augmented by providing $200,000 for Carden and another $200,000 for TE Mathews. The ADA used to determine funding will be the highest of current year, prior year or the average of the past three years. In addition, $3,000 more per ADA is allocated for student support and enrichment opportunities. The Governor's COE Universal and Targeted Assistance Proposal starts with a $500,000 base grant, adjusted for COLA starting in 2027-28 plus an ADA grant (15.12% X prior-year operations grant attributed to ADA) plus a Stability Grant (87% X (Prior Year Universal Targeted Assistance Grant).

- Average Daily Attendance (ADA) is estimated at:

Program:	ADA:	Funded ADA:
Special Education – SDC	165.93	165.93
Juvenile Hall – LCFF	24.83	27.89
Community School	20.01	23.46
Charter School – LCFF	197.74	197.74
County Operations ADA	15,193.27	15,193.27

- The YCOE's estimated unduplicated pupil percentage for supplemental and concentration funding is estimated to 100% for juvenile hall Students and 94.05% for non-juvenile hall. The percentage will be revised based on actual data.

- Lottery revenue is estimated by SSC to be $191 per ADA for unrestricted purposes and $82 per ADA for restricted purposes.

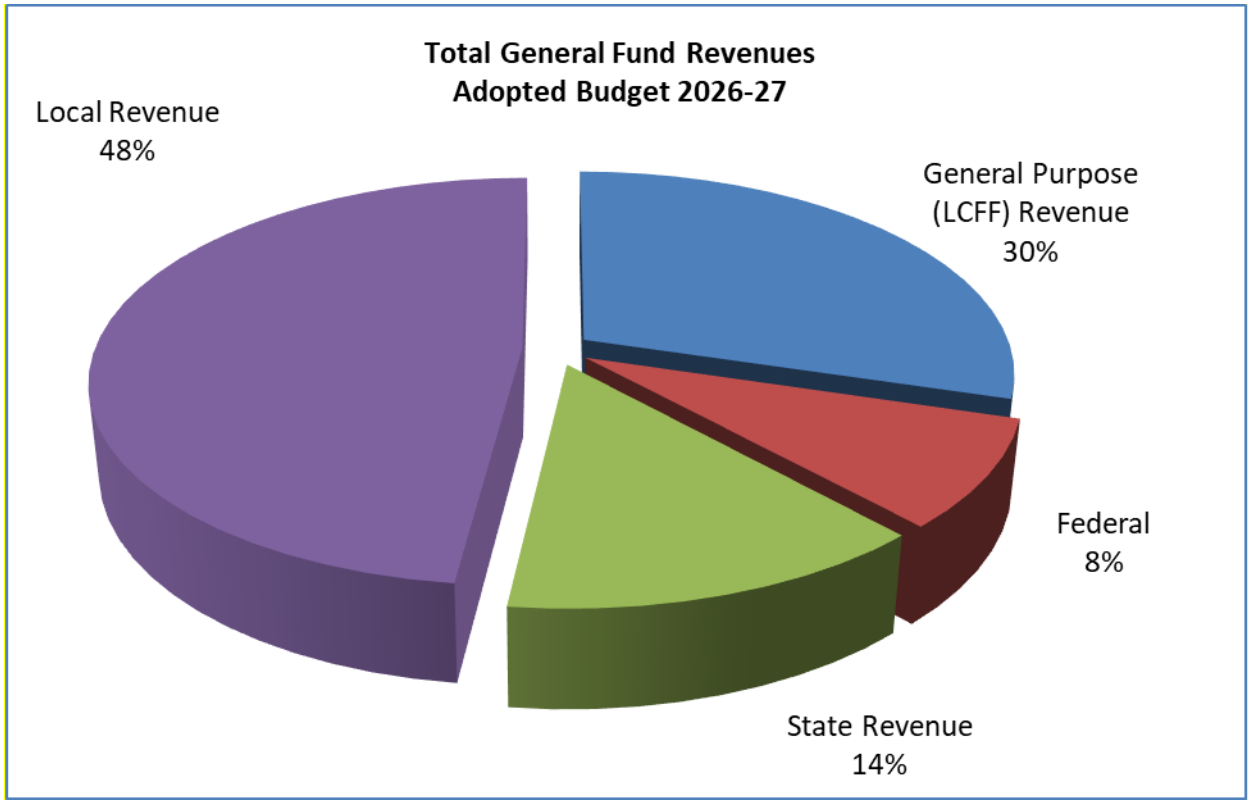
- Mandated Cost Block Grant for COE programs are $40.41 for K-8 ADA, $79.27 for 9-12 ADA and $1.35 for countywide ADA. For Yuba County Career Preparatory Charter the rates are $21.31 for K-8 ADA and $60.48 for 9-12 ADA.

- Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.

CSSF Revenue Components

The YCOE receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED AMOUNT
General Purpose (LCFF) Revenue	$7,121,129	$2,582,672	$9,703,801
Federal	$0	$2,791,477	$2,791,477
State Revenue	$170,937	$4,321,122	$4,492,059
Local Revenue	$1,756,419	$13,976,362	15,732,780
TOTAL	$9,048,485	$23,671,633	$32,720,118



Education Protection Account

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The YCOE receives funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its state aid funds.

Subsequently, on November 8, 2016, the voters approved the California Children's Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure).
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Below is how the YCOE's EPA funds are appropriated for 2026-27. The amounts will be revised throughout the year based on information received from the State.

Education Protection Account (EPA) Fiscal Year Ending June 30, 2027	
Actual EPA Revenues:	
Estimated EPA Funds	$ 9,982
Actual EPA Expenditures:	
Instructional Materials and Supplies and Instructional Salaries and Benefits	$ 9,982
Balance	**$ -**

Yuba County SELPA (Special Education Local Plan Area)

The SELPA will be funded through the AB602 funding model, as well as other state and federal funding allocated for special education purposes. This funding is calculated on the entire SELPA K-12 ADA (i.e. all district's ADA is included.) The SELPA distributes most of the funding directly to districts. 80% of Low Incidence Funding is held back to provide Vision Impaired Services to member districts. YCOE provides Vision Impaired and Extensive Support Needs special education services to districts and bills the districts for the costs in excess of any revenues held back for the services.

The Excess Cost projection for 2026-27 increased $600,089 or 7.4% from 2025-26 due to adjustments for the following:

- Salary and benefit increase assumed at 3% for classified and certificated with step increases. Moderate/Severe special education teachers are to get retention stipends of $2,000 per year and signing bonuses for new, fully credentialed Moderate/Severe teachers in the amount of $1,500 per year for three years.
- Assumes all teaching positions are filled in 2026-27
- Health Insurance contribution increase of 6.8%
- Books and Supplies fully budgeted.
- Increase in the indirect cost rate from 6.38% to 7%

Operating Expenditure Components

The CSSF is used for the majority of the functions within the YCOE. As illustrated below, salaries and benefits comprise approximately 84% of the YCOE'S unrestricted budget, and approximately 65% of the total CSSF budget.

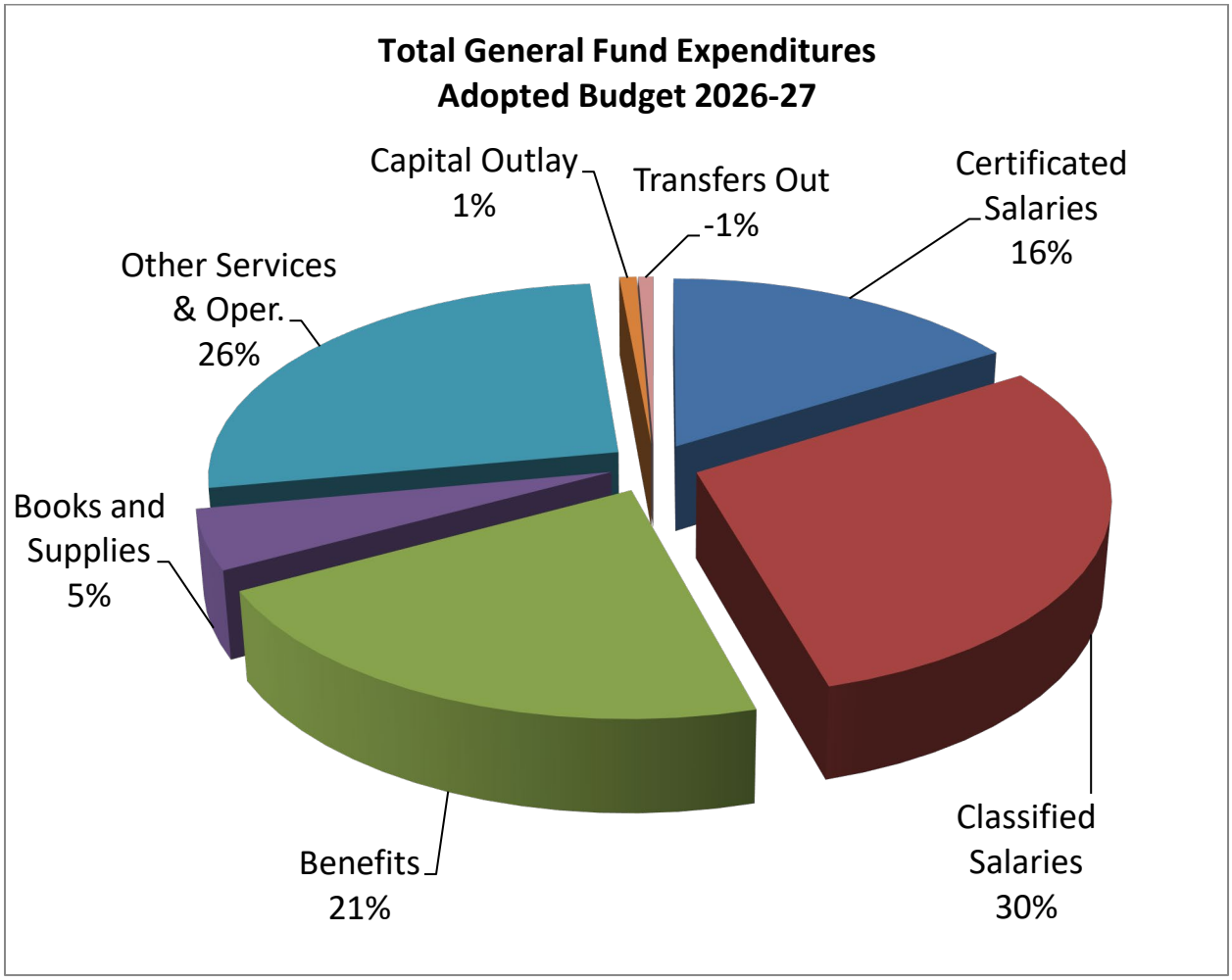
Major expenditure assumptions include:

- Salaries and benefits include
  - All positions approved by the Superintendent as of May 15, 2026
  - Employee step movement of approximately 2.01% certificated, 2.60% classified, and 2.49% for management.
  - A 3% salary schedule increase for certificated, classified, and management, effective July 1, 2027 with a 6.8% increase to health insurance. Classified has settled with a tentative agreement after the budget was prepared for 3.2% salary increase with a 1.5% increase to health insurance. Unrepresented employees will have the same salary and benefit increases as classified. The certificated bargaining unit has not settled yet as of the preparation of this document on May 29, 2026.
  - Stipends for current moderate/severe teachers in the amount of $2,000 per teacher and a $4,500 signing bonus for each new fully credentialed moderate/severe teacher.
  - Employer paid STRS rate of 19.10% and PERS of 26.40%
- Other employer paid benefits include Medicare, FICA, worker's compensation, unemployment insurance and other retiree benefits. The total payroll driven, or statutory, benefits are 23.79% for certificated and 31.09% for classified employees.
- The indirect cost rate charged to most restricted programs is 9.35% for 2026-27. Special Education and One Stop Programs are being charged a rate of 7%.
- Capital Outlay of $256,000 for improvements to YCOE facilities.

A summary of general fund expenditures is presented below:

DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED
Certificated Salaries	1,147,927	4,182,027	5,329,954
Classified Salaries	3,183,498	6,602,843	9,786,341
Benefits	1,855,883	5,254,661	7,110,544
Books and Supplies	799,084	831,769	1,630,853
Other Services & Operating	1,762,226	7,018,821	8,781,047
Capital Outlay	170,000	86,000	256,000
Other Outgo/Transfer	(1,589,155)	1,369,647	(219,508)
TOTAL	7,329,463	25,345,768	$32,675,231

Following is a graphical representation of expenditures by percentage:



CSSF Contributions to Restricted Programs

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Description	Amount
Special Education - Instruction	34,755
Restricted Maintenance Account	250,734
Other Local Programs	12,105
Total	**$297,594**

Fund Balances

The YCOE is required to have a 3% Reserve for Economic Uncertainty. Current board policy is to designate a minimum of 25% of general fund (CSSF) expenditures as additional reserve for economic uncertainty. The estimated additional reserve for 2026-27 is 28.5%

General Fund Summary

The YCOE'S 2026-27 general fund projects a total increase to net assets of $35,513 resulting in an estimated ending fund balance of $17.95 million. The components of the YCOE's fund balance are as follows: revolving cash & other nonspendables - $28,000; restricted programs - $3,915,297; 3% economic uncertainty - $980,257; assigned - $3,725,222. The remaining 25.5% of $9,304,733 is available toward the additional reserve for economic uncertainty per board policy.

Adopted Budget 2026-27			
Description	**Unrestricted**	**Restricted**	**Total**
Total Revenues	9,048,485	23,671,633	32,720,118
Total Expenditures	7,329,463	25,345,768	32,675,231
Excess/(Deficiency)	1,719,022	(1,674,135)	44,887
Other Sources/Uses	(306,968)	297,595	(9,373)
Net Increase/(Decrease)	**1,412,054**	**(1,376,540)**	**35,514**
Add: Beginning Fund Balance	12,626,158	5,291,837	17,917,995
Ending Fund Balance	**14,038,212**	**3,915,297**	**17,953,509**

Cash Flow

The YCOE is anticipating having positive monthly cash balances during the 2026-27 school year. Cash is always closely monitored to ensure the YCOE is liquid to satisfy its obligations.

Fund Summaries

Illustrated below is a summary of each Fund's fund balance and corresponding change.

	Fund	Beginning Fund Balance	Budgeted Net Change	2026-27 Ending Fund Balance
Governmental Funds				
1	County School Service Fund	$17,917,995	$35,514	$17,953,509
9	Career Prep Charter School	$2,600,117	$83,925	$2,684,042
10	Special Education Pass Through	$455,984	$30,224	$486,208
11	Adult Education Fund	$67,835	($56,939)	$10,896
12	Child Development	$239,223	$34,273	$273,496
14	Deferred Maintenance Fund	$2,444,171	$68,000	$2,512,171
16	Forest Reserve Fund	$12	($12)	$0
17	Special Reserve for Other Than Capital Outlay	$195,161	$6,355	$201,516
35	County School Facilities Fund	$1,041,816	($55,759)	$986,057
40	Special Reserve for Capital Outlay	$147,880	$5,265	$153,145
56	Debt Service	$0	$0	$0
63	Other Enterprise Fund	$18	$0	$18
67	Self Insurance Fund	($388,670)	$259,465	($129,205)

Multiyear Projection

General Planning Factors:

Illustrated below are the latest factors that COEs and districts are expected to utilize as planning factors:

Planning Factor	2025-26	2026-27	2027-28	2028-29
Dept of Finance Statutory COLA	2.30%	2.87%	3.30%	3.09%
Local Control Funding Formula COLA	2.30%	4.31%	3.30%	3.09%
STRS Employer Rates	19.10%	19.10%	19.10%	19.10%
PERS Employer Rates	26.81%	26.40%	26.80%	25.90%
SUI Employer Rates	0.05%	0.05%	0.05%	0.05%
Lottery – Unrestricted per ADA	$191	$191	$191	$191
Lottery – Prop. 20 per ADA	$82	$82	$82	$82
Mandate Block Grant for COE: K-8 per ADA	$39.09	$40.41	$41.74	$43.03
Mandate Block Grant for COE: 9-12 per ADA	$76.48	$79.27	$81.89	$84.42
Mandate Block Grant for COE: Countywide ADA	$1.31	$1.35	$1.39	$1.44
Mandate Block Grant for Charters: K-8 per ADA	$20.52	$21.31	$22.01	$22.69
Mandate Block Grant for Charters: 9-12 per ADA	$58.21	$60.48	$62.48	$64.41
Routine Restricted Maintenance Account (refer to the provisions discussed above)	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo

Various aspects of the planning factors illustrated above will be further discussed below with the YCOE's specific revenue and expenditure assumptions.

Revenue Assumptions:

Per enrollment trends, the YCOE is anticipating flat enrollment and declining funded ADA for Juvenile Hall School and for the County Community School. The Local Control Funding Formula is based on the Department of Finance's estimates of COLA and funding percentages towards the YCOE's LCFF Entitlement as noted above. LCFF is projected to increase in 27-28 and 28-29 with rising COLA blunted by the impact of declining ADA. Unrestricted local revenue is estimated to remain relatively constant for the subsequent years, while restricted local revenue adjusts each year for changes to special education costs and contracts with other local and state agencies. Federal revenue is projected to remain relatively flat while state revenue is projected to decline 27-28 with the expiration of grants then grow relative to COLA in 28-29.

Expenditure Assumptions:

Certificated step and column costs for purposes of the multi-year projection are assumed to increase by 2.01% for certificated and 2.60% for classified and a salary increase of 3% for all employees has been assumed for 2026-27 and 2027-28. The salary increase has been settled with the classified bargaining unit for 2026-27 but is still under negotiation for the certificated bargaining unit. 2027-28 and 2028-29 increases will be bargained at later dates.

Adjustments to benefits reflect the effects of salary changes noted above and expected changes to employer pension costs with the percentage of salary shown below.

CalPERS Rate Comparison

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28 Est	2028-29 Est
Employer Rates	22.9%	25.3%	26.6%	27.0%	26.81%	26.4%	26.8%	25.9%
Change	2.21%	2.4%	1.3%	0.4%	-0.19%	-0.41%	0.40%	-0.90%

	CalSTRS Rate Comparison							
Employer Rates	16.92%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
Change	0.77%	2.18%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Materials and supplies are budgeted to increase $114,182 for 26-27 because the materials and supplies budgets in 25-26 were not fully utilized. The 26-27 restores these budgets.

In 2026-27, Services and Other is expected to then drop by $1.05 Million or 11% as the Allcove and some workforce grant program budgets expires. In 27-28 Services and Other is expected to then rise in relation to the consumer price index.

Capital Outlay is dropping $48,707 or 16% from 25-26 to 26-27 because of decreased planned equipment expenditures in career technical education programs. In 27-28 and 28-29 we estimated the amount to be the same.

Estimated Ending Fund Balances:

During 2027-28, YCOE estimates that the general fund is projected to decrease $635,222 resulting in an unrestricted ending balance of $15.1 Million and a restricted ending balance of $2.2 Million.

During 2028-29, the YCOE estimates that the general fund is projected to decrease $909,197 resulting in an unrestricted ending balance of $15.7 million and a restricted ending balance of $651,630.

	2026-27 Adopted Budget			2027-28 Projected			2028-29 Projected		
Description	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
NONSPENDABLE									
Revolving Cash/Prepaids	28,000		28,000	28,000		28,000	28,000		28,000
Other	-		-	-		-	-		-
TOTAL - NONSPENDABLE	**28,000**	**-**	**28,000**	**28,000**	**-**	**28,000**	**28,000**	**-**	**28,000**
RESTRICTED									
Restricted Categorical Balances		3,915,297	3,915,297		2,200,882	2,200,882		651,630	651,630
TOTAL - RESTRICTED	**-**	**3,915,297**	**3,915,297**	**-**	**2,200,882**	**2,200,882**	**-**	**651,630**	**651,630**
ASSIGNED	3,725,222		3,725,222	3,553,073		3,553,073	3,553,073		3,553,073
TOTAL - ASSIGNED	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
UNASSIGNED									
Economic Uncertainty (REU-3%)	980,257		980,257	995,253		995,253	1,028,093		1,028,093
Amount Above REU	9,304,733		9,304,733	10,531,706		10,531,706	11,138,921		11,138,921
TOTAL - UNASSIGNED	**10,284,990**	**-**	**10,284,990**	**11,526,959**	**-**	**11,526,959**	**12,167,014**	**-**	**12,167,014**
TOTAL - FUND BALANCE	**14,038,212**	**3,915,297**	**17,953,509**	**15,108,032**	**2,200,882**	**17,308,914**	**15,748,087**	**651,630**	**16,399,717**

Multi-Year Projection:

Based on the assumptions outlined above, the MYP for the next three years is shown below:

Multi-Year Projection (Total General Fund)			
Description	**Adopted Budget 2026-27**	**Projected 2027-2028**	**Projected 2028-2029**
Total Revenues	32,720,118	32,539,890	33,369,948
Total Expenditures	32,675,231	33,175,112	34,269,772
Excess/(Deficiency)	44,887	(635,222)	(899,824)
Other Sources/Uses	(9,373)	(9,373)	(9,373)
Net Increase/(Decrease)	**35,514**	**(644,595)**	**(909,197)**
Add: Beginning Fund Balance	17,917,995	17,953,509	17,308,914
Ending Fund Balance	**17,953,509**	**17,308,914**	**16,399,717**
Fund Balance	*55%*	*52%*	*48%*

Conclusion:

Due to an adequate fund balance and balanced budgets in fiscal year 2026-27 through 2028-29, the adopted budget and multi-year projections support that the YCOE will be able to meet its financial obligations for the current and subsequent two years. The administration is confident that the YCOE will be able to maintain prudent operating reserves and have the necessary cash in order to ensure that the YCOE remains fiscally solvent.

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,029,754.00	2,582,672.00	9,612,426.00	7,121,129.00	2,582,672.00	9,703,801.00	1.0%
2) Federal Revenue		8100-8299	0.00	3,030,110.09	3,030,110.09	0.00	2,791,477.15	2,791,477.15	-7.9%
3) Other State Revenue		8300-8599	169,602.78	5,626,750.33	5,796,353.11	170,936.78	4,321,121.52	4,492,058.30	-22.5%
4) Other Local Revenue		8600-8799	1,760,096.49	13,877,558.46	15,637,654.95	1,756,418.62	13,976,361.80	15,732,780.42	0.6%
5) TOTAL, REVENUES			8,959,453.27	25,117,090.88	34,076,544.15	9,048,484.40	23,671,632.47	32,720,116.87	-4.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,124,452.69	3,412,774.77	4,537,227.46	1,147,927.19	4,182,027.35	5,329,954.54	17.5%
2) Classified Salaries		2000-2999	2,909,705.77	7,056,936.19	9,966,641.96	3,183,497.58	6,602,842.76	9,786,340.34	-1.8%
3) Employee Benefits		3000-3999	1,748,453.62	5,086,896.21	6,835,349.83	1,855,882.86	5,254,660.62	7,110,543.48	4.0%
4) Books and Supplies		4000-4999	808,216.01	708,454.70	1,516,670.71	799,084.17	831,768.99	1,630,853.16	7.5%
5) Services and Other Operating Expenditures		5000-5999	1,672,300.14	8,160,477.43	9,832,777.57	1,762,225.91	7,018,820.51	8,781,046.42	-10.7%
6) Capital Outlay		6000-6999	154,706.72	150,000.00	304,706.72	170,000.00	86,000.00	256,000.00	-16.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,270,254.15)	1,081,713.98	(188,540.17)	(1,589,155.24)	1,369,647.00	(219,508.24)	16.4%
9) TOTAL, EXPENDITURES			7,147,580.80	25,670,310.86	32,817,891.66	7,329,462.47	25,345,767.23	32,675,229.70	-0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,811,872.47	(553,219.98)	1,258,652.49	1,719,021.93	(1,674,134.76)	44,887.17	-96.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
b) Transfers Out		7600-7629	0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(344,317.18)	344,317.18	0.00	(297,594.63)	297,594.63	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(336,995.02)	329,817.18	(7,177.84)	(306,968.11)	297,594.63	(9,373.48)	30.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,474,877.45	(223,402.80)	1,251,474.65	1,412,053.82	(1,376,540.13)	35,513.69	-97.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	11,532,941.96	5,783,931.16	17,316,873.12	12,626,158.34	5,291,836.80	17,917,995.14	3.5%
b) Audit Adjustments		9793	(381,661.07)	(268,691.56)	(650,352.63)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
2) Ending Balance, June 30 (E + F1e)			12,626,158.34	5,291,836.80	17,917,995.14	14,038,212.16	3,915,296.67	17,953,508.83	0.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,000.00	0.00	3,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	11,240.00	0.00	11,240.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	5,291,836.80	5,291,836.80	0.00	3,915,296.67	3,915,296.67	-26.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	3,412,464.73	0.00	3,412,464.73	3,725,222.27	0.00	3,725,222.27	9.2%
Facilities	0000	9780	*1,500,166.40*		*1,500,166.40*			*0.00*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780	*1,524,868.98*		*1,524,868.98*			*0.00*	
Technology	0000	9780	*156,000.00*		*156,000.00*			*0.00*	
Lottery Funds	1100	9780	*231,429.35*		*231,429.35*			*0.00*	
Facilities	0000	9780			*0.00*	*1,532,255.54*		*1,532,255.54*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780			*0.00*	*1,864,817.38*		*1,864,817.38*	
Technology	0000	9780			*0.00*	*156,000.00*		*156,000.00*	
Lottery Funds	1100	9780			*0.00*	*172,149.35*		*172,149.35*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	9,199,453.61	0.00	9,199,453.61	10,312,989.89	0.00	10,312,989.89	12.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	13,542,853.14	(355,967.09)	13,186,886.05				
1) Fair Value Adjustment to Cash in County Treasury		9111	(115,000.00)	0.00	(115,000.00)				
b) in Banks		9120	13,305.00	0.00	13,305.00				
c) in Revolving Cash Account		9130	3,000.00	0.00	3,000.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	6,192,656.40	6,192,656.40				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	101,330.19	0.00	101,330.19				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	11,240.00	0.00	11,240.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			13,556,728.33	5,836,689.31	19,393,417.64				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	930,377.00	544,852.51	1,475,229.51				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	192.99	0.00	192.99				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			930,569.99	544,852.51	1,475,422.50				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			12,626,158.34	5,291,836.80	17,917,995.14				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,296,478.00	0.00	4,296,478.00	4,333,480.00	0.00	4,333,480.00	0.9%
Education Protection Account State Aid - Current Year		8012	10,526.00	0.00	10,526.00	9,982.00	0.00	9,982.00	-5.2%
State Aid - Prior Years		8019	(54,916.00)	0.00	(54,916.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	35,986.00	0.00	35,986.00	35,986.00	0.00	35,986.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Timber Yield Tax		8022	445.00	0.00	445.00	445.00	0.00	445.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	4,907,734.00	0.00	4,907,734.00	4,907,734.00	0.00	4,907,734.00	0.0%
Unsecured Roll Taxes		8042	179,678.00	0.00	179,678.00	179,678.00	0.00	179,678.00	0.0%
Prior Years' Taxes		8043	30.00	0.00	30.00	30.00	0.00	30.00	0.0%
Supplemental Taxes		8044	110.00	0.00	110.00	110.00	0.00	110.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	296,356.00	0.00	296,356.00	296,356.00	0.00	296,356.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sups.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			9,672,427.00	0.00	9,672,427.00	9,763,801.00	0.00	9,763,801.00	0.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(60,001.00)		(60,001.00)	(60,000.00)		(60,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(2,582,672.00)	2,582,672.00	0.00	(2,582,672.00)	2,582,672.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			7,029,754.00	2,582,672.00	9,612,426.00	7,121,129.00	2,582,672.00	9,703,801.00	1.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	20,123.12	20,123.12	0.00	23,490.28	23,490.28	16.7%
Special Education Discretionary Grants		8182	0.00	117,625.39	117,625.39	0.00	119,195.73	119,195.73	1.3%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		116,899.79	116,899.79		192,523.80	192,523.80	64.7%
Title I, Part D, Local Delinquent Programs	3025	8290		300,212.63	300,212.63		222,185.05	222,185.05	-26.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		761.71	761.71		37,310.00	37,310.00	4,798.2%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		50,393.87	50,393.87		50,393.87	50,393.87	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4204, 5630	8290		549,449.00	549,449.00		783,695.88	783,695.88	42.6%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	1,874,644.58	1,874,644.58	0.00	1,362,682.54	1,362,682.54	-27.3%
TOTAL, FEDERAL REVENUE			0.00	3,030,110.09	3,030,110.09	0.00	2,791,477.15	2,791,477.15	-7.9%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		812,779.51	812,779.51		772,247.49	772,247.49	-5.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	18,236.00	18,236.00	0.00	15,723.00	15,723.00	-13.8%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	30,207.00	0.00	30,207.00	31,541.00	0.00	31,541.00	4.4%
Lottery - Unrestricted and Instructional Materials		8560	42,511.00	18,347.00	60,858.00	42,511.00	18,347.00	60,858.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		125,000.00	125,000.00		75,000.00	75,000.00	-40.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,844.06	1,844.06		309,525.00	309,525.00	16,685.0%
Arts and Music in Schools (Prop 28)	6770	8590		42,418.00	42,418.00		40,296.00	40,296.00	-5.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	96,884.78	4,608,125.76	4,705,010.54	96,884.78	3,089,983.03	3,186,867.81	-32.3%
TOTAL, OTHER STATE REVENUE			169,602.78	5,626,750.33	5,796,353.11	170,936.78	4,321,121.52	4,492,058.30	-22.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	1,900.00	0.00	1,900.00	1,900.00	0.00	1,900.00	0.0%
Leases and Rentals		8650	714,249.92	0.00	714,249.92	838,055.10	0.00	838,055.10	17.3%
Interest		8660	479,704.00	0.00	479,704.00	479,704.00	0.00	479,704.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	241,126.83	327,147.56	568,274.39	236,303.87	247,219.69	483,523.56	-14.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	100,258.32	1,814,117.65	1,914,375.97	25,687.20	1,500,436.57	1,526,123.77	-20.3%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	222,857.42	1,080,533.87	1,303,391.29	174,768.45	1,056,904.11	1,231,672.56	-5.5%
Tuition		8710	0.00	8,121,897.38	8,121,897.38	0.00	8,721,986.33	8,721,986.33	7.4%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		2,533,862.00	2,533,862.00		2,449,815.10	2,449,815.10	-3.3%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,760,096.49	13,877,558.46	15,637,654.95	1,756,418.62	13,976,361.80	15,732,780.42	0.6%
TOTAL, REVENUES			8,959,453.27	25,117,090.88	34,076,544.15	9,048,484.40	23,671,632.47	32,720,116.87	-4.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	530,089.83	2,021,761.85	2,551,851.68	488,605.90	2,446,976.72	2,935,582.62	15.0%
Certificated Pupil Support Salaries		1200	0.00	477,389.70	477,389.70	0.00	617,553.32	617,553.32	29.4%
Certificated Supervisors' and Administrators' Salaries		1300	492,562.96	798,984.00	1,291,546.96	542,380.38	1,000,956.63	1,543,337.01	19.5%
Other Certificated Salaries		1900	101,799.90	114,639.22	216,439.12	116,940.91	116,540.68	233,481.59	7.9%
TOTAL, CERTIFICATED SALARIES			1,124,452.69	3,412,774.77	4,537,227.46	1,147,927.19	4,182,027.35	5,329,954.54	17.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	17,823.45	2,475,363.47	2,493,186.92	18,139.18	2,628,475.96	2,646,615.14	6.2%
Classified Support Salaries		2200	211,249.93	2,363,549.17	2,574,799.10	219,916.75	2,203,444.99	2,423,361.74	-5.9%
Classified Supervisors' and Administrators' Salaries		2300	969,958.47	596,079.00	1,566,037.47	1,011,091.15	415,178.45	1,426,269.60	-8.9%
Clerical, Technical and Office Salaries		2400	1,647,890.88	1,112,172.60	2,760,063.48	1,913,793.56	983,022.79	2,896,816.35	5.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Other Classified Salaries		2900	62,783.04	509,771.95	572,554.99	20,556.94	372,720.57	393,277.51	-31.3%
TOTAL, CLASSIFIED SALARIES			2,909,705.77	7,056,936.19	9,966,641.96	3,183,497.58	6,602,842.76	9,786,340.34	-1.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	189,344.66	945,117.50	1,134,462.16	189,856.30	1,130,336.47	1,320,192.77	16.4%
PERS		3201-3202	779,009.41	1,845,143.23	2,624,152.64	831,898.73	1,737,313.57	2,569,212.30	-2.1%
OASDI/Medicare/Alternative		3301-3302	59,127.84	167,852.77	226,980.61	60,219.24	174,289.63	234,508.87	3.3%
Health and Welfare Benefits		3401-3402	589,793.47	1,787,489.24	2,377,282.71	641,786.46	1,867,631.42	2,509,417.88	5.6%
Unemployment Insurance		3501-3502	3,442.41	4,907.90	8,350.31	2,000.69	5,090.48	7,091.17	-15.1%
Workers' Compensation		3601-3602	68,212.55	177,659.00	245,871.55	70,298.89	182,316.45	252,615.34	2.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	59,523.28	158,726.57	218,249.85	59,822.55	157,682.60	217,505.15	-0.3%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,748,453.62	5,086,896.21	6,835,349.83	1,855,882.86	5,254,660.62	7,110,543.48	4.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	27,582.76	27,582.76	0.00	48,804.00	48,804.00	76.9%
Books and Other Reference Materials		4200	3,700.00	11,089.67	14,789.67	3,700.00	1,250.00	4,950.00	-66.5%
Materials and Supplies		4300	546,173.87	471,930.59	1,018,104.46	592,571.50	594,726.10	1,187,297.60	16.6%
Noncapitalized Equipment		4400	258,342.14	197,851.68	456,193.82	202,812.67	186,988.89	389,801.56	-14.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			808,216.01	708,454.70	1,516,670.71	799,084.17	831,768.99	1,630,853.16	7.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	5,288,044.50	5,288,044.50	0.00	4,771,820.93	4,771,820.93	-9.8%
Travel and Conferences		5200	120,248.08	190,818.86	311,066.94	117,681.05	200,082.35	317,763.40	2.2%
Dues and Memberships		5300	68,506.50	2,985.66	71,492.16	80,039.59	8,885.00	88,924.59	24.4%
Insurance		5400 - 5499	200,710.80	54,190.58	254,901.38	221,082.47	57,796.72	278,879.19	9.4%
Operations and Housekeeping Services		5500	391,219.16	183,873.00	575,092.16	410,722.22	175,925.00	586,647.22	2.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	193,202.13	114,274.27	307,476.40	251,222.78	103,632.24	354,855.02	15.4%
Transfers of Direct Costs		5710	(312,762.28)	312,762.28	0.00	(238,697.80)	238,697.80	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(431,883.05)	97,174.70	(334,708.35)	(371,320.16)	69,129.79	(302,190.37)	-9.7%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,357,536.16	1,850,333.76	3,207,869.92	1,197,848.01	1,324,252.15	2,522,100.16	-21.4%
Communications		5900	85,522.64	66,019.82	151,542.46	93,647.75	68,598.53	162,246.28	7.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,672,300.14	8,160,477.43	9,832,777.57	1,762,225.91	7,018,820.51	8,781,046.42	-10.7%
CAPITAL OUTLAY									

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	122,155.73	0.00	122,155.73	170,000.00	0.00	170,000.00	39.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	150,000.00	150,000.00	0.00	86,000.00	86,000.00	-42.7%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	32,550.99	0.00	32,550.99	0.00	0.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			154,706.72	150,000.00	304,706.72	170,000.00	86,000.00	256,000.00	-16.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,081,713.98)	1,081,713.98	0.00	(1,369,647.00)	1,369,647.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(188,540.17)	0.00	(188,540.17)	(219,508.24)	0.00	(219,508.24)	16.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,270,254.15)	1,081,713.98	(188,540.17)	(1,589,155.24)	1,369,647.00	(219,508.24)	16.4%
TOTAL, EXPENDITURES			7,147,580.80	25,670,310.86	32,817,891.66	7,329,462.47	25,345,767.23	32,675,229.70	-0.4%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
(a) TOTAL, INTERFUND TRANSFERS IN			7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(338,048.20)	338,048.20	0.00	(297,594.63)	297,594.63	0.00	0.0%
Contributions from Restricted Revenues		8990	(6,268.98)	6,268.98	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(344,317.18)	344,317.18	0.00	(297,594.63)	297,594.63	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(336,995.02)	329,817.18	(7,177.84)	(306,968.11)	297,594.63	(9,373.48)	30.6%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	7,029,754.00	2,582,672.00	9,612,426.00	7,121,129.00	2,582,672.00	9,703,801.00	1.0%
2) Federal Revenue		8100-8299	0.00	3,030,110.09	3,030,110.09	0.00	2,791,477.15	2,791,477.15	-7.9%
3) Other State Revenue		8300-8599	169,602.78	5,626,750.33	5,796,353.11	170,936.78	4,321,121.52	4,492,058.30	-22.5%
4) Other Local Revenue		8600-8799	1,760,096.49	13,877,558.46	15,637,654.95	1,756,418.62	13,976,361.80	15,732,780.42	0.6%
5) TOTAL, REVENUES			8,959,453.27	25,117,090.88	34,076,544.15	9,048,484.40	23,671,632.47	32,720,116.87	-4.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		997,900.03	12,641,614.54	13,639,514.57	967,592.45	13,461,979.39	14,429,571.84	5.8%
2) Instruction - Related Services	2000-2999		1,152,391.66	2,318,761.24	3,471,152.90	1,258,062.82	2,615,939.59	3,874,002.41	11.6%
3) Pupil Services	3000-3999		257,375.38	4,933,887.89	5,191,263.27	197,496.72	4,250,187.43	4,447,684.15	-14.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		155,762.69	3,629,361.47	3,785,124.16	197,024.12	2,711,021.66	2,908,045.78	-23.2%
6) Enterprise	6000-6999		499,926.39	0.00	499,926.39	585,403.90	0.00	585,403.90	17.1%
7) General Administration	7000-7999		3,505,284.06	1,311,218.87	4,816,502.93	3,378,947.48	1,431,905.32	4,810,852.80	-0.1%
8) Plant Services	8000-8999		578,940.59	822,409.27	1,401,349.86	744,934.98	874,733.84	1,619,668.82	15.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			7,147,580.80	25,670,310.86	32,817,891.66	7,329,462.47	25,345,767.23	32,675,229.70	-0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,811,872.47	(553,219.98)	1,258,652.49	1,719,021.93	(1,674,134.76)	44,887.17	-96.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
b) Transfers Out		7600-7629	0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(344,317.18)	344,317.18	0.00	(297,594.63)	297,594.63	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(336,995.02)	329,817.18	(7,177.84)	(306,968.11)	297,594.63	(9,373.48)	30.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,474,877.45	(223,402.80)	1,251,474.65	1,412,053.82	(1,376,540.13)	35,513.69	-97.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	11,532,941.96	5,783,931.16	17,316,873.12	12,626,158.34	5,291,836.80	17,917,995.14	3.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	(381,661.07)	(268,691.56)	(650,352.63)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
2) Ending Balance, June 30 (E + F1e)			12,626,158.34	5,291,836.80	17,917,995.14	14,038,212.16	3,915,296.67	17,953,508.83	0.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,000.00	0.00	3,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	11,240.00	0.00	11,240.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	5,291,836.80	5,291,836.80	0.00	3,915,296.67	3,915,296.67	-26.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	3,412,464.73	0.00	3,412,464.73	3,725,222.27	0.00	3,725,222.27	9.2%
Facilities	0000	9780	*1,500,166.40*		*1,500,166.40*			*0.00*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780	*1,524,868.98*		*1,524,868.98*			*0.00*	
Technology	0000	9780	*156,000.00*		*156,000.00*			*0.00*	
Lottery Funds	1100	9780	*231,429.35*		*231,429.35*			*0.00*	
Facilities	0000	9780			*0.00*	*1,532,255.54*		*1,532,255.54*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780			*0.00*	*1,864,817.38*		*1,864,817.38*	
Technology	0000	9780			*0.00*	*156,000.00*		*156,000.00*	
Lottery Funds	1100	9780			*0.00*	*172,149.35*		*172,149.35*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	9,199,453.61	0.00	9,199,453.61	10,312,989.89	0.00	10,312,989.89	12.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6015	Adults in Correctional Facilities	47,133.99	55,517.92
6018	Student Support and Enrichment Block Grant	137,099.02	59,283.30
6019	Student Support and Professional Development Discretionary Block Grant	31,896.20	127,473.00
6057	Early Education: Universal Prekindergarten (UPK) Planning & Implementation Grant - Countywide Planning and Capacity Building Grant	31,589.24	15,344.27
6300	Lottery: Instructional Materials	115,781.59	82,786.59
6332	CA Community Schools Partnership Act - Implementation Grant	218,600.10	169,963.97
6333	CA Community Schools Partnership Act - Coordination Grant	159,371.10	112,445.49
6383	Golden State Pathways Program	0.00	414,516.49
6500	Special Education	381,732.06	377,514.06
6620	Reversing Opioid Overdoses	22,665.92	22,665.92
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	43,731.81	0.00
7339	Dual Enrollment Opportunities	451,849.49	0.00
7399	LCFF Equity Multiplier	277,547.99	98,623.61
7810	Other Restricted State	169,158.08	29,310.79
9010	Other Restricted Local	3,203,680.21	2,349,851.26
Total, Restricted Balance		5,291,836.80	3,915,296.67

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,125,355.47	3,345,111.00	7.0%
2) Federal Revenue		8100-8299	86,040.47	99,365.52	15.5%
3) Other State Revenue		8300-8599	530,620.69	760,171.81	43.3%
4) Other Local Revenue		8600-8799	121,303.72	120,483.77	-0.7%
5) TOTAL, REVENUES			3,863,320.35	4,325,132.10	12.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,566,750.29	1,779,787.97	13.6%
2) Classified Salaries		2000-2999	475,773.79	496,365.16	4.3%
3) Employee Benefits		3000-3999	936,782.21	1,037,495.66	10.8%
4) Books and Supplies		4000-4999	99,999.50	145,722.08	45.7%
5) Services and Other Operating Expenditures		5000-5999	608,959.89	724,993.51	19.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,519.00	4,519.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	33,598.98	52,323.39	55.7%
9) TOTAL, EXPENDITURES			3,726,383.66	4,241,206.77	13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			136,936.69	83,925.33	-38.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			136,936.69	83,925.33	-38.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,500,552.47	2,600,116.69	4.0%
b) Audit Adjustments		9793	(37,372.47)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,463,180.00	2,600,116.69	5.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,463,180.00	2,600,116.69	5.6%
2) Ending Balance, June 30 (E + F1e)			2,600,116.69	2,684,042.02	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	24,400.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	342,787.25	374,042.51	9.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,232,929.44	2,309,999.51	3.5%
Lottery Funds	1100	9780	*77,306.09*		
Lottery Funds	1100	9780		*50,995.59*	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,569,090.56		
1) Fair Value Adjustment to Cash in County Treasury		9111	(22,000.00)		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	59,952.97		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	325.16		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	24,400.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,631,768.69		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	31,652.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			31,652.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,600,116.69		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,545,740.47	2,721,237.00	6.9%
Education Protection Account State Aid - Current Year		8012	579,615.00	623,874.00	7.6%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,125,355.47	3,345,111.00	7.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	81,724.81	95,049.86	16.3%
Special Education Discretionary Grants		8182	4,315.66	4,315.66	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, FEDERAL REVENUE			86,040.47	99,365.52	15.5%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	168,740.50	252,172.18	49.4%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	11,138.00	10,479.00	-5.9%
Lottery - Unrestricted and Instructional Materials		8560	55,613.00	58,121.00	4.5%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	49,872.00	49,872.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	245,257.19	389,527.63	58.8%
TOTAL, OTHER STATE REVENUE			530,620.69	760,171.81	43.3%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	972.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	92,847.95	93,000.00	0.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	27,483.77	27,483.77	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			121,303.72	120,483.77	-0.7%
TOTAL, REVENUES			3,863,320.35	4,325,132.10	12.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,426,010.78	1,584,946.02	11.1%
Certificated Pupil Support Salaries		1200	46,251.99	57,003.82	23.2%
Certificated Supervisors' and Administrators' Salaries		1300	94,487.52	137,838.13	45.9%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,566,750.29	1,779,787.97	13.6%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Instructional Salaries		2100	90,103.39	91,375.45	1.4%
Classified Support Salaries		2200	79,452.70	68,920.72	-13.3%
Classified Supervisors' and Administrators' Salaries		2300	94,631.05	102,176.05	8.0%
Clerical, Technical and Office Salaries		2400	211,586.65	233,892.94	10.5%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			475,773.79	496,365.16	4.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	437,961.08	484,266.49	10.6%
PERS		3201-3202	124,450.96	131,040.40	5.3%
OASDI/Medicare/Alternative		3301-3302	28,416.43	31,192.58	9.8%
Health and Welfare Benefits		3401-3402	279,475.45	319,076.56	14.2%
Unemployment Insurance		3501-3502	976.95	1,075.19	10.1%
Workers' Compensation		3601-3602	34,732.36	38,106.87	9.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	30,768.98	32,737.57	6.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			936,782.21	1,037,495.66	10.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	27,407.09	53,932.00	96.8%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	66,992.41	64,983.01	-3.0%
Noncapitalized Equipment		4400	5,600.00	26,807.07	378.7%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			99,999.50	145,722.08	45.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	27,061.35	27,873.19	3.0%
Travel and Conferences		5200	26,786.07	64,206.48	139.7%
Dues and Memberships		5300	2,697.05	2,697.05	0.0%
Insurance		5400-5499	63,107.36	69,482.02	10.1%
Operations and Housekeeping Services		5500	60,820.80	64,470.05	6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,942.71	19,602.28	40.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	250,821.82	257,284.90	2.6%
Professional/Consulting Services and Operating Expenditures		5800-5899	129,484.07	184,152.47	42.2%
Communications		5900	34,238.66	35,225.07	2.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			608,959.89	724,993.51	19.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	4,519.00	4,519.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,519.00	4,519.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	33,598.98	52,323.39	55.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			33,598.98	52,323.39	55.7%
TOTAL, EXPENDITURES			3,726,383.66	4,241,206.77	13.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,125,355.47	3,345,111.00	7.0%
2) Federal Revenue		8100-8299	86,040.47	99,365.52	15.5%
3) Other State Revenue		8300-8599	530,620.69	760,171.81	43.3%
4) Other Local Revenue		8600-8799	121,303.72	120,483.77	-0.7%
5) TOTAL, REVENUES			3,863,320.35	4,325,132.10	12.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,384,205.62	2,707,722.42	13.6%
2) Instruction - Related Services	2000-2999		936,277.16	1,071,390.92	14.4%
3) Pupil Services	3000-3999		166,289.30	205,206.56	23.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		33,598.98	52,323.39	55.7%
8) Plant Services	8000-8999		201,493.60	200,044.48	-0.7%
9) Other Outgo	9000-9999	Except 7600-7699	4,519.00	4,519.00	0.0%
10) TOTAL, EXPENDITURES			3,726,383.66	4,241,206.77	13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			136,936.69	83,925.33	-38.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			136,936.69	83,925.33	-38.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,500,552.47	2,600,116.69	4.0%
b) Audit Adjustments		9793	(37,372.47)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,463,180.00	2,600,116.69	5.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,463,180.00	2,600,116.69	5.6%
2) Ending Balance, June 30 (E + F1e)			2,600,116.69	2,684,042.02	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	24,400.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	342,787.25	374,042.51	9.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,232,929.44	2,309,999.51	3.5%
Lottery Funds	1100	9780	*77,306.09*		
Lottery Funds	1100	9780		*50,995.59*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6019	Student Support and Professional Development Discretionary Block Grant	65,052.00	210,964.00
6300	Lottery: Instructional Materials	80,009.38	43,599.38
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	72,485.15	41,850.44
7435	Learning Recovery Emergency Block Grant	120,456.72	77,628.69
7810	Other Restricted State	4,784.00	0.00
Total, Restricted Balance		342,787.25	374,042.51

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,103,986.81	4,103,986.81	0.0%
3) Other State Revenue		8300-8599	15,351,193.00	13,886,121.39	-9.5%
4) Other Local Revenue		8600-8799	30,224.00	30,224.00	0.0%
5) TOTAL, REVENUES			19,485,403.81	18,020,332.20	-7.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	19,455,179.81	17,990,108.20	-7.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			19,455,179.81	17,990,108.20	-7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			30,224.00	30,224.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30,224.00	30,224.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	417,237.94	455,984.00	9.3%
b) Audit Adjustments		9793	8,522.06	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			425,760.00	455,984.00	7.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			425,760.00	455,984.00	7.1%
2) Ending Balance, June 30 (E + F1e)			455,984.00	486,208.00	6.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,000.44	210,000.44	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	245,983.56	276,207.56	12.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	357,396.06		
1) Fair Value Adjustment to Cash in County Treasury		9111	(3,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	101,587.94		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			455,984.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	2,945.42		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			2,945.42		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			453,038.58		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	4,103,986.81	4,103,986.81	0.0%
TOTAL, FEDERAL REVENUE			4,103,986.81	4,103,986.81	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	15,351,193.00	13,886,121.39	-9.5%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			15,351,193.00	13,886,121.39	-9.5%
OTHER LOCAL REVENUE					
Interest		8660	33,224.00	33,224.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(3,000.00)	(3,000.00)	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30,224.00	30,224.00	0.0%
TOTAL, REVENUES			19,485,403.81	18,020,332.20	-7.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	4,103,986.81	4,103,986.81	0.0%
To County Offices		7212	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	15,351,193.00	13,886,121.39	-9.5%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			19,455,179.81	17,990,108.20	-7.5%
TOTAL, EXPENDITURES			19,455,179.81	17,990,108.20	-7.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,103,986.81	4,103,986.81	0.0%
3) Other State Revenue		8300-8599	15,351,193.00	13,886,121.39	-9.5%
4) Other Local Revenue		8600-8799	30,224.00	30,224.00	0.0%
5) TOTAL, REVENUES			19,485,403.81	18,020,332.20	-7.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	19,455,179.81	17,990,108.20	-7.5%
10) TOTAL, EXPENDITURES			19,455,179.81	17,990,108.20	-7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			30,224.00	30,224.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30,224.00	30,224.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	417,237.94	455,984.00	9.3%
b) Audit Adjustments		9793	8,522.06	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			425,760.00	455,984.00	7.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			425,760.00	455,984.00	7.1%
2) Ending Balance, June 30 (E + F1e)			455,984.00	486,208.00	6.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,000.44	210,000.44	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	245,983.56	276,207.56	12.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6500	Special Education	210,000.44	210,000.44
Total, Restricted Balance		210,000.44	210,000.44

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	177,961.83	0.00	-100.0%
3) Other State Revenue		8300-8599	354,927.66	248,207.15	-30.1%
4) Other Local Revenue		8600-8799	49,750.00	86,333.54	73.5%
5) TOTAL, REVENUES			582,639.49	334,540.69	-42.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	223,558.66	143,913.94	-35.6%
2) Classified Salaries		2000-2999	107,265.18	65,107.51	-39.3%
3) Employee Benefits		3000-3999	89,492.54	72,431.51	-19.1%
4) Books and Supplies		4000-4999	107,615.35	33,115.21	-69.2%
5) Services and Other Operating Expenditures		5000-5999	123,522.29	80,709.04	-34.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	28,810.34	12,202.64	-57.6%
9) TOTAL, EXPENDITURES			680,264.36	407,479.85	-40.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(97,624.87)	(72,939.16)	-25.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	14,500.00	16,000.00	10.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			14,500.00	16,000.00	10.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(83,124.87)	(56,939.16)	-31.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	151,960.00	67,835.13	-55.4%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			150,960.00	67,835.13	-55.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			150,960.00	67,835.13	-55.1%
2) Ending Balance, June 30 (E + F1e)			67,835.13	10,895.97	-83.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,519.90	10,895.97	-82.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,315.23	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	68,642.14		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	192.99		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			67,835.13		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	101,655.35		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			101,655.35		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(33,820.22)		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	177,961.83	0.00	-100.0%
TOTAL, FEDERAL REVENUE			177,961.83	0.00	-100.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	199,508.00	220,000.00	10.3%
All Other State Revenue	All Other	8590	155,419.66	28,207.15	-81.9%
TOTAL, OTHER STATE REVENUE			354,927.66	248,207.15	-30.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	(1,000.00)	New
Fees and Contracts					
Adult Education Fees		8671	48,950.00	84,083.54	71.8%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	800.00	3,250.00	306.3%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			49,750.00	86,333.54	73.5%
TOTAL, REVENUES			582,639.49	334,540.69	-42.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	151,473.41	66,320.09	-56.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	72,085.25	77,593.85	7.6%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			223,558.66	143,913.94	-35.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	27,069.40	10,000.00	-63.1%
Clerical, Technical and Office Salaries		2400	80,195.78	55,107.51	-31.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			107,265.18	65,107.51	-39.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	35,233.51	26,159.70	-25.8%
PERS		3201-3202	19,461.01	14,548.39	-25.2%
OASDI/Medicare/Alternative		3301-3302	6,931.10	6,509.56	-6.1%
Health and Welfare Benefits		3401-3402	16,983.79	18,545.78	9.2%
Unemployment Insurance		3501-3502	162.86	100.65	-38.2%
Workers' Compensation		3601-3602	5,679.43	3,514.74	-38.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	5,040.84	3,052.69	-39.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			89,492.54	72,431.51	-19.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	85,611.14	21,393.04	-75.0%
Noncapitalized Equipment		4400	22,004.21	11,722.17	-46.7%
TOTAL, BOOKS AND SUPPLIES			107,615.35	33,115.21	-69.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,228.13	8,667.00	105.0%
Dues and Memberships		5300	674.99	955.00	41.5%
Insurance		5400-5450	7,868.22	8,655.04	10.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,300.84	1,200.00	-7.8%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	61,817.01	27,350.00	-55.8%
Professional/Consulting Services and Operating Expenditures		5800	45,533.10	31,782.00	-30.2%
Communications		5900	2,100.00	2,100.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			123,522.29	80,709.04	-34.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	28,810.34	12,202.64	-57.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			28,810.34	12,202.64	-57.6%
TOTAL, EXPENDITURES			680,264.36	407,479.85	-40.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	14,500.00	16,000.00	10.3%
(a) TOTAL, INTERFUND TRANSFERS IN			14,500.00	16,000.00	10.3%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			14,500.00	16,000.00	10.3%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	177,961.83	0.00	-100.0%
3) Other State Revenue		8300-8599	354,927.66	248,207.15	-30.1%
4) Other Local Revenue		8600-8799	49,750.00	86,333.54	73.5%
5) TOTAL, REVENUES			582,639.49	334,540.69	-42.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		393,212.73	175,397.98	-55.4%
2) Instruction - Related Services	2000-2999		245,017.18	206,694.16	-15.6%
3) Pupil Services	3000-3999		11,673.02	11,587.45	-0.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		28,810.34	12,202.64	-57.6%
8) Plant Services	8000-8999		1,551.09	1,597.62	3.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			680,264.36	407,479.85	-40.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(97,624.87)	(72,939.16)	-25.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	14,500.00	16,000.00	10.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			14,500.00	16,000.00	10.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(83,124.87)	(56,939.16)	-31.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	151,960.00	67,835.13	-55.4%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			150,960.00	67,835.13	-55.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			150,960.00	67,835.13	-55.1%
2) Ending Balance, June 30 (E + F1e)			67,835.13	10,895.97	-83.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,519.90	10,895.97	-82.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,315.23	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	62,519.90	10,895.97
Total, Restricted Balance		62,519.90	10,895.97

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	240,066.00	240,066.00	0.0%
3) Other State Revenue		8300-8599	1,574,177.23	1,274,844.42	-19.0%
4) Other Local Revenue		8600-8799	376,369.99	380,683.19	1.1%
5) TOTAL, REVENUES			2,190,613.22	1,895,593.61	-13.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	183,681.08	194,004.66	5.6%
2) Classified Salaries		2000-2999	405,565.88	509,884.71	25.7%
3) Employee Benefits		3000-3999	315,410.05	358,779.20	13.8%
4) Books and Supplies		4000-4999	81,812.28	9,521.30	-88.4%
5) Services and Other Operating Expenditures		5000-5999	1,056,415.38	634,148.09	-40.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	126,130.85	154,982.21	22.9%
9) TOTAL, EXPENDITURES			2,169,015.52	1,861,320.17	-14.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			21,597.70	34,273.44	58.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			21,597.70	34,273.44	58.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,624.91	239,222.61	7.0%
b) Audit Adjustments		9793	(6,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			217,624.91	239,222.61	9.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			217,624.91	239,222.61	9.9%
2) Ending Balance, June 30 (E + F1e)			239,222.61	273,496.05	14.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,626.56	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	235,596.05	273,496.05	16.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	245,222.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	(6,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			239,222.61		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			239,222.61		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	240,066.00	240,066.00	0.0%
TOTAL, FEDERAL REVENUE			240,066.00	240,066.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,574,177.23	1,274,844.42	-19.0%
TOTAL, OTHER STATE REVENUE			1,574,177.23	1,274,844.42	-19.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	25,267.08	37,900.00	50.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	45,537.93	37,500.00	-17.7%
All Other Fees and Contracts		8689	305,283.19	305,283.19	0.0%
Other Local Revenue					
All Other Local Revenue		8699	281.79	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			376,369.99	380,683.19	1.1%
TOTAL, REVENUES			2,190,613.22	1,895,593.61	-13.5%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	183,681.08	194,004.66	5.6%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			183,681.08	194,004.66	5.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	171,101.63	260,714.60	52.4%
Classified Supervisors' and Administrators' Salaries		2300	126,704.04	130,489.04	3.0%
Clerical, Technical and Office Salaries		2400	107,760.21	118,681.07	10.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			405,565.88	509,884.71	25.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	88,778.59	89,362.30	0.7%
PERS		3201-3202	74,762.75	100,160.47	34.0%
OASDI/Medicare/Alternative		3301-3302	7,955.88	9,502.81	19.4%
Health and Welfare Benefits		3401-3402	124,841.38	137,278.47	10.0%
Unemployment Insurance		3501-3502	274.38	327.61	19.4%
Workers' Compensation		3601-3602	9,958.34	11,895.70	19.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	8,838.73	10,251.84	16.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			315,410.05	358,779.20	13.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	6,425.66	0.00	-100.0%
Materials and Supplies		4300	75,386.62	9,521.30	-87.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			81,812.28	9,521.30	-88.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	25,495.50	21,035.44	-17.5%
Dues and Memberships		5300	1,185.00	1,120.00	-5.5%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,178.66	778.00	-85.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	22,069.52	17,555.47	-20.5%
Professional/Consulting Services and Operating Expenditures		5800	998,816.70	590,223.18	-40.9%
Communications		5900	3,670.00	3,436.00	-6.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,056,415.38	634,148.09	-40.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	126,130.85	154,982.21	22.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			126,130.85	154,982.21	22.9%
TOTAL, EXPENDITURES			2,169,015.52	1,861,320.17	-14.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	240,066.00	240,066.00	0.0%
3) Other State Revenue		8300-8599	1,574,177.23	1,274,844.42	-19.0%
4) Other Local Revenue		8600-8799	376,369.99	380,683.19	1.1%
5) TOTAL, REVENUES			2,190,613.22	1,895,593.61	-13.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		63,759.92	65,414.83	2.6%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		1,979,124.75	1,640,923.13	-17.1%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		126,130.85	154,982.21	22.9%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,169,015.52	1,861,320.17	-14.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			21,597.70	34,273.44	58.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			21,597.70	34,273.44	58.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,624.91	239,222.61	7.0%
b) Audit Adjustments		9793	(6,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			217,624.91	239,222.61	9.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			217,624.91	239,222.61	9.9%
2) Ending Balance, June 30 (E + F1e)			239,222.61	273,496.05	14.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,626.56	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	235,596.05	273,496.05	16.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	3,626.56	0.00
Total, Restricted Balance		3,626.56	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	60,000.00	60,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	79,278.00	83,000.00	4.7%
5) TOTAL, REVENUES			139,278.00	143,000.00	2.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	75,000.00	75,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			75,000.00	75,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			64,278.00	68,000.00	5.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			64,278.00	68,000.00	5.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,393,893.11	2,444,171.11	2.1%
b) Audit Adjustments		9793	(14,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,379,893.11	2,444,171.11	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,379,893.11	2,444,171.11	2.7%
2) Ending Balance, June 30 (E + F1e)			2,444,171.11	2,512,171.11	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,444,171.11	2,512,171.11	2.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,461,171.11		
1) Fair Value Adjustment to Cash in County Treasury		9111	(17,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,444,171.11		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,444,171.11		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	60,000.00	60,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			60,000.00	60,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	79,278.00	100,000.00	26.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	(17,000.00)	New
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			79,278.00	83,000.00	4.7%
TOTAL, REVENUES			139,278.00	143,000.00	2.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	45,000.00	45,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	30,000.00	30,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			75,000.00	75,000.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			75,000.00	75,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	60,000.00	60,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	79,278.00	83,000.00	4.7%
5) TOTAL, REVENUES			139,278.00	143,000.00	2.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		75,000.00	75,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			75,000.00	75,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			64,278.00	68,000.00	5.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			64,278.00	68,000.00	5.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,393,893.11	2,444,171.11	2.1%
b) Audit Adjustments		9793	(14,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,379,893.11	2,444,171.11	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,379,893.11	2,444,171.11	2.7%
2) Ending Balance, June 30 (E + F1e)			2,444,171.11	2,512,171.11	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,444,171.11	2,512,171.11	2.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,731.35	48,731.35	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36.00	36.00	0.0%
5) TOTAL, REVENUES			48,767.35	48,767.35	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	41,492.22	42,152.60	1.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			41,492.22	42,152.60	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,275.13	6,614.75	-9.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,322.16	6,626.52	-9.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,322.16)	(6,626.52)	-9.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47.03)	(11.77)	-75.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	58.80	11.77	-80.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			58.80	11.77	-80.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58.80	11.77	-80.0%
2) Ending Balance, June 30 (E + F1e)			11.77	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	11.77	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11.77		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			11.77		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			11.77		
FEDERAL REVENUE					
Forest Reserve Funds		8260	48,731.35	48,731.35	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			48,731.35	48,731.35	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	36.00	36.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			36.00	36.00	0.0%
TOTAL, REVENUES			48,767.35	48,767.35	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	41,492.22	42,152.60	1.6%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			41,492.22	42,152.60	1.6%
TOTAL, EXPENDITURES			41,492.22	42,152.60	1.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	7,322.16	6,626.52	-9.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,322.16	6,626.52	-9.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,731.35	48,731.35	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36.00	36.00	0.0%
5) TOTAL, REVENUES			48,767.35	48,767.35	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	41,492.22	42,152.60	1.6%
10) TOTAL, EXPENDITURES			41,492.22	42,152.60	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,275.13	6,614.75	-9.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,322.16	6,626.52	-9.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,322.16)	(6,626.52)	-9.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47.03)	(11.77)	-75.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	58.80	11.77	-80.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			58.80	11.77	-80.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58.80	11.77	-80.0%
2) Ending Balance, June 30 (E + F1e)			11.77	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	11.77	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,355.00	6,355.00	0.0%
5) TOTAL, REVENUES			6,355.00	6,355.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,355.00	6,355.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,355.00	6,355.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	188,805.51	195,160.51	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			188,805.51	195,160.51	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			188,805.51	195,160.51	3.4%
2) Ending Balance, June 30 (E + F1e)			195,160.51	201,515.51	3.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	195,160.51	201,515.51	3.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	193,042.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,118.34		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			195,160.51		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			195,160.51		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	6,355.00	6,355.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,355.00	6,355.00	0.0%
TOTAL, REVENUES			6,355.00	6,355.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
Total, Other Financing Sources/Uses (a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,355.00	6,355.00	0.0%
5) TOTAL, REVENUES			6,355.00	6,355.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,355.00	6,355.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,355.00	6,355.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	188,805.51	195,160.51	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			188,805.51	195,160.51	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			188,805.51	195,160.51	3.4%
2) Ending Balance, June 30 (E + F1e)			195,160.51	201,515.51	3.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	195,160.51	201,515.51	3.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	387,867.00	306.25	-99.9%
4) Other Local Revenue		8600-8799	70,160.00	70,160.00	0.0%
5) TOTAL, REVENUES			458,027.00	70,466.25	-84.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	87,310.00	36,225.00	-58.5%
6) Capital Outlay		6000-6999	515,025.38	90,000.00	-82.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			602,335.38	126,225.00	-79.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(144,308.38)	(55,758.75)	-61.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(144,308.38)	(55,758.75)	-61.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,203,124.20	1,041,815.82	-13.4%
b) Audit Adjustments		9793	(17,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,186,124.20	1,041,815.82	-12.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,186,124.20	1,041,815.82	-12.2%
2) Ending Balance, June 30 (E + F1e)			1,041,815.82	986,057.07	-5.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,041,815.82	986,057.07	-5.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,144,127.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	(17,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	46,739.73		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,173,867.39		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	93,386.39		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			93,386.39		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	38,665.18		
2) TOTAL, DEFERRED INFLOWS			38,665.18		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			1,041,815.82		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	387,867.00	306.25	-99.9%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			387,867.00	306.25	-99.9%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	70,160.00	70,160.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			70,160.00	70,160.00	0.0%
TOTAL, REVENUES			458,027.00	70,466.25	-84.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	87,310.00	36,225.00	-58.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			87,310.00	36,225.00	-58.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	231,504.00	90,000.00	-61.1%
Buildings and Improvements of Buildings		6200	283,521.38	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			515,025.38	90,000.00	-82.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			602,335.38	126,225.00	-79.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	387,867.00	306.25	-99.9%
4) Other Local Revenue		8600-8799	70,160.00	70,160.00	0.0%
5) TOTAL, REVENUES			458,027.00	70,466.25	-84.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		602,335.38	126,225.00	-79.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			602,335.38	126,225.00	-79.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(144,308.38)	(55,758.75)	-61.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(144,308.38)	(55,758.75)	-61.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,203,124.20	1,041,815.82	-13.4%
b) Audit Adjustments		9793	(17,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,186,124.20	1,041,815.82	-12.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,186,124.20	1,041,815.82	-12.2%
2) Ending Balance, June 30 (E + F1e)			1,041,815.82	986,057.07	-5.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,041,815.82	986,057.07	-5.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,848.00	5,265.00	8.6%
5) TOTAL, REVENUES			4,848.00	5,265.00	8.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,848.00	5,265.00	8.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,848.00	5,265.00	8.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	144,032.31	147,880.31	2.7%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			143,032.31	147,880.31	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			143,032.31	147,880.31	3.4%
2) Ending Balance, June 30 (E + F1e)			147,880.31	153,145.31	3.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	147,880.31	153,145.31	3.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	147,264.29		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,616.02		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			147,880.31		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			147,880.31		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,848.00	5,265.00	8.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,848.00	5,265.00	8.6%
TOTAL, REVENUES			4,848.00	5,265.00	8.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,848.00	5,265.00	8.6%
5) TOTAL, REVENUES			4,848.00	5,265.00	8.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			4,848.00	5,265.00	8.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,848.00	5,265.00	8.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	144,032.31	147,880.31	2.7%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			143,032.31	147,880.31	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			143,032.31	147,880.31	3.4%
2) Ending Balance, June 30 (E + F1e)			147,880.31	153,145.31	3.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	147,880.31	153,145.31	3.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,098,467.00	0.00	-100.0%
b) Audit Adjustments		9793	(1,098,467.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,098,467.00	0.00	-100.0%
b) Audit Adjustments		9793	(1,098,467.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	335,563.00	344,137.00	2.6%
5) TOTAL, REVENUES			335,563.00	344,137.00	2.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	97,081.71	84,672.00	-12.8%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			97,081.71	84,672.00	-12.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			238,481.29	259,465.00	8.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			238,481.29	259,465.00	8.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(663,506.11)	(388,669.82)	-41.4%
b) Audit Adjustments		9793	36,355.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(627,151.11)	(388,669.82)	-38.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(627,151.11)	(388,669.82)	-38.0%
2) Ending Net Position, June 30 (E + F1e)			(388,669.82)	(129,204.82)	-66.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(388,669.82)	(129,204.82)	-66.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,581,330.18		
1) Fair Value Adjustment to Cash in County Treasury		9111	(18,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,563,330.18		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	2,952,000.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			2,952,000.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			(388,669.82)		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	80,589.00	80,590.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	254,974.00	263,547.00	3.4%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			335,563.00	344,137.00	2.6%
TOTAL, REVENUES			335,563.00	344,137.00	2.6%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800-5899	97,081.71	84,672.00	-12.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			97,081.71	84,672.00	-12.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			97,081.71	84,672.00	-12.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	335,563.00	344,137.00	2.6%
5) TOTAL, REVENUES			335,563.00	344,137.00	2.6%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		97,081.71	84,672.00	-12.8%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			97,081.71	84,672.00	-12.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			238,481.29	259,465.00	8.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			238,481.29	259,465.00	8.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(663,506.11)	(388,669.82)	-41.4%
b) Audit Adjustments		9793	36,355.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(627,151.11)	(388,669.82)	-38.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(627,151.11)	(388,669.82)	-38.0%
2) Ending Net Position, June 30 (E + F1e)			(388,669.82)	(129,204.82)	-66.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(388,669.82)	(129,204.82)	-66.8%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

Yuba County Office of Education
2026-27 Adopted Budget
General Fund

Description	General Fund Unrestricted	General Fund Restricted	General Fund Total
REVENUES			
General Purpose (LCFF) Revenues:			
State Aid & EPA	4,343,462	-	4,343,462
Property Taxes & Misc. Local	2,777,667	2,582,672	5,360,339
Total General Purpose	7,121,129	2,582,672	9,703,801
Federal Revenues	-	2,791,477	2,791,477
Other State Revenues	170,937	4,321,122	4,492,059
Other Local Revenues	1,756,419	13,976,362	15,732,781
TOTAL - REVENUES	9,048,485	23,671,633	32,720,118
EXPENDITURES			
Certificated Salaries	1,147,927	4,182,027	5,329,954
Classified Salaries	3,183,498	6,602,843	9,786,341
Employee Benefits (All)	1,855,883	5,254,661	7,110,544
Books & Supplies	799,084	831,769	1,630,853
Other Operating Expenses (Services)	1,762,226	7,018,821	8,781,047
Capital Outlay	170,000	86,000	256,000
Other Outgo	-	-	-
Direct Support/Indirect Costs	(1,589,155)	1,369,647	(219,508)
TOTAL - EXPENDITURES	7,329,463	25,345,768	32,675,231
EXCESS (DEFICIENCY)	1,719,022	(1,674,135)	44,887
OTHER SOURCES/USES			
Transfers In	6,627	-	6,627
Transfers (Out)	(16,000)	-	(16,000)
Net Other Sources (Uses)	-	-	-
Contributions (to Restricted Programs)	(297,595)	297,595	-
TOTAL - OTHER SOURCES/USES	(306,968)	297,595	(9,373)
FUND BALANCE INCREASE (DECREASE)	1,412,054	(1,376,540)	35,514
FUND BALANCE			
Beginning Fund Balance	12,626,158	5,291,837	17,917,995
Ending Balance, June 30	14,038,212	3,915,297	17,953,509

Change in Budget Compared to Current Year Estimated Actuals

	Estimated Actuals 2025-26			Adopted Budget 2026-27			Change in Adopted Budget Compared to Estimated Actuals			Note
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	
Revenue										
General Purpose	7,029,754	2,582,672	9,612,426	7,121,129	2,582,672	9,703,801	91,375	-	91,375	1
Federal Revenue	-	3,030,110	3,030,110	-	2,791,477	2,791,477	-	(238,633)	(238,633)	2
State Revenue	169,603	5,626,750	5,796,353	170,937	4,321,122	4,492,059	1,334	(1,305,628)	(1,304,294)	3
Local Revenue	1,760,096	13,877,558	15,637,654	1,756,419	13,976,362	15,732,781	(3,677)	98,804	95,127	4
Total Revenue	**8,959,453**	**25,117,090**	**34,076,543**	**9,048,485**	**23,671,633**	**32,720,118**	**89,032**	**(1,445,457)**	**(1,356,425)**	
Expenditures										
Certificated Salaries	1,124,453	3,412,775	4,537,228	1,147,927	4,182,027	5,329,954	23,474	769,252	792,726	5
Classified Salaries	2,909,706	7,056,936	9,966,642	3,183,498	6,602,843	9,786,341	273,792	(454,093)	(180,301)	6
Employee Benefits	1,748,453	5,086,896	6,835,349	1,855,883	5,254,661	7,110,544	107,430	167,765	275,195	7
Books and Supplies	808,216	708,455	1,516,671	799,084	831,769	1,630,853	(9,132)	123,314	114,182	8
Other Services & Oper. Expenses	1,672,300	8,160,477	9,832,777	1,762,226	7,018,821	8,781,047	89,926	(1,141,656)	(1,051,730)	9
Capital Outlay	154,707	150,000	304,707	170,000	86,000	256,000	15,293	(64,000)	(48,707)	10
Other Outgo 7xxx	-	13,058	13,058	-	-	-	-	(13,058)	(13,058)	
Transfer of Indirect 73xx	(1,270,254)	1,081,714	(188,540)	(1,589,155)	1,369,647	(219,508)	(318,901)	287,933	(30,968)	
Total Expenditures	**7,147,581**	**25,670,311**	**32,817,892**	**7,329,463**	**25,345,768**	**32,675,231**	**181,882**	**(324,543)**	**(142,661)**	
Deficit/Surplus	1,811,872	(553,221)	1,258,651	1,719,022	(1,674,135)	44,887	(92,850)	(1,120,914)	(1,213,764)	
Other Sources/(uses)	-	-	-		-	-	-	-	-	
Transfers in/(out)	7,322	(14,500)	(7,178)	6,627	-	6,627	(695)	14,500	13,805	
Contributions to Restricted	(344,317)	344,317	-	(297,595)	297,595	0	46,722	(46,722)	-	
Net increase (decrease) in Fund Balance	**1,474,877**	**(223,404)**	**1,251,473**	**1,428,054**	**(1,376,540)**	**51,514**	**(46,823)**	**(1,153,136)**	**7,000**	
Beginning Balance	11,151,281	5,515,240	16,666,521	12,626,158	5,291,836	17,917,994	1,474,877	(223,404)	1,251,473	
Ending Balance	**12,626,158**	**5,291,836**	**17,917,994**	**14,054,212**	**3,915,296**	**17,969,508**	**1,428,054**	**(1,376,540)**	**51,514**	
Revolving/Stores/Prepaids	28,000		28,000	28,000		28,000	-	-	-	
Reserve for Econ Uncertainty (3%)	984,537		984,537	980,257		980,257	(4,280)	0	(4,280)	
Restricted Programs		5,291,836	5,291,836	0	3,915,296	3,915,296	0	(1,376,540)	(1,376,540)	
Assigned	3,412,465		3,412,465	3,725,222		3,725,222	312,757	0	312,757	
Unappropriated Fund Balance	**8,201,156**	**-**	**8,201,156**	**9,320,733**	**-**	**9,320,733**	**1,119,577**	**-**	**1,119,577**	
Unappropriated Percent			***25.0%***	2,356,539		***28.5%***				

Notes:

[1] Increase in revenue driven by higher LCFF COLA of 4.31% and higher funding for universal and targeted assistance to local education agencies.

[2] Workforce/One Stop Program grants are estimated to be awarded less grants awarded for 2026-27 and beyond.

[3] The Allcove grant expires on 6/30/2026, resulting in a significant decline in revenue. We have not been awarded an extension as of May 30, 2026.

[4] Billback for special education services is estimated to increase with rising special education costs.

[5] Estimated Actuals include savings from vacant positions. 26-27 budget assumes all positions except Speech Language Pathologist are filled. Salary Increase is assumed at 3% and additional 2.01% for step movement plus additional stipends and signining bonuses for Moderate/Severe Teachers.

[6] The overall decline reflects a reduction in positions due to expiration of grant programs. Some positions were shifted from restricted to unrestricted budgets. The change from year to year assumes a 3% salary increase and costs from step increases on the salary schedule.

[7] In addition to the benefits increasing in relation to salaries, the YCOE contribution to benefits assumes a 6.8% increase in benefit costs.

8 In 2025-26, the materials and supplies budgets for the Cal Serve and Special Education program were not fully utilized. The 2026-27 budget reflects fully budgeting for materials and supplies.

[9] This decrease is mainly from the expiration of the Allcove Grant.

[10] A decrease in capital equipment is planned from Career Technical Education grants.

Yuba COE Adopted Budget Multi-year Projection

	Estimated Actuals 2025-26			Adopted Budget 2026-27				Adjustments to prior year		Projection 2027-28				Adjustments to prior year		Projection 2028-29		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined		Unrestricted	Restricted	Unrestricted	Restricted	Combined		Unrestricted	Restricted	Unrestricted	Restricted	Combined
Revenue																		
General Purpose	7,029,754	2,582,672	9,612,426	7,121,129	2,582,672	9,703,801	*1*	174,196	-	7,295,325	2,582,672	9,877,997	*1*	131,270	-	7,426,595	2,582,672	10,009,267
Federal Revenue	-	3,030,110	3,030,110	-	2,791,477	2,791,477	*2*	-	(25,000)	-	2,766,477	2,766,477		-	-	-	2,766,477	2,766,477
State Revenue	169,603	5,626,750	5,796,353	170,937	4,321,122	4,492,059	*10*	4,238	(1,064,878)	175,175	3,256,244	3,431,419	*10*	4,099	86,353	179,274	3,342,597	3,521,871
Local Revenue	1,760,096	13,877,558	15,637,654	1,756,419	13,976,362	15,732,781	*7*	0	731,216	1,756,419	14,707,578	16,463,997	*7*	-	608,336	1,756,419	15,315,914	17,072,333
Total Revenue	**8,959,453**	**25,117,090**	**34,076,543**	**9,048,485**	**23,671,633**	**32,720,118**		**178,434**	**(358,662)**	**9,226,919**	**23,312,971**	**32,539,890**		**135,369**	**694,689**	**9,362,288**	**24,007,660**	**33,369,948**
Expenditures																		
Certificated Salaries	1,124,453	3,412,775	4,537,228	1,147,927	4,182,027	5,329,954	*3*	98,243	(79,607)	1,246,170	4,102,420	5,348,590	*3*	116,577	172,118	1,362,747	4,274,538	5,637,285
Classified Salaries	2,909,706	7,056,936	9,966,642	3,183,498	6,602,843	9,786,341	*3*	249,480	210,094	3,432,978	6,812,937	10,245,915	*3*	290,912	203,726	3,723,890	7,016,663	10,740,553
Employee Benefits	1,748,453	5,086,896	6,835,349	1,855,883	5,254,661	7,110,544	*4*	129,843	79,423	1,985,726	5,334,084	7,319,810	*4*	101,356	109,666	2,087,082	5,443,750	7,530,832
Books and Supplies	808,216	708,455	1,516,671	799,084	831,769	1,630,853	*6*	29,671	(297,417)	828,755	534,352	1,363,107	*6*	22,598	(73,692)	851,353	460,660	1,312,013
Other Services & Oper. Expenses	1,672,300	8,160,477	9,832,777	1,762,226	7,018,821	8,781,047	*6*	89,196	76,955	1,851,422	7,095,776	8,947,198	*6*	67,936	83,463	1,919,358	7,179,239	9,098,597
Capital Outlay	154,707	150,000	304,707	170,000	86,000	256,000	*11*	-	(86,000)	170,000	-	170,000	*11*	-	-	170,000	-	170,000
Other Outgo 7xxx	-	13,058	13,058	-	-	-		-	-	-	-	-		-	-	-	-	-
Transfer of Indirect 73xx	(1,270,254)	1,081,714	(188,540)	(1,589,155)	1,369,647	(219,508)	*8*	(45,284)	45,284	(1,634,439)	1,414,931	(219,508)	*8*	(44,099)	44,099	(1,678,538)	1,459,030	(219,508)
Total Expenditures	**7,147,581**	**25,670,311**	**32,817,892**	**7,329,463**	**25,345,768**	**32,675,231**		**551,149**	**(51,268)**	**7,880,612**	**25,294,500**	**33,175,112**		**555,280**	**539,380**	**8,435,892**	**25,833,880**	**34,269,772**
Deficit/Surplus	1,811,872	(553,221)	1,258,651	1,719,022	(1,674,135)	44,887		(372,715)	(307,394)	1,346,307	(1,981,529)	(635,222)		(419,911)	155,309	926,396	(1,826,220)	(899,824)
Other Sources/(uses)	-	-	-	-	-	-				-	-	-				-	-	-
Transfers in/(out)	7,322	(14,500)	(7,178)	(9,373)	-	(9,373)	*9*	-	-	(9,373)	-	(9,373)		-	-	(9,373)	-	(9,373)
Contributions to Restricted	(344,317)	344,317	-	(297,595)	297,595	-	*5*	30,481	(30,481)	(267,114)	267,114	-	*5*	(9,854)	9,854	(276,968)	276,968	0
Net increase (decrease) in Fund Balance	**1,474,877**	**(223,404)**	**1,251,473**	**1,412,054**	**(1,376,540)**	**35,514**		**(342,234)**	**(337,875)**	**1,069,820**	**(1,714,415)**	**(644,595)**		**(429,765)**	**165,163**	**640,055**	**(1,549,252)**	**(909,197)**
Beginning Balance	11,151,281	5,515,240	16,666,521	12,626,158	5,291,837	17,917,995				14,038,212	3,915,297	17,953,509				15,108,032	2,200,882	17,308,914
Ending Balance	**12,626,158**	**5,291,836**	**17,917,994**	**14,038,212**	**3,915,297**	**17,953,509**				**15,108,032**	**2,200,882**	**17,308,914**				**15,748,087**	**651,630**	**16,399,717**
Revolving/Stores/Prepaids	28,000		28,000	28,000		28,000				28,000		28,000				28,000		28,000
Reserve for Econ Uncertainty (3%)	984,537		984,537	980,257		980,257				995,253		995,253				1,028,093		1,028,093
Restricted Programs		5,291,836	5,291,836		3,915,297	3,915,297				-	2,200,882	2,200,882				-	651,630	651,630
Assigned	3,412,465		3,412,465	3,725,222		3,725,222				3,553,073		3,553,073				3,553,073		3,553,073
Additional Reserve For Econ Unc	**7,800,015**	**-**	**8,201,156**	**9,304,733**	**-**	**9,304,733**				**10,531,706**	**-**	**10,531,706**				**11,138,921**	**-**	**11,138,921**
Additional Reserve Percent			***25.0%***			***28.5%***						***31.7%***						***32.5%***

Notes:

1 LCFF funding reflectes 4.31% LCFF COLA for 2026-27, 3.30% LCFF COLA for 2027-28, and 3.09% for 2028-29. Funded ADA is projected to decline 2.72ADA for the Alternative Education Grant portion of LCFF for 2026-27, another 2.9 ADA for 2027-28, and 2.17 ADA for 2028-29.

2 Decrease in Carryover from federal grants

3 Projections include step movement for eligible employees of 2.5% for classified and 3% for certificated, with a 3% cost of living adjustment for 2027-28 and 2028-29. Negotiations are completed for 2026-27 with Classified only. Reduction in 2027-28 in restricted certficated expenses are due to end of grant programs.

4 Projections include estimated increases in annual state pension adjustments for both STRS & PERS, plus additional statutory benefits based on step increases and a 3% increase to benefits contribution by YCOE. Increases in benefits costs are also driven from increases in salaries.

5 Decrease in Contributions are projected for 2027-28 from reductions in unfunded programs. Additional contributions in 2028-29 relate to the projected salary, step and pension increases of restricted programs of programs where revenue does not keep up with increased cost and required contribution for the Routine Restricted Maintenance Account.

6 Books and Supplies and Services and Other have been increased by the projected California Consumer Price Index of 3.76% for 2027-28 and 2.76% for 2028-29 less any removal of costs for expired grants.

7 Other Local Revenue is driven by increased special education program costs to LEAs in the regional special education program billed back to districts.

8 Increase/decrease in indirect costs charged to restricted programs due to increase/decrease in rate net of increase/decrease in restricted funds.

9 Transfer in of $6,627 is projected from Forest Reserve Fund, offset by a $16,000 transfer out to suport the Adult Education Fund.

10 State grants increase with 3.3% COLA in 2027-28 and 3.09% for 2028-29. The large drop in state revenue in 2027-28 reflects the decline from revenue received from Golden State Pathways Program and Career Technical Education grant awarded in 2026-27.

11 Capital Outlay decreases from the planned expenditures from restricted state grants in 2026-27.

YUBA COUNTY OFFICE OF EDUCATION

U.S. Forest Reserve Breakdown

Federal Year 2024 Revised Monies Received in FY 25/26

INPUT FIELDS

TOTAL FOREST RESERVE RECEIVED

Tahoe National Forest	$	48,711.39
Plumas National Forest	$	55,520.03
Amount Received by Yuba County:	$	104,231.42
Total Title I Funds:	$	104,231.42

FOREST RESERVE RECEIVED FOR ED.
50% of Title I Funds

Tahoe National Forest	$	24,355.70
Plumas National Forest	$	27,760.01
YCOE Receipts to be Allocated:	$	52,115.71
less Receipts Allocated in 24/25		(10,384.10)
YCOE Receipts to be Allocated in 25/26:	$	41,731.61

BREAKDOWN FOR DISTRICTS

Tahoe National Forest *46.73388504157%*

Fed Yr 2024 Apportionment Received in 25/26	$	19,502.80		
less 15% for County Sch Serv Fund		(2,925.42)		
Amount Available for Distribution:	$	16,577.38		
			Annual ADA 2023-24	
Camptonville Union School District	$	12,643.76	45.90	76.271186%
Nevada Joint Union High School District		3,933.62	14.28	23.728814%
		$16,577.38	60.18	100%

Plumas National Forest *53.26611495842%*

Fed Yr 2024 Apportionment Received in 25/26	$	22,228.81		
less 15% for County Sch Serv Fund		(3,334.32)		
Amount Available for Distribution:	$	18,894.49		
			Annual ADA 2023-24	
Marysville Joint Unified School District	$	17,235.98	189.87	91.222254%
Yuba Community College District		1,658.51	18.27	8.777746%
	$	18,894.49	208.14	100%

Frontline / Escape Fiscal03b Report

&

USDA Forest Service ASR-18-01 Report (CA Yuba County Page)

For FY 2024 – 2025 Revision

Detail for Dates 07/01/2025 through 06/30/2026 — **Fiscal Year 2025/26**

Ref#	Pay To Name	Check #	Journal #	Description	Trans Date	Revised Budget	Debit	Credit	Account Balance
Fund **16 - Forest Resv Fun**									
16-0000-0- - -9791- - Beginning Fund,Unrestrict									
			BB26-00012	Starting Balance From (9791 , Be	07/01/25			167.68	167.68
			BB26-00012	Starting Balance From (9790 , Un	07/01/25		108.88		58.80
			BR26-00028	Adjust Revised Starting Balances	10/09/25	58.80			58.80
				Account Total	06/30/26	58.80	108.88	167.68	
				Total for Starting Balance Accounts and Object 9791		**58.80**	**108.88**	**167.68**	**58.80**

Ref#	Pay To Name	Check #	Journal #	Description	Trans Date	Revised Budget	Revenue	Account Balance
16-0000-0-0000-0000-8260-000-3100 Forest Reserve,Unrestrict								
			BA26-00007	Adopted Budget,OB26-01,Fund 1(	07/01/25	10,384.10		10,384.10
is actually 24/25 Revision, please see backup			AR26-00326	25/26 FOREST RESERVE	03/26/26		41,731.61	31,347.51-
			AR26-00312	25/26 FOREST RESERVE TITLE	05/11/26		48,731.35	80,078.86-
			BR26-00229	EST ACTUALS FD 16	05/20/26	38,347.25		41,731.61-
				Account Total	06/30/26	48,731.35	90,462.96	
16-0000-0-0000-0000-8660-000-3100 Interest,Unrestricted,A T								
			BA26-00007	Adopted Budget,OB26-01,Fund 1(	07/01/25	27.27		27.27
			AR26-00226	25/26 1ST QTR INTEREST	10/01/25		.86	26.41
			AR26-00245	25/26 2ND QTR INTEREST	01/01/26		.92	25.49
			GJ26-00305	Adjust 24/25 Prior Year Interest	04/02/26		22.45	3.04
			BR26-00226	EST ACTUAL INTEREST INCOM	05/19/26	8.73		11.77
				Account Total	06/30/26	36.00	24.23	
				Total for Revenue Accounts		**48,767.35**	**90,487.19**	**41,719.84-**

all other amounts ignored since they pertain to 25/26 Forest Reserve

Ref#	Pay To Name	Check #	Journal #	Description	Trans Date	Revised Budget	Encumbered	Expenditure	Account Balance
16-0000-0-0000-9200-7281-000-3100 Other Trans To,Unrestrict									
			BA26-00007	Adopted Budget,OB26-01,Fund 1(	07/01/25	8,824.51			8,824.51
			BR26-00229	EST ACTUALS FD 16	05/20/26	32,667.71			41,492.22
				Account Total	06/30/26	41,492.22	.00	.00	
16-0000-0-0000-9300-7619-000-3100 Other Authorize,Unrestric									
			BA26-00007	Adopted Budget,OB26-01,Fund 1(	07/01/25	1,586.86			1,586.86
			BR26-00229	EST ACTUALS FD 16	05/20/26	5,735.30			7,322.16
				Account Total	06/30/26	7,322.16	.00	.00	
				Total for Expense Accounts		**48,814.38**	**.00**	**.00**	**48,814.38**

Selection: Filtered by User Permissions, (Org = 10, Online/Offline = N, Fiscal Year = 2026, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Fund = 16, Object Digits = 4, Page Break Lvl =)

Detail for Dates 07/01/2025 through 06/30/2026 — Fiscal Year 2025/26

Ref#	Pay To Name	Check #	Journal #	Description	Trans Date	Revised Budget	Debit	Credit	Account Balance
Fund **16 - Forest Resv Fun (continued)**									
16-0000-0- - -9790- - Unassigned/unap,Unrestric									
			BR26-00028	Adjust Revised Starting Balances	10/09/25	58.80			.00
			BR26-00226	EST ACTUAL INTEREST INCOM	05/19/26	8.73			.00
			BR26-00229	EST ACTUALS FD 16	05/20/26	55.76-			.00
				Account Total	06/30/26	11.77	.00	.00	
				Total for Ending Balance Accounts and Object 9790		**11.77**	**.00**	**.00**	**.00**

Total for Org 010 and Fund Forest Resv Fun

	Starting Balance	+ Revenues	- Encumbrances	- Expenditures	= Calculated Ending Balance
Budgeted	**58.80**	**48,767.35**		**48,814.38**	**11.77**
Actuals	**58.80**	**90,487.19**			**90,545.99**

County	Township	National Forest	Full Payment Base Amount	Title I %	Title I Amount	Title II %	Title II Amount	Title III %	Title III Amount
		TRINITY PNF (0074)	2,514,187.99	85.00	2,137,059.79	10.00			125,709.40
		Trinity Total:	**3,966,385.47**		**3,371,427.65**				**198,319.27**
Tulare (107)		INYO PNF (0054)	117,047.21	85.00	99,490.13	8.00			8,193.30
		SEQUOIA PNF (0067)	440,647.70	85.00	374,550.54	8.00			30,845.34
		Tulare Total:	**557,694.91**		**474,040.67**				**39,038.64**
Tuolumne (109)		INYO PNF (0054)	38.53	85.00	32.75	13.00			0.77
		STANISLAUS PNF	1,315,268.49	85.00	1,117,978.22	13.00			26,305.37
		Tuolumne Total:	**1,315,307.02**		**1,118,010.97**				**26,306.14**
Yuba (115)		PLUMAS PNF (0063)	65,317.68	85.00	55,520.03	0.00	0.00	15.00	9,797.65
		TAHOE PNF (0073)	57,307.52	85.00	48,711.39	0.00	0.00	15.00	8,596.13
		Yuba Total:	**122,625.20**		**104,231.42**		**0.00**		**18,393.78**
		CALIFORNIA Total:	**33,650,654.29**		**28,504,080.48**		**2,766,786.60**		**2,379,787.21**
		COLORADO (08)							
Alamosa (003)		RIO GRANDE	28,894.31	100.00	28,894.31	0.00	0.00	0.00	0.00
		Alamosa Total:	**28,894.31**		**28,894.31**		**0.00**		**0.00**

Tahoe
0. [ST]
57,307.52 ÷
122,625.2 =
0.4673388504157 +

Plumas
0. [CL]
65,317.68 ÷
122,625.2 =
0.5326611495842 +

345

FY 2024 – 2025

Revision

Title I

Forest Reserve Receipts

Backup Documentation

Receipt # CR26-0000323

Fiscal Year 2025/26

Customer Id		Date Received	03/26/2026
Customer Name	STATE OF CA DOE	Receipt Amount	$41,731.61
Invoice #		Receipt Type	C - Check
Location		Payment Ref	10734
Status	P - Posted	Date Deposited	03/26/2026
Status Comment		Deposit #	10734
On Hold?	No	Bank Account	COUNTY
Comment	25/26 FOREST RESERVE	Batch Id	4,691
		Deposited by	ATHORNSBERRY

Accounts

	Receipt Comment	FY	Amount
16- 0000- 0- 0000- 0000- 8260- 000- 3100	25/26 FOREST RESERVE	2026	$41,731.61

History

06/02/2026	RJOHAL	Status was changed to Submitted
06/02/2026	ATHORNSBERRY	Status was changed to Posted
06/02/2026	ATHORNSBERRY	Deposit Number set to 10734 by ATHORNSBERRY
06/02/2026	ATHORNSBERRY	Deposit Date set to 03/26/2026 by ATHORNSBERRY

Receipt # CR26-0000323 **Fiscal Year 2025/26**

Customer Id		Date Received	03/26/2026
Customer Name	STATE OF CA DOE	Receipt Amount	$41,731.61
Invoice #		Receipt Type	C - Check
Location		Payment Ref	10734
Status	S - Submitted	Date Deposited	
Status Comment		Deposit #	
On Hold?	No	Bank Account	COUNTY
Comment	25/26 FOREST RESERVE	Batch Id	4,691
		Deposited by	

Accounts

	Receipt Comment	FY	Amount
16-0000-0-0000-0000-8260-000-3100	25/26 FOREST RESERVE	2026	$41,731.61

History

06/02/2026	RJOHAL	Status was changed to Submitted

POSTED
JUN 2 2026
YCOE FISCAL

YC#_____

CERTIFICATE RECEIPT FOR DEPOSIT IN TREASURY

~~COUNTY OF YUBA ~ STATE OF CALIFORNIA~~

AUDITOR-CONTROLLER ~ MARYSVILLE, CALIFORNIA

DATE: 3/26/2026

PREPARING DEPT: AUDITOR-CONTROLLER

CONTACT/ PHONE: SARAH KLIEWER X7819 YCOE,CDSA, MIRANDA(PI

RECEIPT NUMBERS: _____ to _____

10754

DO NOT WRITE IN THIS AREA - AUDITOR USE ONLY

ORGANIZATION CODE	OBJECT CODE	AMOUNT	LINE DESCRIPTION AND SOURCE OF FUNDS
9040016	47900	41,731.61	ALLOC FEDERAL FOREST RESERVE TITLE 1
2050000	43845	41,731.60	ALLOC FEDERAL FOREST RESERVE TITLE 1
1650010	47900	18,393.78	ALLOC FEDERAL FOREST RESERVE TITLE 3
			16-6000-0-0000-0000-8260
			000-8100
ACCOUNT TOTAL		$ 101,856.99	

C. RICHARD EBERLE,
AUDITOR-CONTROLLER
DEPUTY

JOLIÉ TURK,
TREASURER-TAX COLLECTOR
DEPUTY

CURRENCY TYPES/AMOUNTS	
CASH	
COIN	
CHECKS	
EFT/DIRECT DEPOSIT	101,856.99
TREASURY TOTAL	101,856.99

State Controller's Office
Remittance Advice
United States Forest Reserve
Claim Schedule: 2400564A
Issue Date: March 26, 2026
Fiscal Year: 2024-2025
Collection Period: October 01, 2023 - September 30, 2024
Description: Government Code sections 29480 - 29484. Allocation of Federal Forest Reserve Receipts pursuant to the Secure Rural Schools (SRS) Act that was reauthorized by P.L. 119-58 for fiscal years 2024 and 2025.
For assistance, please call Maria Abugarade Rayo at 916-890-3689 or at MAbugaradeRayo@sco.ca.gov.

County	25% Percent Payment Amount	Title I Amount	Title III Amount	Payment issued on	Payment Amount	Year to Date
Yuba County Treasurer	$0.00	$104,231.42	$18,393.78	-$20,768.21	$101,856.99	$122,625.20

50/50 split
9040016 - 47900 - $52,115.71 - $10,384.10 (issued pmt ref dep# 5078) = $41,731.61
2050000 - 43845 - $52,115.71 - $10,384.11 (issued pmt ref dep# 5078) = $41,731.60
1650010 - 47900 - $18,393.78

Ref Dep # 5078 ✓ copy attached