HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, June 24, 2026

5:30 p.m.	Public session for purposes of opening the meeting only
5:30 p.m.	Closed session to discuss closed session items listed below (For Board Only)
6:30 p.m.	Reconvene to open session no **later** than 6:30 p.m.

Hamilton Unified School District Board Meetings are open to the public.

1.0 OPENING BUSINESS:

a. Call to order and roll call

_______Hubert "Wendell" Lower, President _______Rod Boone, Clerk _______Gabriel Leal
_______Vanessa Ortiz _______Ray Odom

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

a. Government Code Section 54956.8, Conference with Real Property Negotiators
Property:
Agency Negotiators: Dr. Jeremy Powell, Superintendent; Kristen Hamman, Chief Business Official
Under Negotiation: Price and Terms of Payment

b. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.

c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.

a. Student Discipline or Other Confidential Matters, Ed Code Sections 35146; 48912(b); 49060 & 20 U.S.C. Section 1232g, Review for re-admission for 1 Student – expulsion case: J.D.M.G

Report out action taken in closed session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

a. Board Member Comments/Reports

b. ASB President and Student Council President Reports
   i. Hamilton High School – Isabella Lozano
   ii. Hamilton Elementary School - Isaac Cuevas-Vera

c. District Reports (written)
   i. Technology Report by Frank James (p. 4)
   ii. Nutrition Services Report by Erendida Moreno (p. 5)
   iii. Operations Report by Alan Joksch (p. 7)
   iv. Community Schools and Family Engagement by Rachel Sanchez (p. 8)

d. Principal and Dean of Student Reports (written)
   i. Ulises Tellechea, Hamilton Elementary School Principal (p. 10)
   ii. Maria Reyes, District Dean of Students (Handout)
   iii. Cris Oseguera, Hamilton High School Principal (p. 11)
   iv. Silvia Robles, Adult School (p. 13)

e. Chief Business Official Report by Kristen Hamman (written) (p. 14)
f. Superintendent Report by Jeremy Powell (written) (Handout)

8.0 PRESENTATIONS:
a. None

9.0 CORRESPONDENCE:
a. None

10.0 INFORMATION ITEMS:
a. Bond Status (Fund 21) (p. 15)

11.0 DISCUSSION ITEMS:
a. None

12.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon**.**

13.0 **ACTION**
a. Adopt 206-7 District Budget (p. 16)
b. Adopt 2026-27 Local Control Accountability Plan (LCAP) (p. 120)
  i. 2026-2027 LCAP Overview
  ii. 2026-27 Local Control and Accountability Plan (LCAP)
  iii. 2026-27 Budget Overview for Parents
c. 2026-27 Strategic Planning/LCAP Priorities Annual Update (p. 220)
d. Adopt Resolution 25-26-109 Regarding Compliance with Assembly Bill 3074 and Continued Use of the "Braves" Mascot (p. 223)
e. Adopt Resolution 25-26-110 Recognizing and Commending Dave Elkin, Johnny romano, Cristina Rios-Diaz, and Caesar Leal for Their Professionalism and Actions During a School Bus Emergency (p.226)
f. Approve 2026-27 Agriculture Career Technical Education Incentive Grant (p. 228)
g. Approve 2026-27 Career Technical Education Incentive Grant (CTEIG) Application (p. 236)
h. Approve 2026-27 Perkins V-Strengthening Career and Technical Education for the 21st Century Act (p. 260)
i. Approve 2026-27 Adult Ed Courses (p. 285)
j. CSBA Policies review for second readings and approval all related to SB 848 (p. 292)
  i. Board Policy 5131.2 – Bullying
  ii. Administrative Regulation 5131.2 - Bullying
  iii. Board Policy 4119.21- Professional Standards
  iv. Board Policy 4219.21 – Professional Standards
  v. Board Policy 4319.21 – Professional Standards
  vi. Board Policy 0450 – Comprehensive Safety Plan
  vii. Administrative Regulation 0450 – Comprehensive Safety Plan
  viii. Board Policy 6164.2 – Guidance/Counseling Services
  ix. Board Policy 5145.7 – Sexual Harassment
  x. Administrative Regulation 5145.7 – Sexual Harassment
  xi. Administrative Regulation 1312.2 – Uniform Complaint Procedures
  xii. Board Policy 1312.2 – Uniform Complaint Procedures
  xiii. Administrative Regulation 5145.3 – Nondiscrimination/Harassment
  xiv. Board Policy 5145.3 – Nondiscrimination/Harassment
  xv. Administrative Regulation 4119.11 – Sexual Harassment
  xvi. Board Policy 4119.11 – Sexual Harassment
  xvii. Administrative Regulation 4219.11 – Sexual Harassment
  xviii. Board Policy 4219.11 – Sexual Harassment
  xix. Administrative Regulation 4319.11 – Sexual Harassment
  xx. Board Policy 4319.11 – Sexual Harassment
  xxi. Board Policy 0410 – Nondiscrimination in District Programs and Activities
  xxii. Board Policy 5144 - Discipline
  xxiii. Board Policy 1312.2 – Complaints Concerning Instructional Materials

xxiv. Board Policy 1240 – Volunteer Assistance
xxv. Administrative Regulation 1240 – Volunteer Assistance
xxvi. Administrative Regulation 1312.4 – Williams Uniform Complaint Procedures
xxvii. Administrative Regulation 4112.5 – Criminal Record Check
xxviii. Administrative Regulation 4212.5 – Criminal Record Check
xxix. Administrative Regulation 4312.5 – Criminal Record Check
xxx. Board Policy 5141.4 – Child Abuse Prevention and Reporting
xxxi. Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting
xxxii. Board Policy 4040 – Employee Use of Technology
xxxiii. Board Policy 3515 – Campus Security
xxxiv. Administrative Regulation 3515 – Campus Security

14.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended**.**

a. Minutes from Regular Board Meeting on May 27, 2026 (p. 299)
b. Warrants and Expenditures (p. 303)
c. 2026-27 Open PO List (p. 312)
d. Approve 2026-27 Capturing Kids Hearts/Flippen Group Service Agreement (p. 317)
e. Approve 2026-2028 Agreement for Professional Services with DWK (p. 328)
f. HES 2026-27 School Plan for Student Achievement (SPSA) (p. 333)

15.0 ADJOURNMENT:

Technology Report

Board Meeting on June 24th, 2026

Frank James, Director of Technology

Completed and in Progress Tasks

Technical Support & Repairs:

- Ongoing completion of technology support tickets and troubleshooting districtwide.
- Chromebook repairs performed both in-house and through the device warranty provider.

Server and Equipment Optimization:

- Chromebook Refresh:
  - At the end of this school year, each school site collected all student Chromebooks that are to be replaced. These returned devices will be checked back in our Aeries asset tracking system and staged for device evaluation and prepared for a possible vendor credit.
  - The first delivery of the New Chromebooks has arrived, and the second delivery will be after July 1st.
    - Once all Chromebooks arrive, the set-up processes will be completed and preparation for assigning the new devices to students.
- Network Upgrades – I've begun programming the first two network switches that we will install. We'll do this after hours to avoid disrupting summer school or district services.
- Windows 11 – I have finalized the latest Win 11 Image on our deployment server so that we can expedite the upgrade process.
- We're beginning to plan our summer projects which include new Chromebooks, changes to security across the firewall and network, transitioning the Cachebox to fully deployed, and our normal summer checklist of tasks.
- Self Service Portal – There were some issues with the portal that restricted login from unauthorized networks. Mike and I worked with Support to patch the issue.

Nutrition Service Report

HUSD

Erendida Moreno

June 24, 2026

Meal Service Claims have been submitted for May-June 5, 2026.

There were 25 days of meal service.

Total reimbursable meals served District wide:

- Breakfast: 8,850
- Lunch: 10,543
- Supper: 2,212
- Snack: 665

ADP for the Elementary Site:

- Breakfast: 202
- Lunch: 322
- Supper: 114
- Snack: 39

ADP for High School site:

- Breakfast: 183
- Lunch: 122

Net claim reimbursement total for April in School Nutrition Programs (SNP), and CACFP is $106,785.76.

2025-2026 Year to date Totals:

SNP: $705,063.38

CACFP: $82,741

We have started our Seamless Summer Feeding Option at the Elementary School. This program serves Breakfast & Lunch to our Summer School students and Boys and Girls Club Camp participants. It is also available to our community who is under the age of 18. We will be operating under this program from June 10th-July 29, 2026.

As the regular school year has come to an end, we are currently in the process of renewing our Community Eligibility Provisions program. Courtney is assisting with providing student data reporting. This program lasts for 4 years where we don’t collect lunch forms to determine if a student qualifies for a free or reduced meal on an annual basis. It offers Free meals to every single student in school for those 4 years.

MOT – JUNE 2026

Maintenance / Operations:

- We have wrapped up the 2026 school year.
- We helped set up for the elementary and high school awards nights.
- We cleaned and mowed all campuses ahead of the year end ceremonies.
- We Helped set up for the Preschool and Kindergarten graduations.
- We built the big stage for the 8th grade promotion and the high school graduation.
- The graduation stage was taken down and placed back in storage.
    - The field was cleaned up and water was restored to the football field.
- Rooms at Ella Barkley and the elementary have been cleaned ahead of summer school and the return of the boys and girls club.
    - We continue to clean these rooms and offices as these programs run into the summer.
- The roof repair has been completed at the elementary B&G Clubhouse.
- The new kiln has been installed in the High School Art room.
- We have installed the new pergola at the district office.
- Summer deep cleaning is under way at all sites.
- We are preparing fields for summer sports camps.
- We are beginning to work on our list of extra summer projects and repairs.

Transportation:

- We transported the 8th grade class to Six Flags for their year-end trip.
- We transported the senior class to Coloma for a cold day of white-water rafting.
    - This trip was made very memorable with the second bus having an engine fire. It seems to be a wiring fire in the hot engine bay. The evacuation was textbook and all students and their belongings were kept safe. We are waiting for word from our insurance on the next steps.
- The year ended with a consistent amount of bus route riders, with over 40 on the Orland route.
- Boys and Girls have asked to be bused on 4 field trips and summer school has two on the schedule.
- Vans and the car will continue to be utilized thorough out the summer.
- Buses will be taken to the shop in July for the summer services and safety inspections.

2025-2026 Director of Community Schools Final Report/Recap for the School Year

This year, we focused on building the community schools framework into sustainable student support systems district wide. Our wellness team ensured expanded access to services for students and their families at all three school sites. We began the launch of the California Youth Behavioral Health Initiative (CYBHI) billing infrastructure in preparation for reimbursement of behavioral health services in the next school year,we established the Community Schools Advisory Committee, and expanded family engagement through data-driven programming.

Strategic Leadership & District Engagement

- **Executive Alignment**: Conducted weekly check-ins with Superintendent Powell and facilitated bi-weekly Community Schools team meetings (moved to monthly meetings as behavior intervention meetings at each site began meeting regularly) to ensure district-wide coherence.
- **Committee Representation**: Represented HUSD on several county boards, including the Glenn County Behavioral Health Advisory Board (BHAB), Glenn 2 Greatness, and the Children's Interagency Coordinating Council (CICC).
- **Advisory Governance**: Successfully launched the Community Schools Advisory Committee, holding the inaugural meeting on Dec 16, 2025, with subsequent sessions in Feb and Apr 2026. We will work next year to engage parents more fully in the Community Schools advisory committee, and to streamline alignment with school site councils at both schools.
- **Site-Level Integration**: Actively participated in School Site Council (SSC) meetings at both Hamilton Elementary (HES) and Hamilton High (HHS), as well as PTO and Behavior Intervention Team (BIT) meetings.

Integrated Student Supports & Wellness

A primary focus of the year was enhancing mental health resources and creating sustainable funding models for these services.

- **CYBHI Implementation**: Developed the infrastructure for CYBHI billing to support long-term mental health service sustainability. This included coordinating with the Glenn County Office of Education (GCOE) and coordinating efforts to ensure we can start collecting student insurance information and billing Medi-Cal and private insurance for covered services in 2026-2027 school year.
- **Mental Health Access**: Continued to promote Clayful Health, an on-demand coaching platform. The team utilized usage data to refine strategies for increasing student engagement, and will work to increase utilization next school year, particularly at the high school level.
- **Basic Needs Support**: Secured a $1,500 grant from the North Valley Community Foundation to establish a school food pantry for families in need. Secured a $500 grant from the Children's Interagency Coordinating Council to purchase hygiene supplies for students in need.
- **Community Partnerships and Engagement:** Increased engagement with community partners by inviting local organizations and service providers to participate in schoolwide events and by coordinating the sharing of community resources and support information with families. Conducted surveys of community partners to help build stronger relationships in the future.

Family & Community Outreach

- **Communication Platforms**: Launched the Community Schools webpage and maintained a monthly newsletter and community events calendar as well as regular messaging and announcements via ParentSquare.
- **Spanish-Language Programming**: Hosted multiple Spanish-language and bi-lingual mental health workshops featuring speakers like Hector Meza.
- **Data-Driven Planning**: Conducted a comprehensive parent survey in late 2025 to guide the development of future workshops and events, including adding childcare and Spanish language presentations.

Grants, Partnerships & Professional Learning

The district leveraged regional technical assistance to maximize the impact of the California Community Schools Partnership Program (CCSPP) grant.

- **Regional Collaboration**: Participated in the North Star Regional Technical Assistance Center (RTAC) webinars and learning series. Met monthly with local technical assistance lead and community schools staff from Orland Unified and Willows Unified school districts.
- **Innovation Recognition**: The HES wellness team presented their work on behavior and student wellness support at the North Star RTAC Rural mini-conference in Redding.
- **Future Planning**:Hamilton High School accepted into Community Engagement Initiative (CEI) for the 2026-2027 school year to further build district capacity for student success and access to stipend to support these efforts
- **Professional Development:** Staff participated in professional learning opportunities focused on strengthening student relationships, family engagement, and strategies to support student well-being and resilience. Attended training for CYBHI and Enhanced Care Management billing.

Looking ahead…

- Finalizing CCSPP Annual Performance and Expenditure Reports, working with Community Schools Advisory & School Site Council to review 2026-2027 Implementation Plans to be presented in Fall 2026
- Full district-wide rollout of CYBHI billing by Fall 2026
- Sustainability for wellness team through exploration of funding opportunities and training existing staff as Community Health Workers/Wellness Coaches
- Strengthening middle-to-high school transition activities
- Increasing opportunities for community based learning
- Increasing parent involvement in Community School Advisory & Parent Leadership Opportunities
- Working with school site administrators to maximize community schools/wellness resources
- Wellness team staff & Director of Community Schools to attend EMPOWER Summit in September, 2026; statewide Community Schools Convening
- Next year, the Community Schools Director will increase time, presence, and direct support at Hamilton High School and Ella Barkley High School to expand engagement efforts, strengthen site-based collaboration, and deepen implementation of community school initiatives.

HAMILTON ELEMENTARY SCHOOL

June 24, 2026

Submitted by

Ulises Tellechea, Principal

<table>
<tr><th>Grade</th><th>Percentage</th><th>Grade</th><th>Percentage</th></tr>
<tr><td>TK-28</td><td>TK-94.92%</td><td>5-50</td><td>5-93.47%</td></tr>
<tr><td>K- 38</td><td>K- 95.65%</td><td>6-50</td><td>6-95.26%</td></tr>
<tr><td>1-25</td><td>1 -95.79%</td><td>7-48</td><td>7-95.07%</td></tr>
<tr><td>2-30</td><td>2 -93.84%</td><td>8-44</td><td>8-96.41%</td></tr>
<tr><td>3-34</td><td>3 -93.03%</td><td rowspan="2" colspan="2">Enrollment: 394
Updated 6/11/26</td></tr>
<tr><td>4-47</td><td>4 -97.31%</td></tr>
</table>

The 2025–2026 school year was marked by several significant accomplishments and improvements at Hamilton Elementary School. Academically, we made substantial progress, as evidenced by our increase of two performance levels in both Mathematics and English Language Arts on the California Dashboard. Another major academic milestone was the graduation of the first 8th-grade class from our Dual Language Program, while also expanding the program by adding Dual Language instruction in Transitional Kindergarten.

Equally important, our students and campus benefited greatly from the addition of our Wellness Team. Through schoolwide Positive Behavioral Interventions and Supports (PBIS), all students received Tier 1 social-emotional and behavioral support, while many students also received targeted interventions, counseling, and additional services to meet their individual needs. Hamilton Elementary remains committed to strengthening school culture by expanding student supports and increasing family engagement opportunities, many of which were made possible through our Community Schools Initiative.

Our campus also continues to improve each year. The addition of our new athletic fields and track has provided students with beautiful spaces for daily recreation, physical education, and athletic competition. These enhancements have contributed to a more positive and engaging school environment for all students.

I am incredibly proud of our accomplishments and the collective efforts of the Hamilton Elementary School community. None of this would be possible without the support of our dedicated staff, families, community partners, the Boys & Girls Club, the Glenn County Office of Education, and the leadership of the Hamilton Unified School District. Together, we continue to create meaningful opportunities and positive outcomes for our students.

General 2025-26 Highlights for HHS.

On our academic side, we ended the year with 97 total 9-12 graduates (HHS + EBHS), most in school history. We began the school year with 92 HHS Seniors and we are pleased to announce that all 92 ended with their diploma. Our Class of 2026 had 47% of students achieve the Golden State Seal merit Diploma, 5 students achieve Seal of Biliteracy, and this class also earned over 300 college credits during their high school years through Dual or Concurrent Enrollment courses. At our Senior Awards Night, these students earned nearly $100,000 for their hard work and academic strength.

Graduation on June 5 was a very well attended and dignified event for our Class of 2026 and the class was able to enjoy a great rafting Senior Trip on May 28-29, even with the bus engine situation on the road trip home. All students and staff were safe and huge thank you to Dave Elkin, Johnny Romano, Cristina Rios, Cesar Leal, our other advisors, and CHP and firefighters for ensuring a safe evacuation, calm demeanor, and safe return home for all.

HHS scores also increased in Math and English on CAASPP test (administered to 11^{th} graders) as well as positive gains in Science CAST test.

For our staff, we were able to offer Professional Development opportunities to each member for content growth and additional collaboration. Teachers attended multiple conferences including CABE, CATE, HOSA, as well as others to continue to improve their craft. Next year, we have three staff members participating on the HUSD Lead to Literacy modules and training, which will be a multi-year component.

Additionally, throughout the school year, our district provided various trainings and workshops, with Capturing Kids Hearts among the most prominent and influential with staff for student benefit.

With activities, our ASB had a very spirited year with exciting rallies, dances, and spirit weeks. Among those were the Color Dance, Prom, Homecoming events, and also community help events such as two blood drives. The spirit of the student body was most evident at our athletic events which saw our Football and Boys Soccer capture league championships and nearly win section titles. Most of our school sport teams were competitive in their leagues and exhibited strong sportsmanship throughout their seasons. Special Notes- Hannah Bonesio was selected as CIF Scholar Athlete of the Year for the Northern Section for 2025-26! We believe the last recipient was her dad Jeremy Bonesio back in 1995-96. Also, Case Porter (Arizona Christian), Hayden Boles (Cal Poly SLO), and Ilan Davis (Tarleton State- Texas) will be continuing their athletic careers in basketball, rodeo, and rodeo, respectively next school year. Congratulations to all!

For our clubs, we welcomed two new clubs this year, with Bible Study and Chess Club starting and gaining good membership. Also, our biggest club, the HCFFA, had members perform very well at competitions all year long, culminating at the Glenn County Fair with student projects garnering over $300,000 for our students. With HCFFA, students were also able to travel to South Dakota, Indianapolis, Washington D.C., and various state locations.

As well, we are excited for the HHS Track and Field Project to break ground within the next 12 months in anticipation of our Track & Field student athletes being able to practice an compete in their own modern facility!

We are expecting to have approximately 295-300 9-12 graders on site next year and expect to welcome, conservatively, 65 incoming Frosh. We are excited for another exciting year in 2026-27! Go Braves!

Cris Oseguera
Principal

Hamilton Adult Education

Board Meeting Report-June, 2026

Silvia Robles/Director

Completed and in Progress Tasks – June, 2026

1. Enrollment and students served to date for all programs: **196**

2. Heavy Equipment Trainings for the month of June 2026:
   Forklift: Thursday, 06/11/26 – 6:00pm to 9:00pm & Saturday, 06/13/26 – 8:00am to 4:00pm
   Scissor Lift: Thursday, 6/18/26 – 6:00pm to 9:00pm & Saturday, 06/20/26 – 8:00am to 4:00pm
   Backhoe: Thursday, 06/25/26 – 6:00pm to 9:00pm & Saturday, 06/27/26 – 8:00am to 4:00pm

3. Core WIOA classes; ESL, Citizenship, and High School Diploma for adults only will continue through the end of June.

4. CASAS post testing for WIOA students in ESL, Citizenship and High School Diploma Adults will be completed by June 30, 2026 as we prepare to close this program year.

5. Course Approvals for High School Diploma for program year 2026-27 are being requested and pending approval from CDE after district board meeting approval, June 24, 2026.

6. The Employment and Earnings Follow-up Survey for the fourth quarter this program year 2025-26 has been sent. We will follow-up with exiters that do not respond by June 30, 2026.

7.

Hamilton Unified School District
General Fund - Unrestricted and Restricted
June 24, 2026 Board Report

	2025-26 Second Interim Budget	2025-26 Year To Date As of 6/15/26	2024-25 Second Interim Budget	2024-25 Year To Date As of 6/15/25
Revenues				
LCFF Sources	$ 11,525,569	$ 9,642,651	$ 10,857,196	$ 9,831,237
All Other Federal Revenue	$ 319,222	$ 218,055	$ 269,169	$ 233,789
Other State Revenue	$ 2,581,665	$ 2,298,971	$ 1,642,145	$ 1,445,586
Other Local Revenue	$ 399,826	$ 445,985	$ 231,376	$ 614,563
Other Financing Sources	$ -			
Total Revenues	$ 14,826,282	$ 12,605,662	$ 12,999,886	$ 12,125,175
Expenditures				
Certificated Personnel Salaries	$ 4,754,578	$ 4,431,520	$ 4,438,637	$ 4,057,674
Classified Personnel Salaries	$ 2,136,731	$ 1,959,823	$ 1,765,673	$ 1,623,632
Employee Benefits	$ 2,940,326	$ 2,651,858	$ 2,616,967	$ 2,391,225
Books and Supplies	$ 787,218	$ 708,933	$ 710,581	$ 506,354
Travel and Conferences	$ 207,287	$ 180,948	$ 128,983	$ 101,306
Dues and Memberships	$ 30,086	$ 28,632	$ 24,836	$ 22,087
Other Insurance	$ 206,467	$ 196,789	$ 206,467	$ 204,004
All Other Utilities	$ 366,456	$ 330,770	$ 345,000	$ 304,146
Rents/Leases/Repairs	$ 75,175	$ 128,609	$ 61,975	$ 66,511
Other Operating Expenditures	$ 968,525	$ 861,709	$ 550,936	$ 539,067
Capital Outlay	$ 548,483	$ 437,237	$ 849,523	$ 481,479
Other Outgo	$ 1,625,694	$ 961,110	$ 1,844,737	$ 1,091,729
Interfund Transfers Out	$ 1,025,000		$ 525,000	
Total Expenditures	$ 15,672,026	$ 12,877,938	$ 14,069,315	$ 11,389,214
Net Increase (Decrease) in Fund	**$ (845,744)**	**$ (272,276)**	**$ (1,069,429)**	**$ 735,961**
Beginning Fund Balance 7/1/25 (from 24-25 Unaudited Actuals)	$ 5,247,806			
Projected Ending Fund Balance 6/30/26	$ 4,402,062			

Building Fund 21 (Bond) Expenditures for 2025-26
For June 24, 2026 HUSD Board Meeting
Total Expenditures through June 9, 2026

PO #	Date	Vendor	Description	Amount
PO26-079	7/2/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	$ 825.00
N/A-DIRECT PAY	9/10/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series B	$ 750.00

Total expenditures through 6/9/26 $ 1,575.00

HAMILTON UNIFIED SCHOOL DISTRICT

Summary of 2026-27 Budget

Presented at the June 17th, 2026 Special Board Meeting

Prepared by Kristen Hamman

2026-27 Budget
General Fund Revenues

2025-26 Estimated Actuals

Revenues	Unrestricted/ Restricted
LCFF Sources	11,525,569
Federal Revenue	324,222
Other State Revenue	2,594,165
Other Local Revenue	424,826
Total Revenues	**14,868,782**

Estimated Funded ADA for 2025-26: 691.02
(based on current year ADA)

2026-27 Budget

Revenues	Unrestricted/ Restricted
LCFF Sources	12,003,482
Federal Revenue	326,853
Other State Revenue	2,307,208
Other Local Revenue	389,076
Total Revenues	**15,026,619**

Estimated Funded ADA for 2026-27: 691.02
(based on prior year ADA)

General Fund Revenues are located on Page 21 of the board packet.

2026-27 Budget
General Fund Expenditures

2025-26 Estimated Actuals

Expenditures	Unrestricted/ Restricted
Certificated Salaries	4,754,578
Classified Salaries	2,136,731
Employee Benefits	2,940,326
Books & Supplies	794,218
Services & Other	1,853,996
Capital Outlay	548,483
Other Outgo (no IC*)	1,637,694
Other Outgo (IC*)	(12,000)
Total Expenditures	**14,654,026**

2026-27 Budget

Expenditures	Unrestricted/ Restricted
Certificated Salaries	5,003,721
Classified Salaries	2,219,538
Employee Benefits	3,099,728
Books & Supplies	811,943
Services & Other	1,800,787
Capital Outlay	209,710
Other Outgo (no IC*)	2,366,640
Other Outgo (IC*)	(12,000)
Total Expenditures	**15,500,067**

* IC = Indirect Costs; General Fund Expenditures are located on Page 21 of the board packet.

2026-27 Budget
General Fund changes in Fund Balance

2025-26 Estimated Actuals

Change in Fund Balance	Unrestricted/ Restricted
Beginning Fund Bal.	5,247,815
Revenues	14,868,782
Expenditures	(14,654,026)
Interfund Transfers	(1,025,000)
Increase (Decrease) in Fund Bal.	(810,244)
Ending Fund Bal.	**4,437,571**

2026-27 Budget

Change in Fund Balance	Unrestricted/ Restricted
Beginning Fund Bal.	4,437,571
Revenues	15,026,619
Expenditures	(15,500,067)
Interfund Transfers	(525,000)
Increase (Decrease) in Fund Bal.	(998,448)
Ending Fund Bal.	**3,439,123**

General Fund changes in Fund Balance are located on Page 21 of the board packet.

2026-27 Budget
General Fund Multiyear Projections

Description	2026-27 Budget	2027-28 Projection	2028-29 Projection
Beginning Fund Bal.	4,437,571	3,439,123	2,373,402
Revenues	15,026,619	14,964,392	15,084,791
Expenditures	(15,500,067)	(15,555,113)	(15,781,308)
Interfund Transfers	(525,000)	(475,000)	(475,000)
Increase (Decrease) in Fund Bal.	(998,448)	(1,065,721)	(1,171,517)
Ending Fund Bal.	3,439,123	2,373,402	1,201,885

Multiyear Projections are located on Page 80 and 81 of the board packet.

2026-27 Budget
General Fund Restricted and Unrestricted Ending Fund Balances

Description	2026-27 Budget	2027-28 Projection	2028-29 Projection
Restricted Ending Fund Balance	877,040	511,180	96,092
Unrestricted Ending Fund Balance	2,562,083	1,862,222	1,105,793
Total Ending Fund Balance	3,439,123	2,373,402	1,201,885

Ending Fund Balances are located on Pages 77, 79, and 81 of the board packet.

2026-27 Budget
Other District Funds
2026-27 Projected Ending Fund Balances

• Fund 08, Student Activity (pg 29)	$ 274,429
• Fund 11, Adult Education (pg 33)	$ 117,828
• Fund 12, Child Development (pg 38)	$ 50,095
• Fund 13, Cafeteria Special Revenue (pg 43)	$ 286,263
• Fund 14, Deferred Maintenance (pg 48)	$ 27,401
• Fund 17, Other Than Capital Outlay Projects (pg 51)	$ 523,401
• Fund 20, Postemployment Benefits (pg 53)	$ 258,261
• Fund 21, Building - Bond (pg 55)	$ 5,408,549
• Fund 25, Capital Facilities (pg 59)	$ 279,400
• Fund 40, Capital Outlay Projects (pg 64)	$1,709,402
• Fund 51, Bond Interest & Redemption (pg 68)	$1,358,393

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Hamilton Unified School District

Date: June 12, 2026

Public Hearing:

Place: Hamilton High School Library

Date: June 17, 2026

Time: 6:00 p.m.

Adoption Date: June 24, 2026

Signed: ______________________

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: ______________________ Title: ______________

Contact person for additional information on the budget reports:

Name: Kristen Hamman

Title: Chief Business Official

Telephone: 530-826-3261

E-mail: khamman@husdschools.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	06/24/2026	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: $ ______
- Less: Amount of total liabilities reserved in budget: $ ______
- Estimated accrued but unfunded liabilities: $ 0.00

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

Golden State Risk Management Authority

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

Signature (Original signature required)

______	06/24/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
______	______
Printed Name	Title

For additional information on this certification, please contact:

Kristen Hamman	Chief Business Official
Name	Title
khamman@husdschools.org	530-826-3261
Email	Telephone

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	11,525,569.00	0.00	11,525,569.00	12,003,482.00	0.00	12,003,482.00	4.1%
2) Federal Revenue		8100-8299	15,000.00	309,222.00	324,222.00	15,000.00	311,853.00	326,853.00	0.8%
3) Other State Revenue		8300-8599	235,797.00	2,358,368.00	2,594,165.00	240,500.00	2,066,708.00	2,307,208.00	-11.1%
4) Other Local Revenue		8600-8799	424,826.00	0.00	424,826.00	389,076.00	0.00	389,076.00	-8.4%
5) TOTAL, REVENUES			12,201,192.00	2,667,590.00	14,868,782.00	12,648,058.00	2,378,561.00	15,026,619.00	1.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	4,306,189.00	448,389.00	4,754,578.00	4,539,982.00	463,739.00	5,003,721.00	5.2%
2) Classified Salaries		2000-2999	1,344,547.00	792,184.00	2,136,731.00	1,384,845.00	834,693.00	2,219,538.00	3.9%
3) Employee Benefits		3000-3999	2,344,312.00	596,014.00	2,940,326.00	2,477,061.00	622,667.00	3,099,728.00	5.4%
4) Books and Supplies		4000-4999	454,654.00	339,564.00	794,218.00	510,799.00	301,144.00	811,943.00	2.2%
5) Services and Other Operating Expenditures		5000-5999	870,830.00	983,166.00	1,853,996.00	964,291.00	836,496.00	1,800,787.00	-2.9%
6) Capital Outlay		6000-6999	22,000.00	526,483.00	548,483.00	25,000.00	184,710.00	209,710.00	-61.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,320,329.00	317,365.00	1,637,694.00	2,049,274.00	317,366.00	2,366,640.00	44.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(40,952.00)	28,952.00	(12,000.00)	(18,573.00)	6,573.00	(12,000.00)	0.0%
9) TOTAL, EXPENDITURES			10,621,909.00	4,032,117.00	14,654,026.00	11,932,679.00	3,567,388.00	15,500,067.00	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,579,283.00	(1,364,527.00)	214,756.00	715,379.00	(1,188,827.00)	(473,448.00)	-320.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,025,000.00	0.00	1,025,000.00	525,000.00	0.00	525,000.00	-48.8%
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	(849,769.00)	849,769.00	0.00	(916,145.00)	916,145.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,874,769.00)	849,769.00	(1,025,000.00)	(1,441,145.00)	916,145.00	(525,000.00)	-48.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(295,486.00)	(514,758.00)	(810,244.00)	(725,766.00)	(272,682.00)	(998,448.00)	23.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,583,335.00	1,664,480.00	5,247,815.00	3,287,849.00	1,149,722.00	4,437,571.00	-15.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,583,335.00	1,664,480.00	5,247,815.00	3,287,849.00	1,149,722.00	4,437,571.00	-15.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,583,335.00	1,664,480.00	5,247,815.00	3,287,849.00	1,149,722.00	4,437,571.00	-15.4%
2) Ending Balance, June 30 (E + F1e)			3,287,849.00	1,149,722.00	4,437,571.00	2,562,083.00	877,040.00	3,439,123.00	-22.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	10,000.00	0.00	10,000.00	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	1,408.00	0.00	1,408.00	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	1,149,722.00	1,149,722.00	0.00	877,040.00	877,040.00	-23.7%
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	629,998.00	0.00	629,998.00	562,998.00	0.00	562,998.00	-10.6%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,845,403.00	0.00	1,845,403.00	1,880,359.00	0.00	1,880,359.00	1.9%
Unassigned/Unappropriated Amount		9790	801,040.00	0.00	801,040.00	118,726.00	0.00	118,726.00	-85.2%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	4,507,362.43	567,623.61	5,074,986.04				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	2,500.00	38,900.20	41,400.20				
c) in Revolving Cash Account		9130	10,000.00	0.00	10,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	(65.17)	0.00	(65.17)				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	1,408.00	0.00	1,408.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			4,521,205.26	606,523.81	5,127,729.07				
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	86,966.07	0.00	86,966.07				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	12,511.00	12,511.00				
6) TOTAL, LIABILITIES			86,966.07	12,511.00	99,477.07				
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)			4,434,239.19	594,012.81	5,028,252.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	7,885,054.00	0.00	7,885,054.00	7,846,037.00	0.00	7,846,037.00	-0.5%
Education Protection Account State Aid - Current Year		8012	1,551,414.00	0.00	1,551,414.00	2,082,509.00	0.00	2,082,509.00	34.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	13,299.00	0.00	13,299.00	13,299.00	0.00	13,299.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	2,071,918.00	0.00	2,071,918.00	2,071,918.00	0.00	2,071,918.00	0.0%
Unsecured Roll Taxes		8042	99,679.00	0.00	99,679.00	99,679.00	0.00	99,679.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(81,379.00)	0.00	(81,379.00)	(81,379.00)	0.00	(81,379.00)	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%
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			11,539,985.00	0.00	11,539,985.00	12,032,063.00	0.00	12,032,063.00	4.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(14,416.00)	0.00	(14,416.00)	(28,581.00)	0.00	(28,581.00)	98.3%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			11,525,569.00	0.00	11,525,569.00	12,003,482.00	0.00	12,003,482.00	4.1%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		218,898.00	218,898.00		204,433.00	204,433.00	-6.6%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		34,723.00	34,723.00		23,883.00	23,883.00	-31.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Title III, Immigrant Student Program	4201	8290		4,458.00	4,458.00		6,826.00	6,826.00	53.1%
Title III, English Learner Program	4203	8290		25,346.00	25,346.00		27,954.00	27,954.00	10.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		18,105.00	18,105.00		41,065.00	41,065.00	126.8%
Career and Technical Education	3500-3599	8290		7,692.00	7,692.00		7,692.00	7,692.00	0.0%
All Other Federal Revenue	All Other	8290	15,000.00	0.00	15,000.00	15,000.00	0.00	15,000.00	0.0%
TOTAL, FEDERAL REVENUE			15,000.00	309,222.00	324,222.00	15,000.00	311,853.00	326,853.00	0.8%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	37,950.00	0.00	37,950.00	39,500.00	0.00	39,500.00	4.1%
Lottery - Unrestricted and Instructional Materials		8560	129,562.00	64,804.00	194,366.00	135,000.00	64,804.00	199,804.00	2.8%
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		683,808.00	683,808.00		683,808.00	683,808.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		245,247.00	245,247.00		264,430.00	264,430.00	7.8%
Arts and Music in Schools (Prop 28)	6770	8590		140,413.00	140,413.00		140,413.00	140,413.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	68,285.00	1,224,096.00	1,292,381.00	66,000.00	913,253.00	979,253.00	-24.2%
TOTAL, OTHER STATE REVENUE			235,797.00	2,358,368.00	2,594,165.00	240,500.00	2,066,708.00	2,307,208.00	-11.1%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	185,750.00	0.00	185,750.00	175,000.00	0.00	175,000.00	-5.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	239,076.00	0.00	239,076.00	214,076.00	0.00	214,076.00	-10.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			424,826.00	0.00	424,826.00	389,076.00	0.00	389,076.00	-8.4%
TOTAL, REVENUES			12,201,192.00	2,667,590.00	14,868,782.00	12,648,058.00	2,378,561.00	15,026,619.00	1.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	3,568,954.00	320,992.00	3,889,946.00	3,784,533.00	324,130.00	4,108,663.00	5.6%
Certificated Pupil Support Salaries		1200	237,536.00	97,811.00	335,347.00	241,981.00	109,135.00	351,116.00	4.7%
Certificated Supervisors' and Administrators' Salaries		1300	499,699.00	29,586.00	529,285.00	513,468.00	30,474.00	543,942.00	2.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			4,306,189.00	448,389.00	4,754,578.00	4,539,982.00	463,739.00	5,003,721.00	5.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	255,722.00	150,980.00	406,702.00	268,703.00	153,698.00	422,401.00	3.9%
Classified Support Salaries		2200	180,617.00	475,552.00	656,169.00	188,262.00	496,259.00	684,521.00	4.3%
Classified Supervisors' and Administrators' Salaries		2300	339,177.00	93,243.00	432,420.00	358,191.00	99,882.00	458,073.00	5.9%
Clerical, Technical and Office Salaries		2400	565,727.00	7,739.00	573,466.00	568,189.00	3,600.00	571,789.00	-0.3%
Other Classified Salaries		2900	3,304.00	64,670.00	67,974.00	1,500.00	81,254.00	82,754.00	21.7%
TOTAL, CLASSIFIED SALARIES			1,344,547.00	792,184.00	2,136,731.00	1,384,845.00	834,693.00	2,219,538.00	3.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	821,438.00	69,584.00	891,022.00	866,018.00	71,551.00	937,569.00	5.2%
PERS		3201-3202	319,128.00	218,581.00	537,709.00	322,963.00	223,990.00	546,953.00	1.7%
OASDI/Medicare/Alternative		3301-3302	159,130.00	69,165.00	228,295.00	166,204.00	74,916.00	241,120.00	5.6%
Health and Welfare Benefits		3401-3402	800,396.00	203,922.00	1,004,318.00	877,944.00	215,340.00	1,093,284.00	8.9%
Unemployment Insurance		3501-3502	2,692.00	602.00	3,294.00	2,840.00	648.00	3,488.00	5.9%
Workers' Compensation		3601-3602	136,557.00	29,522.00	166,079.00	142,989.00	31,420.00	174,409.00	5.0%
OPEB, Allocated		3701-3702	96,970.00	0.00	96,970.00	90,302.00	0.00	90,302.00	-6.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	8,001.00	4,638.00	12,639.00	7,801.00	4,802.00	12,603.00	-0.3%
TOTAL, EMPLOYEE BENEFITS			2,344,312.00	596,014.00	2,940,326.00	2,477,061.00	622,667.00	3,099,728.00	5.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	2.00	58,809.00	58,811.00	2.00	64,805.00	64,807.00	10.2%
Books and Other Reference Materials		4200	10,701.00	59,748.00	70,449.00	10,701.00	43,967.00	54,668.00	-22.4%
Materials and Supplies		4300	239,473.00	159,767.00	399,240.00	258,600.00	147,751.00	406,351.00	1.8%
Noncapitalized Equipment		4400	204,478.00	61,240.00	265,718.00	241,496.00	44,621.00	286,117.00	7.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			454,654.00	339,564.00	794,218.00	510,799.00	301,144.00	811,943.00	2.2%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	49,090.00	158,197.00	207,287.00	49,090.00	117,960.00	167,050.00	-19.4%
Dues and Memberships		5300	28,920.00	1,166.00	30,086.00	28,920.00	1,166.00	30,086.00	0.0%
Insurance		5400 - 5499	136,467.00	70,000.00	206,467.00	245,000.00	0.00	245,000.00	18.7%
Operations and Housekeeping Services		5500	345,000.00	21,456.00	366,456.00	345,000.00	0.00	345,000.00	-5.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	53,330.00	21,845.00	75,175.00	53,330.00	11,845.00	65,175.00	-13.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	240,943.00	710,502.00	951,445.00	225,871.00	705,525.00	931,396.00	-2.1%
Communications		5900	17,080.00	0.00	17,080.00	17,080.00	0.00	17,080.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			870,830.00	983,166.00	1,853,996.00	964,291.00	836,496.00	1,800,787.00	-2.9%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Land Improvements		6170	12,000.00	296,100.00	308,100.00	0.00	21,750.00	21,750.00	-92.9%
Buildings and Improvements of Buildings		6200	0.00	31,223.00	31,223.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	10,000.00	199,160.00	209,160.00	25,000.00	162,960.00	187,960.00	-10.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			22,000.00	526,483.00	548,483.00	25,000.00	184,710.00	209,710.00	-61.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	1,235,329.00	79,445.00	1,314,774.00	1,964,274.00	79,445.00	2,043,719.00	55.4%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	85,000.00	0.00	85,000.00	85,000.00	0.00	85,000.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	60,777.00	60,777.00	0.00	52,553.00	52,553.00	-13.5%
Other Debt Service - Principal		7439	0.00	177,143.00	177,143.00	0.00	185,368.00	185,368.00	4.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,320,329.00	317,365.00	1,637,694.00	2,049,274.00	317,366.00	2,366,640.00	44.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(40,952.00)	28,952.00	(12,000.00)	(18,573.00)	6,573.00	(12,000.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(40,952.00)	28,952.00	(12,000.00)	(18,573.00)	6,573.00	(12,000.00)	0.0%
TOTAL, EXPENDITURES			10,621,909.00	4,032,117.00	14,654,026.00	11,932,679.00	3,567,388.00	15,500,067.00	5.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,025,000.00	0.00	1,025,000.00	525,000.00	0.00	525,000.00	-48.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,025,000.00	0.00	1,025,000.00	525,000.00	0.00	525,000.00	-48.8%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(849,769.00)	849,769.00	0.00	(916,145.00)	916,145.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(849,769.00)	849,769.00	0.00	(916,145.00)	916,145.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,874,769.00)	849,769.00	(1,025,000.00)	(1,441,145.00)	916,145.00	(525,000.00)	-48.8%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	11,525,569.00	0.00	11,525,569.00	12,003,482.00	0.00	12,003,482.00	4.1%
2) Federal Revenue		8100-8299	15,000.00	309,222.00	324,222.00	15,000.00	311,853.00	326,853.00	0.8%
3) Other State Revenue		8300-8599	235,797.00	2,358,368.00	2,594,165.00	240,500.00	2,066,708.00	2,307,208.00	-11.1%
4) Other Local Revenue		8600-8799	424,826.00	0.00	424,826.00	389,076.00	0.00	389,076.00	-8.4%
5) TOTAL, REVENUES			12,201,192.00	2,667,590.00	14,868,782.00	12,648,058.00	2,378,561.00	15,026,619.00	1.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		5,792,410.00	1,919,053.00	7,711,463.00	6,188,060.00	1,943,552.00	8,131,612.00	5.4%
2) Instruction - Related Services	2000-2999		1,432,142.00	248,495.00	1,680,637.00	1,479,394.00	140,276.00	1,619,670.00	-3.6%
3) Pupil Services	3000-3999		496,211.00	489,307.00	985,518.00	507,695.00	509,104.00	1,016,799.00	3.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		946,681.00	103,452.00	1,050,133.00	1,086,062.00	11,073.00	1,097,135.00	4.5%
8) Plant Services	8000-8999		633,515.00	954,445.00	1,587,960.00	621,573.00	646,017.00	1,267,590.00	-20.2%
9) Other Outgo	9000-9999	Except 7600-7699	1,320,950.00	317,365.00	1,638,315.00	2,049,895.00	317,366.00	2,367,261.00	44.5%
10) TOTAL, EXPENDITURES			10,621,909.00	4,032,117.00	14,654,026.00	11,932,679.00	3,567,388.00	15,500,067.00	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,579,283.00	(1,364,527.00)	214,756.00	715,379.00	(1,188,827.00)	(473,448.00)	-320.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,025,000.00	0.00	1,025,000.00	525,000.00	0.00	525,000.00	-48.8%
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	(849,769.00)	849,769.00	0.00	(916,145.00)	916,145.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,874,769.00)	849,769.00	(1,025,000.00)	(1,441,145.00)	916,145.00	(525,000.00)	-48.8%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(295,486.00)	(514,758.00)	(810,244.00)	(725,766.00)	(272,682.00)	(998,448.00)	23.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,583,335.00	1,664,480.00	5,247,815.00	3,287,849.00	1,149,722.00	4,437,571.00	-15.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,583,335.00	1,664,480.00	5,247,815.00	3,287,849.00	1,149,722.00	4,437,571.00	-15.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,583,335.00	1,664,480.00	5,247,815.00	3,287,849.00	1,149,722.00	4,437,571.00	-15.4%
2) Ending Balance, June 30 (E + F1e)			3,287,849.00	1,149,722.00	4,437,571.00	2,562,083.00	877,040.00	3,439,123.00	-22.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	10,000.00	0.00	10,000.00	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	1,408.00	0.00	1,408.00	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	1,149,722.00	1,149,722.00	0.00	877,040.00	877,040.00	-23.7%
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	629,998.00	0.00	629,998.00	562,998.00	0.00	562,998.00	-10.6%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,845,403.00	0.00	1,845,403.00	1,880,359.00	0.00	1,880,359.00	1.9%
Unassigned/Unappropriated Amount		9790	801,040.00	0.00	801,040.00	118,726.00	0.00	118,726.00	-85.2%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	281,309.00	286,725.00
6019	Student Support and Professional Development Discretionary Block Grant	181,062.00	0.00
6300	Lottery: Instructional Materials	212,373.00	212,373.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	188,201.00	186,297.00
7399	LCFF Equity Multiplier	101,697.00	49,174.00
7810	Other Restricted State	37,202.00	5,408.00
9010	Other Restricted Local	147,878.00	137,063.00
Total, Restricted Balance		1,149,722.00	877,040.00

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	341,500.00	341,500.00	0.0%
5) TOTAL, REVENUES			341,500.00	341,500.00	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	209,000.00	209,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	98,100.00	98,100.00	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			307,100.00	307,100.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			34,400.00	34,400.00	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)			34,400.00	34,400.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	205,629.00	240,029.00	16.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			205,629.00	240,029.00	16.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			205,629.00	240,029.00	16.7%
2) Ending Balance, June 30 (E + F1e)			240,029.00	274,429.00	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	240,029.00	274,429.00	14.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	205,627.37		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			205,627.37		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			205,627.37		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	183,000.00	183,000.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
All Other Local Revenue		8699	158,500.00	158,500.00	0.0%
TOTAL, REVENUES			341,500.00	341,500.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	209,000.00	209,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			209,000.00	209,000.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	10,000.00	10,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	88,100.00	88,100.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			98,100.00	98,100.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			307,100.00	307,100.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(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	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	14,637.00	11,154.00	-23.8%
3) Other State Revenue		8300-8599	273,236.00	273,236.00	0.0%
4) Other Local Revenue		8600-8799	3,200.00	3,200.00	0.0%
5) TOTAL, REVENUES			291,073.00	287,590.00	-1.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	82,215.00	82,072.00	-0.2%
2) Classified Salaries		2000-2999	91,267.00	91,082.00	-0.2%
3) Employee Benefits		3000-3999	77,703.00	73,780.00	-5.0%
4) Books and Supplies		4000-4999	30,104.00	30,104.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	15,485.00	15,485.00	0.0%
6) Capital Outlay		6000-6999	5,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	12,000.00	12,000.00	0.0%
9) TOTAL, EXPENDITURES			313,774.00	304,523.00	-2.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(22,701.00)	(16,933.00)	-25.4%
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)			(22,701.00)	(16,933.00)	-25.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	157,462.00	134,761.00	-14.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			157,462.00	134,761.00	-14.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			157,462.00	134,761.00	-14.4%
2) Ending Balance, June 30 (E + F1e)			134,761.00	117,828.00	-12.6%
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	112,723.00	93,490.00	-17.1%
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	22,038.00	24,338.00	10.4%
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	202,249.50		
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			202,249.50		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	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)			202,249.50		
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	14,637.00	11,154.00	-23.8%
TOTAL, FEDERAL REVENUE			14,637.00	11,154.00	-23.8%
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	273,236.00	273,236.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			273,236.00	273,236.00	0.0%
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	2,300.00	2,300.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	900.00	900.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,200.00	3,200.00	0.0%
TOTAL, REVENUES			291,073.00	287,590.00	-1.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	58,411.00	57,727.00	-1.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	23,804.00	24,345.00	2.3%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			82,215.00	82,072.00	-0.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	10,000.00	0.00	-100.0%
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	59,876.00	61,281.00	2.3%
Other Classified Salaries		2900	21,391.00	29,801.00	39.3%
TOTAL, CLASSIFIED SALARIES			91,267.00	91,082.00	-0.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	14,596.00	14,626.00	0.2%
PERS		3201-3202	15,302.00	15,519.00	1.4%
OASDI/Medicare/Alternative		3301-3302	7,784.00	7,872.00	1.1%
Health and Welfare Benefits		3401-3402	35,958.00	31,692.00	-11.9%
Unemployment Insurance		3501-3502	85.00	85.00	0.0%
Workers' Compensation		3601-3602	3,978.00	3,986.00	0.2%
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			77,703.00	73,780.00	-5.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	1,000.00	1,000.00	0.0%
Materials and Supplies		4300	25,104.00	25,104.00	0.0%
Noncapitalized Equipment		4400	4,000.00	4,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			30,104.00	30,104.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,350.00	2,350.00	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	1,000.00	1,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,700.00	4,700.00	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	7,435.00	7,435.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			15,485.00	15,485.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	5,000.00	0.00	-100.0%
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			5,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	12,000.00	12,000.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			12,000.00	12,000.00	0.0%
TOTAL, EXPENDITURES			313,774.00	304,523.00	-2.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6391	Adult Education Program	109,984.00	90,751.00
9010	Other Restricted Local	2,739.00	2,739.00
Total, Restricted Balance		112,723.00	93,490.00

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	273,759.00	229,645.00	-16.1%
4) Other Local Revenue		8600-8799	3,000.00	1,200.00	-60.0%
5) TOTAL, REVENUES			276,759.00	230,845.00	-16.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	57,460.00	60,509.00	5.3%
2) Classified Salaries		2000-2999	78,113.00	85,456.00	9.4%
3) Employee Benefits		3000-3999	63,242.00	66,460.00	5.1%
4) Books and Supplies		4000-4999	10,742.00	11,785.00	9.7%
5) Services and Other Operating Expenditures		5000-5999	7,003.00	6,703.00	-4.3%
6) Capital Outlay		6000-6999	80,935.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			297,495.00	230,913.00	-22.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(20,736.00)	(68.00)	-99.7%
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)			(20,736.00)	(68.00)	-99.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	70,899.00	50,163.00	-29.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			70,899.00	50,163.00	-29.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			70,899.00	50,163.00	-29.2%
2) Ending Balance, June 30 (E + F1e)			50,163.00	50,095.00	-0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	47,389.00	47,389.00	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	2,774.00	2,706.00	-2.5%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	54,316.44		
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			54,316.44		
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	828.90		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	8,756.61		
6) TOTAL, LIABILITIES			9,585.51		
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)			44,730.93		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	223,238.00	229,645.00	2.9%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	50,521.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			273,759.00	229,645.00	-16.1%
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	2,500.00	1,200.00	-52.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	500.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,000.00	1,200.00	-60.0%
TOTAL, REVENUES			276,759.00	230,845.00	-16.6%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	57,460.00	60,509.00	5.3%
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			57,460.00	60,509.00	5.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	78,113.00	85,456.00	9.4%
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			78,113.00	85,456.00	9.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	764.00	764.00	0.0%
PERS		3201-3202	32,247.00	34,351.00	6.5%
OASDI/Medicare/Alternative		3301-3302	10,127.00	10,921.00	7.8%
Health and Welfare Benefits		3401-3402	16,766.00	16,831.00	0.4%
Unemployment Insurance		3501-3502	69.00	74.00	7.2%
Workers' Compensation		3601-3602	3,269.00	3,519.00	7.6%
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			63,242.00	66,460.00	5.1%
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	10,642.00	11,685.00	9.8%
Noncapitalized Equipment		4400	100.00	100.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			10,742.00	11,785.00	9.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	300.00	300.00	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	406.00	406.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,497.00	1,497.00	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	4,800.00	4,500.00	-6.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			7,003.00	6,703.00	-4.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	80,935.00	0.00	-100.0%
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			80,935.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	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	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			297,495.00	230,913.00	-22.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5059	Early Education: ARP California State Preschool Program One-time Stipend	1.00	1.00
7810	Other Restricted State	47,388.00	47,388.00
Total, Restricted Balance		47,389.00	47,389.00

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	515,000.00	540,000.00	4.9%
3) Other State Revenue		8300-8599	285,000.00	300,000.00	5.3%
4) Other Local Revenue		8600-8799	13,400.00	12,500.00	-6.7%
5) TOTAL, REVENUES			813,400.00	852,500.00	4.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	283,848.00	291,269.00	2.6%
3) Employee Benefits		3000-3999	185,848.00	192,831.00	3.8%
4) Books and Supplies		4000-4999	348,098.00	356,409.00	2.4%
5) Services and Other Operating Expenditures		5000-5999	20,400.00	20,400.00	0.0%
6) Capital Outlay		6000-6999	71,000.00	71,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			909,194.00	931,909.00	2.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(95,794.00)	(79,409.00)	-17.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	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)			(95,794.00)	(79,409.00)	-17.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	461,466.00	365,672.00	-20.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			461,466.00	365,672.00	-20.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			461,466.00	365,672.00	-20.8%
2) Ending Balance, June 30 (E + F1e)			365,672.00	286,263.00	-21.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	50.00	0.00	-100.0%
Stores		9712	7,315.36	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	358,306.64	286,263.00	-20.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	282,462.51		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	2,500.00		
c) in Revolving Cash Account		9130	50.00		
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	7,315.36		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			292,327.87		
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)			292,327.87		
FEDERAL REVENUE					
Child Nutrition Programs		8220	515,000.00	540,000.00	4.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			515,000.00	540,000.00	4.9%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	285,000.00	300,000.00	5.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			285,000.00	300,000.00	5.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	3,000.00	3,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	10,400.00	9,500.00	-8.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			13,400.00	12,500.00	-6.7%
TOTAL, REVENUES			813,400.00	852,500.00	4.8%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	207,967.00	209,985.00	1.0%
Classified Supervisors' and Administrators' Salaries		2300	75,881.00	81,284.00	7.1%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			283,848.00	291,269.00	2.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	68,916.00	67,871.00	-1.5%
OASDI/Medicare/Alternative		3301-3302	20,758.00	21,747.00	4.8%
Health and Welfare Benefits		3401-3402	88,581.00	95,435.00	7.7%
Unemployment Insurance		3501-3502	137.00	143.00	4.4%
Workers' Compensation		3601-3602	6,856.00	7,035.00	2.6%
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	600.00	600.00	0.0%
TOTAL, EMPLOYEE BENEFITS			185,848.00	192,831.00	3.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	26,534.00	26,534.00	0.0%
Noncapitalized Equipment		4400	3,000.00	3,000.00	0.0%
Food		4700	318,564.00	326,875.00	2.6%
TOTAL, BOOKS AND SUPPLIES			348,098.00	356,409.00	2.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	5,000.00	5,000.00	0.0%
Dues and Memberships		5300	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	4,000.00	4,000.00	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	11,400.00	11,400.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,400.00	20,400.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	58,000.00	58,000.00	0.0%
Equipment		6400	13,000.00	13,000.00	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			71,000.00	71,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			909,194.00	931,909.00	2.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	207,118.64	126,948.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	151,188.00	159,315.00
Total, Restricted Balance		358,306.64	286,263.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,900.00	1,500.00	-48.3%
5) TOTAL, REVENUES			2,900.00	1,500.00	-48.3%
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	8,000.00	39,000.00	387.5%
6) Capital Outlay		6000-6999	101,500.00	75,750.00	-25.4%
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			109,500.00	114,750.00	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(106,600.00)	(113,250.00)	6.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	75,000.00	75,000.00	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			75,000.00	75,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(31,600.00)	(38,250.00)	21.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	97,251.00	65,651.00	-32.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			97,251.00	65,651.00	-32.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			97,251.00	65,651.00	-32.5%
2) Ending Balance, June 30 (E + F1e)			65,651.00	27,401.00	-58.3%
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	65,651.00	27,401.00	-58.3%
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	57,779.44		
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			57,779.44		
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)			57,779.44		
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%
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	2,900.00	1,500.00	-48.3%
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			2,900.00	1,500.00	-48.3%
TOTAL, REVENUES			2,900.00	1,500.00	-48.3%
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	8,000.00	39,000.00	387.5%
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,000.00	39,000.00	387.5%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	25,750.00	New
Buildings and Improvements of Buildings		6200	101,500.00	50,000.00	-50.7%
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			101,500.00	75,750.00	-25.4%
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			109,500.00	114,750.00	4.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	75,000.00	75,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			75,000.00	75,000.00	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)			75,000.00	75,000.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	18,000.00	18,000.00	0.0%
5) TOTAL, REVENUES			18,000.00	18,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			18,000.00	18,000.00	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)			18,000.00	18,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	487,401.00	505,401.00	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			487,401.00	505,401.00	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			487,401.00	505,401.00	3.7%
2) Ending Balance, June 30 (E + F1e)			505,401.00	523,401.00	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	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	505,401.00	523,401.00	3.6%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	503,543.86		
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			503,543.86		
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)			503,543.86		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	18,000.00	18,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			18,000.00	18,000.00	0.0%
TOTAL, REVENUES			18,000.00	18,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	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	9,200.00	8,000.00	-13.0%
5) TOTAL, REVENUES			9,200.00	8,000.00	-13.0%
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)			9,200.00	8,000.00	-13.0%
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)			9,200.00	8,000.00	-13.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	241,061.00	250,261.00	3.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,061.00	250,261.00	3.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,061.00	250,261.00	3.8%
2) Ending Balance, June 30 (E + F1e)			250,261.00	258,261.00	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	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	250,261.00	258,261.00	3.2%
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	249,045.47		
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			249,045.47		
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)			249,045.47		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	9,200.00	8,000.00	-13.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,200.00	8,000.00	-13.0%
TOTAL, REVENUES			9,200.00	8,000.00	-13.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	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	185,000.00	165,000.00	-10.8%
5) TOTAL, REVENUES			185,000.00	165,000.00	-10.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,575.00	1,575.00	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			1,575.00	1,575.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			183,425.00	163,425.00	-10.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	50,000.00	50,000.00	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			50,000.00	50,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			233,425.00	213,425.00	-8.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,961,699.00	5,195,124.00	4.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,961,699.00	5,195,124.00	4.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,961,699.00	5,195,124.00	4.7%
2) Ending Balance, June 30 (E + F1e)			5,195,124.00	5,408,549.00	4.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	5,195,124.00	5,408,549.00	4.1%
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	5,124,427.65		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			5,124,427.65		
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)			5,124,427.65		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	185,000.00	165,000.00	-10.8%
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			185,000.00	165,000.00	-10.8%
TOTAL, REVENUES			185,000.00	165,000.00	-10.8%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,575.00	1,575.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,575.00	1,575.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,575.00	1,575.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	50,000.00	50,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			50,000.00	50,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			50,000.00	50,000.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	18,200.00	17,000.00	-6.6%
5) TOTAL, REVENUES			18,200.00	17,000.00	-6.6%
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)			18,200.00	17,000.00	-6.6%
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)			18,200.00	17,000.00	-6.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	244,200.00	262,400.00	7.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			244,200.00	262,400.00	7.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			244,200.00	262,400.00	7.5%
2) Ending Balance, June 30 (E + F1e)			262,400.00	279,400.00	6.5%
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	262,400.00	279,400.00	6.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	252,287.43		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			252,287.43		
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)			252,287.43		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	9,200.00	8,000.00	-13.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	9,000.00	9,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			18,200.00	17,000.00	-6.6%
TOTAL, REVENUES			18,200.00	17,000.00	-6.6%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	262,400.00	279,400.00
Total, Restricted Balance		262,400.00	279,400.00

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	17,000.00	15,000.00	-11.8%
5) TOTAL, REVENUES			17,000.00	15,000.00	-11.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	8,000.00	8,400.00	5.0%
3) Employee Benefits		3000-3999	809.00	851.00	5.2%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	34,000.00	0.00	-100.0%
6) Capital Outlay		6000-6999	111,000.00	24,000.00	-78.4%
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			153,809.00	33,251.00	-78.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(136,809.00)	(18,251.00)	-86.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	900,000.00	400,000.00	-55.6%
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			900,000.00	400,000.00	-55.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			763,191.00	381,749.00	-50.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	564,462.00	1,327,653.00	135.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			564,462.00	1,327,653.00	135.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			564,462.00	1,327,653.00	135.2%
2) Ending Balance, June 30 (E + F1e)			1,327,653.00	1,709,402.00	28.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	1,327,653.00	1,709,402.00	28.8%
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	414,089.27		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			414,089.27		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	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)			414,089.27		
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	17,000.00	15,000.00	-11.8%
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			17,000.00	15,000.00	-11.8%
TOTAL, REVENUES			17,000.00	15,000.00	-11.8%
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	8,000.00	8,400.00	5.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			8,000.00	8,400.00	5.0%
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	612.00	643.00	5.1%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	4.00	5.00	25.0%
Workers' Compensation		3601-3602	193.00	203.00	5.2%

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			809.00	851.00	5.2%
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	34,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			34,000.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	111,000.00	0.00	-100.0%
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	24,000.00	New
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			111,000.00	24,000.00	-78.4%
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			153,809.00	33,251.00	-78.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	900,000.00	400,000.00	-55.6%
(a) TOTAL, INTERFUND TRANSFERS IN			900,000.00	400,000.00	-55.6%
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					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			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)			900,000.00	400,000.00	-55.6%

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	500.00	500.00	0.0%
4) Other Local Revenue		8600-8799	276,810.00	259,810.00	-6.1%
5) TOTAL, REVENUES			277,310.00	260,310.00	-6.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	284,669.00	284,669.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			284,669.00	284,669.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(7,359.00)	(24,359.00)	231.0%
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	319,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			319,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			311,641.00	(24,359.00)	-107.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,071,111.00	1,382,752.00	29.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,071,111.00	1,382,752.00	29.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,071,111.00	1,382,752.00	29.1%
2) Ending Balance, June 30 (E + F1e)			1,382,752.00	1,358,393.00	-1.8%
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	1,382,752.00	1,358,393.00	-1.8%
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	1,100,807.29		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,100,807.29		
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)			1,100,807.29		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	500.00	500.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			500.00	500.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	228,000.00	228,000.00	0.0%
Unsecured Roll		8612	11,800.00	11,800.00	0.0%
Prior Years' Taxes		8613	110.00	110.00	0.0%
Supplemental Taxes		8614	4,400.00	4,400.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	32,500.00	15,500.00	-52.3%
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			276,810.00	259,810.00	-6.1%
TOTAL, REVENUES			277,310.00	260,310.00	-6.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	149,669.00	149,669.00	0.0%
Other Debt Service - Principal		7439	135,000.00	135,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			284,669.00	284,669.00	0.0%
TOTAL, EXPENDITURES			284,669.00	284,669.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	319,000.00	0.00	-100.0%
(c) TOTAL, SOURCES			319,000.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			319,000.00	0.00	-100.0%

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	691.02	691.02	691.02	657.60	657.60	691.02
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	691.02	691.02	691.02	657.60	657.60	691.02
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	9.43	9.43	9.43	9.43	9.43	9.43
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	9.43	9.43	9.43	9.43	9.43	9.43
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	700.45	700.45	700.45	667.03	667.03	700.45
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			4,630,246.00	4,395,546.00	3,454,546.00	3,670,546.00	3,680,546.00	3,653,546.00	5,012,546.00	4,868,255.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		450,000.00	450,000.00	1,225,000.00	725,000.00	725,000.00	1,225,000.00	725,000.00	700,000.00
Property Taxes	8020-8079							1,300,000.00		12,000.00
Miscellaneous Funds	8080-8099								(14,291.00)	
Federal Revenue	8100-8299				50,000.00	75,000.00	50,000.00	35,000.00	25,000.00	25,000.00
Other State Revenue	8300-8599			95,000.00	107,000.00	215,000.00	315,000.00	650,000.00	230,000.00	90,000.00
Other Local Revenue	8600-8799		300.00	12,000.00	55,000.00	80,000.00	1,000.00	25,000.00	85,000.00	5,000.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			450,300.00	557,000.00	1,437,000.00	1,095,000.00	1,091,000.00	3,235,000.00	1,050,709.00	832,000.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		60,000.00	440,000.00	450,000.00	460,000.00	440,000.00	435,000.00	495,000.00	435,000.00
Classified Salaries	2000-2999		125,000.00	170,000.00	170,000.00	190,000.00	205,000.00	190,000.00	195,000.00	195,000.00
Employee Benefits	3000-3999		120,000.00	255,000.00	265,000.00	265,000.00	270,000.00	270,000.00	275,000.00	275,000.00
Books and Supplies	4000-4999		25,000.00	336,000.00	80,000.00	45,000.00	58,000.00	26,000.00	40,000.00	15,000.00
Services	5000-5999		340,000.00	182,000.00	241,000.00	110,000.00	130,000.00	115,000.00	100,000.00	90,000.00
Capital Outlay	6000-6999			100,000.00					75,000.00	
Other Outgo	7000-7499		15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	840,000.00	15,000.00	340,000.00
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			685,000.00	1,498,000.00	1,221,000.00	1,085,000.00	1,118,000.00	1,876,000.00	1,195,000.00	1,350,000.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(234,700.00)	(941,000.00)	216,000.00	10,000.00	(27,000.00)	1,359,000.00	(144,291.00)	(518,000.00)
F. ENDING CASH (A + E)			4,395,546.00	3,454,546.00	3,670,546.00	3,680,546.00	3,653,546.00	5,012,546.00	4,868,255.00	4,350,255.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		4,350,255.00	5,010,255.00	5,547,255.00	5,152,545.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	1,225,000.00	700,000.00	700,000.00	1,078,546.00	0.00		9,928,546.00	9,928,546.00
Property Taxes	8020-8079		750,000.00		41,517.00			2,103,517.00	2,103,517.00
Miscellaneous Funds	8080-8099				(14,290.00)			(28,581.00)	(28,581.00)
Federal Revenue	8100-8299	15,000.00	20,000.00	5,000.00	26,853.00			326,853.00	326,853.00
Other State Revenue	8300-8599	430,000.00	160,000.00		15,208.00			2,307,208.00	2,307,208.00
Other Local Revenue	8600-8799	95,000.00	12,000.00	10,000.00	8,776.00			389,076.00	389,076.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		1,765,000.00	1,642,000.00	715,000.00	1,156,610.00	0.00	0.00	15,026,619.00	15,026,619.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	450,000.00	440,000.00	450,000.00	448,721.00	0.00		5,003,721.00	5,003,721.00
Classified Salaries	2000-2999	195,000.00	195,000.00	195,000.00	194,538.00			2,219,538.00	2,219,538.00
Employee Benefits	3000-3999	270,000.00	270,000.00	280,000.00	284,728.00			3,099,728.00	3,099,728.00
Books and Supplies	4000-4999	35,000.00	60,000.00	40,000.00	51,943.00			811,943.00	811,943.00
Services	5000-5999	140,000.00	125,000.00	95,000.00	132,787.00			1,800,787.00	1,800,787.00
Capital Outlay	6000-6999			34,710.00				209,710.00	209,710.00
Other Outgo	7000-7499	15,000.00	15,000.00	15,000.00	1,039,640.00			2,354,640.00	2,354,640.00
Interfund Transfers Out	7600-7629				525,000.00			525,000.00	525,000.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		1,105,000.00	1,105,000.00	1,109,710.00	2,677,357.00	0.00	0.00	16,025,067.00	16,025,067.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		660,000.00	537,000.00	(394,710.00)	(1,520,747.00)	0.00	0.00	(998,448.00)	(998,448.00)
F. ENDING CASH (A + E)		5,010,255.00	5,547,255.00	5,152,545.00	3,631,798.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								3,631,798.00	

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	12,003,482.00	1.10%	12,135,225.00	0.96%	12,251,694.00
2. Federal Revenues	8100-8299	15,000.00	0.00%	15,000.00	0.00%	15,000.00
3. Other State Revenues	8300-8599	240,500.00	0.00%	240,500.00	0.00%	240,500.00
4. Other Local Revenues	8600-8799	389,076.00	1.00%	392,967.00	1.00%	396,897.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(916,145.00)	0.00%	(916,145.00)	0.00%	(916,145.00)
6. Total (Sum lines A1 thru A5c)		11,731,913.00	1.16%	11,867,547.00	1.01%	11,987,946.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,539,982.00		4,654,482.00
b. Step & Column Adjustment				69,100.00		69,817.00
c. Cost-of-Living Adjustment				45,400.00		46,545.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,539,982.00	2.52%	4,654,482.00	2.50%	4,770,844.00
2. Classified Salaries						
a. Base Salaries				1,384,845.00		1,419,466.00
b. Step & Column Adjustment				20,773.00		21,300.00
c. Cost-of-Living Adjustment				13,848.00		14,195.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,384,845.00	2.50%	1,419,466.00	2.50%	1,454,961.00
3. Employee Benefits	3000-3999	2,477,061.00	2.50%	2,538,988.00	2.50%	2,602,463.00
4. Books and Supplies	4000-4999	510,799.00	-44.85%	281,681.00	3.00%	290,131.00
5. Services and Other Operating Expenditures	5000-5999	964,291.00	2.00%	983,577.00	2.00%	1,003,249.00
6. Capital Outlay	6000-6999	25,000.00	0.00%	25,000.00	0.00%	25,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,049,274.00	7.74%	2,207,787.00	-3.01%	2,141,300.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(18,573.00)	0.00%	(18,573.00)	0.00%	(18,573.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	525,000.00	-9.52%	475,000.00	0.00%	475,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		12,457,679.00	0.88%	12,567,408.00	1.41%	12,744,375.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(725,766.00)		(699,861.00)		(756,429.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,287,849.00		2,562,083.00		1,862,222.00
2. Ending Fund Balance (Sum lines C and D1)		2,562,083.00		1,862,222.00		1,105,793.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	562,998.00		562,998.00		562,998.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,880,359.00		1,299,224.00		542,795.00
2. Unassigned/Unappropriated	9790	118,726.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,562,083.00		1,862,222.00		1,105,793.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,880,359.00		1,299,224.00		542,795.00
c. Unassigned/Unappropriated	9790	118,726.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	523,401.00		523,401.00		523,401.00
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		2,522,486.00		1,822,625.00		1,066,196.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Added a 1.5% to both Cert sals and Class sals for both out years for Step & Column. Also added a 1.0% to both Cert sals and Class sals for both out years for COLA. Removed the chromebook budget that was in 26-27 for 27-28 and 28-29 since one time purchases for chromebooks was made in 25-26 and 26-27 (split between 2 fiscal years). Revenues stable - no big changes. Don't expect to have an increase in capital outlay in General Fund in 27-28 and 28-29. Decreased Transfers Out by $50,000 beginning in 27-28 since GF will have paid back the $350,000 to Fund 21 (Bond/Building Fund). Other Outgo: Both 26-27 and 27-28 include $225,000 each year for projected 25-26 True-up; and both 27-28 and 28-29 include a 10% increase in SELPA Excess costs since these costs continue to rise.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	311,853.00	-8.63%	284,933.00	0.00%	284,933.00
3. Other State Revenues	8300-8599	2,066,708.00	-8.27%	1,895,767.00	0.00%	1,895,767.00
4. Other Local Revenues	8600-8799	0.00	0.00%		0.00%	
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	916,145.00	0.00%	916,145.00	0.00%	916,145.00
6. Total (Sum lines A1 thru A5c)		3,294,706.00	-6.01%	3,096,845.00	0.00%	3,096,845.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				463,739.00		475,332.00
b. Step & Column Adjustment				6,956.00		7,130.00
c. Cost-of-Living Adjustment				4,637.00		4,753.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	463,739.00	2.50%	475,332.00	2.50%	487,215.00
2. Classified Salaries						
a. Base Salaries				834,693.00		855,560.00
b. Step & Column Adjustment				12,520.00		12,833.00
c. Cost-of-Living Adjustment				8,347.00		8,556.00
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	834,693.00	2.50%	855,560.00	2.50%	876,949.00
3. Employee Benefits	3000-3999	622,667.00	2.50%	638,234.00	2.50%	654,190.00
4. Books and Supplies	4000-4999	301,144.00	-3.32%	291,144.00	0.00%	291,144.00
5. Services and Other Operating Expenditures	5000-5999	836,496.00	-2.75%	813,496.00	0.00%	813,496.00
6. Capital Outlay	6000-6999	184,710.00	-64.81%	65,000.00	0.00%	65,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	317,366.00	0.00%	317,366.00	0.00%	317,366.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	6,573.00	0.00%	6,573.00	0.00%	6,573.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,567,388.00	-2.93%	3,462,705.00	1.42%	3,511,933.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(272,682.00)		(365,860.00)		(415,088.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,149,722.00		877,040.00		511,180.00
2. Ending Fund Balance (Sum lines C and D1)		877,040.00		511,180.00		96,092.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	877,040.00		511,180.00		96,092.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		877,040.00		511,180.00		96,092.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	12,003,482.00	1.10%	12,135,225.00	0.96%	12,251,694.00
2. Federal Revenues	8100-8299	326,853.00	-8.24%	299,933.00	0.00%	299,933.00
3. Other State Revenues	8300-8599	2,307,208.00	-7.41%	2,136,267.00	0.00%	2,136,267.00
4. Other Local Revenues	8600-8799	389,076.00	1.00%	392,967.00	1.00%	396,897.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		15,026,619.00	-0.41%	14,964,392.00	0.80%	15,084,791.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				5,003,721.00		5,129,814.00
b. Step & Column Adjustment				76,056.00		76,947.00
c. Cost-of-Living Adjustment				50,037.00		51,298.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,003,721.00	2.52%	5,129,814.00	2.50%	5,258,059.00
2. Classified Salaries						
a. Base Salaries				2,219,538.00		2,275,026.00
b. Step & Column Adjustment				33,293.00		34,133.00
c. Cost-of-Living Adjustment				22,195.00		22,751.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,219,538.00	2.50%	2,275,026.00	2.50%	2,331,910.00
3. Employee Benefits	3000-3999	3,099,728.00	2.50%	3,177,222.00	2.50%	3,256,653.00
4. Books and Supplies	4000-4999	811,943.00	-29.45%	572,825.00	1.48%	581,275.00
5. Services and Other Operating Expenditures	5000-5999	1,800,787.00	-0.21%	1,797,073.00	1.09%	1,816,745.00
6. Capital Outlay	6000-6999	209,710.00	-57.08%	90,000.00	0.00%	90,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,366,640.00	6.70%	2,525,153.00	-2.63%	2,458,666.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(12,000.00)	0.00%	(12,000.00)	0.00%	(12,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	525,000.00	-9.52%	475,000.00	0.00%	475,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		16,025,067.00	0.03%	16,030,113.00	1.41%	16,256,308.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(998,448.00)		(1,065,721.00)		(1,171,517.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,437,571.00		3,439,123.00		2,373,402.00
2. Ending Fund Balance (Sum lines C and D1)		3,439,123.00		2,373,402.00		1,201,885.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	877,040.00		511,180.00		96,092.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	562,998.00		562,998.00		562,998.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,880,359.00		1,299,224.00		542,795.00
2. Unassigned/Unappropriated	9790	118,726.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,439,123.00		2,373,402.00		1,201,885.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,880,359.00		1,299,224.00		542,795.00
c. Unassigned/Unappropriated	9790	118,726.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	523,401.00		523,401.00		523,401.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		2,522,486.00		1,822,625.00		1,066,196.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		15.74%		11.37%		6.56%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		657.60		639.36		600.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		16,025,067.00		16,030,113.00		16,256,308.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		16,025,067.00		16,030,113.00		16,256,308.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		641,002.68		641,204.52		650,252.32
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		90,000.00		90,000.00		90,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		641,002.68		641,204.52		650,252.32
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	658
District's ADA Standard Percentage Level:	**2.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	680	681		
Charter School				
Total ADA	**680**	**681**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	681	682		
Charter School				
Total ADA	**681**	**682**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	682	691		
Charter School		0		
Total ADA	**682**	**691**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	691			
Charter School	0			
Total ADA	**691**			

1B. Comparison of District ADA to the Standard

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

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 658

District's Enrollment Standard Percentage Level: 2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

	Enrollment			
Fiscal Year	Budget	CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	696	715		
Charter School				
Total Enrollment	**696**	**715**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	705	708		
Charter School				
Total Enrollment	**705**	**708**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	704	720		
Charter School				
Total Enrollment	**704**	**720**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	685			
Charter School				
Total Enrollment	**685**			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	681	715	
Charter School		0	
Total ADA/Enrollment	**681**	**715**	**95.3%**
Second Prior Year (2024-25)			
District Regular	682	708	
Charter School	0		
Total ADA/Enrollment	**682**	**708**	**96.4%**
First Prior Year (2025-26)			
District Regular	691	720	
Charter School			
Total ADA/Enrollment	**691**	**720**	**96.0%**
		Historical Average Ratio:	95.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**96.4%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	658	685		
Charter School	0			
Total ADA/Enrollment	**658**	**685**	**96.0%**	**Met**
1st Subsequent Year (2027-28)				
District Regular	639	666		
Charter School				
Total ADA/Enrollment	**639**	**666**	**96.0%**	**Met**
2nd Subsequent Year (2028-29)				
District Regular	600	625		
Charter School				
Total ADA/Enrollment	**600**	**625**	**96.0%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	700.45	700.45	687.14	672.87
b.	Prior Year ADA (Funded)		700.45	700.45	687.14
c.	Difference (Step 1a minus Step 1b)		0.00	(13.31)	(14.27)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	(1.90%)	(2.08%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		11,561,950.00	12,003,482.00	12,135,225.00
b1.	COLA percentage		4.31%	3.30%	3.09%
b2.	COLA amount (proxy for purposes of this criterion)		498,320.05	396,114.91	374,978.45
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		4.31%	3.30%	3.09%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			4.31%	1.40%	1.01%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**3.31% to 5.31%**	**0.40% to 2.40%**	**0.01% to 2.01%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	2,103,517.00	2,103,517.00		
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	11,539,985.00	12,032,063.00	12,163,806.00	12,280,275.00
District's Projected Change in LCFF Revenue:		4.26%	1.09%	.96%
LCFF Revenue Standard		**3.31% to 5.31%**	**0.40% to 2.40%**	**0.01% to 2.01%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	7,375,786.00	9,602,242.76	76.8%
Second Prior Year (2024-25)	7,458,886.57	10,128,632.72	73.6%
First Prior Year (2025-26)	7,995,048.00	10,621,909.00	75.3%
		Historical Average Ratio:	75.2%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**71.2% to 79.2%**	**71.2% to 79.2%**	**71.2% to 79.2%**

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	8,401,888.00	11,932,679.00	70.4%	Not Met
1st Subsequent Year (2027-28)	8,612,936.00	12,092,408.00	71.2%	Not Met
2nd Subsequent Year (2028-29)	8,828,268.00	12,269,375.00	72.0%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

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

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Projections for 26-27 is under the standard barely. This can mainly be attributed to one time unrestricted expense for chromebooks for approx. $220,000 and also the budgeting of a projected true for 25-26 SELPA Excess Costs of $225,000 thus inflating the total unrestricted costs thus decreasing the projected ratio. For 27-28, projected ratio inside the standard.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies,

and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	4.31%	1.40%	1.01%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-5.69% to 14.31%**	**-8.60% to 11.40%**	**-8.99% to 11.01%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-0.69% to 9.31%	-3.60% to 6.40%	-3.99% to 6.01%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	324,222.00		
Budget Year (2026-27)	326,853.00	.81%	No
1st Subsequent Year (2027-28)	299,933.00	(8.24%)	Yes
2nd Subsequent Year (2028-29)	299,933.00	0.00%	No

Explanation:
(required if Yes)

Change from 26-27 to 27-28 is due to not including Title V in subsequent budgets since uncertainty if HUSD will be receiving in future years.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	2,594,165.00		
Budget Year (2026-27)	2,307,208.00	(11.06%)	Yes
1st Subsequent Year (2027-28)	2,136,267.00	(7.41%)	Yes
2nd Subsequent Year (2028-29)	2,136,267.00	0.00%	No

Explanation:
(required if Yes)

Decrease in Other State Revenues due to removing/decreasing one time grants and/or grants that are ending. SS & PD Block Grant (note: not budgeting 26-27 possible allocation due to uncertainty, but removing 25-26 allocation), UPK, Equity Multiplier, LREBG, Literacy Screening, CDFA F2S, Restorative grant.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	424,826.00		
Budget Year (2026-27)	389,076.00	(8.42%)	Yes
1st Subsequent Year (2027-28)	392,967.00	1.00%	No
2nd Subsequent Year (2028-29)	396,897.00	1.00%	No

Explanation:
(required if Yes)

Decrease in 26-27 due to not expecting as much misc local revenue in 26-27 and 2 subsequent years.

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

First Prior Year (2025-26)	794,218.00		
Budget Year (2026-27)	811,943.00	2.23%	No
1st Subsequent Year (2027-28)	572,825.00	(29.45%)	Yes
2nd Subsequent Year (2028-29)	581,275.00	1.48%	No

Explanation:
(required if Yes)

Large decrease from 25-26 to 26-27 mainly due to removing one time expenditure for chromebooks in 25-26 and 26-27 (large purchase was split between years).

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

First Prior Year (2025-26)	1,853,996.00		
Budget Year (2026-27)	1,800,787.00	(2.87%)	Yes
1st Subsequent Year (2027-28)	1,797,073.00	(.21%)	No
2nd Subsequent Year (2028-29)	1,816,745.00	1.09%	No

Explanation:
(required if Yes)

Reduction in budget from 25-26 to 26-27 due to various changes with the budget related to several different funding sources like Educator Effectiveness, Restorative Practices grant, DLIG, A-G LLM, Arts and Music and SS & PD block grant.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2025-26)	3,343,213.00		
Budget Year (2026-27)	3,023,137.00	(9.57%)	Not Met
1st Subsequent Year (2027-28)	2,829,167.00	(6.42%)	Met
2nd Subsequent Year (2028-29)	2,833,097.00	.14%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2025-26)	2,648,214.00		
Budget Year (2026-27)	2,612,730.00	(1.34%)	Met
1st Subsequent Year (2027-28)	2,369,898.00	(9.29%)	Not Met
2nd Subsequent Year (2028-29)	2,398,020.00	1.19%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	Change from 26-27 to 27-28 is due to not including Title V in subsequent budgets since uncertainty if HUSD will be receiving in future years.
Explanation: Other State Revenue (linked from 6B if NOT met)	Decrease in Other State Revenues due to removing/decreasing one time grants and/or grants that are ending. SS & PD Block Grant (note: not budgeting 26-27 possible allocation due to uncertainty, but removing 25-26 allocation), UPK, Equity Multiplier, LREBG, Literacy Screening, CDFA F2S, Restorative grant.
Explanation: Other Local Revenue (linked from 6B if NOT met)	Decrease in 26-27 due to not expecting as much misc local revenue in 26-27 and 2 subsequent years.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	Large decrease from 25-26 to 26-27 mainly due to removing one time expenditure for chromebooks in 25-26 and 26-27 (large purchase was split between years).
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	Reduction in budget from 25-26 to 26-27 due to various changes with the budget related to several different funding sources like Educator Effectiveness, Restorative Practices grant, DLIG, A-G LLM, Arts and Music and SS & PD block grant.

7. CRITERION: Facilities Maintenance

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

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

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

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? **Yes**

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) **0.00**

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	16,025,067.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	16,025,067.00	480,752.01	774,712.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	2,007,233.31	2,137,460.82	2,350,804.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,074,235.55	1,204,150.84	801,040.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	3,081,468.86	3,341,611.66	3,151,844.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	13,381,555.39	14,249,738.82	15,679,026.00
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	13,381,555.39	14,249,738.82	15,679,026.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	23.0%	23.5%	20.1%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**7.7%**	**7.8%**	**6.7%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	254,708.13	10,127,242.76	N/A	Met
Second Prior Year (2024-25)	425,082.40	10,653,632.72	N/A	Met
First Prior Year (2025-26)	(295,486.00)	11,646,909.00	2.5%	Met
Budget Year (2026-27) (Information only)	(725,766.00)	12,457,679.00		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

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

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

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

District Estimated P-2 ADA (Form A, Lines A6 and C4):	667
District's Fund Balance Standard Percentage Level:	**1.3%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	
Fiscal Year	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2023-24)	2,428,789.00	2,903,543.17	N/A	Met
Second Prior Year (2024-25)	2,715,883.00	3,158,251.30	N/A	Met
First Prior Year (2025-26)	3,013,752.00	3,583,335.00	N/A	Met
Budget Year (2026-27) (Information only)	3,287,849.00			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation: (required if NOT met)	

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2026-27)	3,631,798.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or $90,000 (greater of)	0	to 300
4% or $90,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 250,000
1%	250,001	and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	658	639	600
District's Reserve Standard Percentage Level:	**4%**	**4%**	**4%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	16,025,067.00	16,030,113.00	16,256,308.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	16,025,067.00	16,030,113.00	16,256,308.00

4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	641,002.68	641,204.52	650,252.32
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	90,000.00	90,000.00	90,000.00
7.	**District's Reserve Standard** **(Greater of Line B5 or Line B6)**	**641,002.68**	**641,204.52**	**650,252.32**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,880,359.00	1,299,224.00	542,795.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	118,726.00	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	523,401.00	523,401.00	523,401.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	2,522,486.00	1,822,625.00	1,066,196.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.74%	11.37%	6.56%
	District's Reserve Standard (Section 10B, Line 7):	**641,002.68**	**641,204.52**	**650,252.32**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

1a.	Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	No
1b.	If Yes, identify the liabilities and how they may impact the budget:	

S2. Use of One-time Revenues for Ongoing Expenditures

1a.	Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?	Yes
1b.	If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:	HUSD has personnel costs for the Intervention Program being funded with one-time resources (LREBG and SS&PD block grant). Adjustments will need to be made once the one-time resources are exhausted. HUSD will either move the program costs to be paid with on-going revenues or there will need to be a reduction or elimination of the program.

S3. Use of Ongoing Revenues for One-time Expenditures

1a.	Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	Yes
1b.	If Yes, identify the expenditures:	Chromebooks

S4. Contingent Revenues

1a.	Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	No
1b.	If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:	

S5. Contributions

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

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

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

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2025-26)	(849,769.00)			
Budget Year (2026-27)	(916,145.00)	66,376.00	7.8%	Met
1st Subsequent Year (2027-28)	(916,145.00)	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	(916,145.00)	0.00	0.0%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	1,025,000.00			
Budget Year (2026-27)	525,000.00	(500,000.00)	(48.8%)	Not Met
1st Subsequent Year (2027-28)	475,000.00	(50,000.00)	(9.5%)	Met
2nd Subsequent Year (2028-29)	475,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

In 25-26, HUSD had a one-time $500,000 transfer from GF to Fund 40. Also, beginning in 27-28, GF will no longer be transferring $50,000 to Fund 21 which was done to reimburse Fund 21 for the $350,000 transfer that occurred in 18-19 from Fund 21 to the GF.

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes
2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases	11	n/a	Fund 01, Object 7438 and 7439	2,289,892
Certificates of Participation				
General Obligation Bonds	27	Fund 51, Object 8600	Fund 51, Object 7400	1,845,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
GO Bonds - Series B	29	Fund 51, Object 8600	Fund 51, Object 7400	4,665,000
TOTAL:				8,799,892

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases	237,920	237,920	237,920	237,920
Certificates of Participation				
General Obligation Bonds	73,800	73,800	73,800	73,800
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
GO Bonds - Series B	210,868	276,750	208,500	208,500
Total Annual Payments:	522,588	588,470	520,220	520,220
Has total annual payment increased over prior year (2025-26)?		**Yes**	**No**	**No**

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

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation: (required if Yes to increase in total annual payments)	The increase is due to the payment plan for the GO Bond Series B. It is being paid out of Fund 51.

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

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

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

No

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

Explanation: (required if Yes)	

S7. Unfunded Liabilities

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

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

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

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

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

2. For the district's OPEB:

a. Are they lifetime benefits? — No

b. Do benefits continue past age 65? — No

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

Retirees contribute amount above the district benefit cap. Retired employees are eligible for retiree benefits if they retired as a full time employee, at least 55 years old and were with the district for at least 15 years.

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	249,045

4. OPEB Liabilities

a. Total OPEB liability	3,765,562.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	3,765,562.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	7/1/2025

5. OPEB Contributions	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	492,591.00	492,591.00	492,591.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	90,302.00	90,302.00	90,302.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	44,610.00	29,740.00	29,740.00
d. Number of retirees receiving OPEB benefits	3.00	2.00	2.00

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

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

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

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

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

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

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

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

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	43.00	46.00	46.00	46.00

Certificated (Non-management) Salary and Benefit Negotiations

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

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

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

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

26-27

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
6.	Cost of a one percent increase in salary and statutory benefits	50,537		
7.	Amount included for any tentative salary schedule increases	151,611	151,611	151,611

Certificated (Non-management) Health and Welfare (H&W) Benefits

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?			
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

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

Certificated (Non-management) Attrition (layoffs and retirements)

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	27.00	29.00	29.00	29.00

Classified (Non-management) Salary and Benefit Negotiations

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

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

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

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

26-27

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
6.	Cost of a one percent increase in salary and statutory benefits	22,417		
7.	Amount included for any tentative salary schedule increases	67,251	67,251	67,251

Classified (Non-management) Health and Welfare (H&W) Benefits

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

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

Classified (Non-management) Attrition (layoffs and retirements)

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	14.84	14.00	14.00	14.00

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? N/A

If Yes, complete question 2.

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

N/A

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

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

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

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

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

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

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

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 24, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

DRAFT
2026-2027 LCAP
Overview

Presented to the HUSD Board:
6/17/2026

2026-2027 LCAP Goal Review

Goal 1) **Academic Goal**

Hamilton Unified School District will enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from Low Socio-Economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling.

Goal 2) **Social/Emotional Goal**

HUSD strives to cultivate a welcoming, safe, and engaging atmosphere at each school site, where the social and emotional needs of students are prioritized. This environment will foster a strong sense of connection to the school, with additional support provided for students who have experienced trauma and/or mental health issues.

Goal 3) Parent & Community:

HUSD will engage parents, families, and community members as essential partners in the educational journey of students, emphasizing the critical role parents play in their children's academic success.

Goal 1: Academic Performance

Actions:

- Learning Labs/Intervention Programs
- Enhanced Multi Tier System of Support (MTSS)
- Focused Academic Language
- Library Updates
- Bilingual Para Educators
- Small Class Sizes
- Increased Course Offerings
- Access to Technology
- Enhanced Academic Counseling and Career Awareness
- Extended Day and School Year
- Professional Development

Goal 2: Culture and Support

Actions:

- Community Schools Team Implementation
- Expanded School Based Counseling
- Expanded Nursing Services
- Social/Emotional Focused Professional Development
- Enhanced PBIS Approaches
- Student Social/Emotional Support
- Safe Environment and Secure School Facilities
- Positive School Culture

Goal 3: Parental Participation & Community Engagement

Actions:

- Develop a Family Resource Center
- Continue Parent Outreach Events
- Continue Parent Academic Nights
- Continue Parent Workshops:
- Continue Parent Leadership Opportunities
    - SSC, ELAC, DELAC, PTO, CEI, Community Schools Advisory
- Expand community engagement:
    - Active participation in campus events, including Senior Project judging and Alumni Career Day initiatives.

Goal 4: Ella Barkley

Actions:

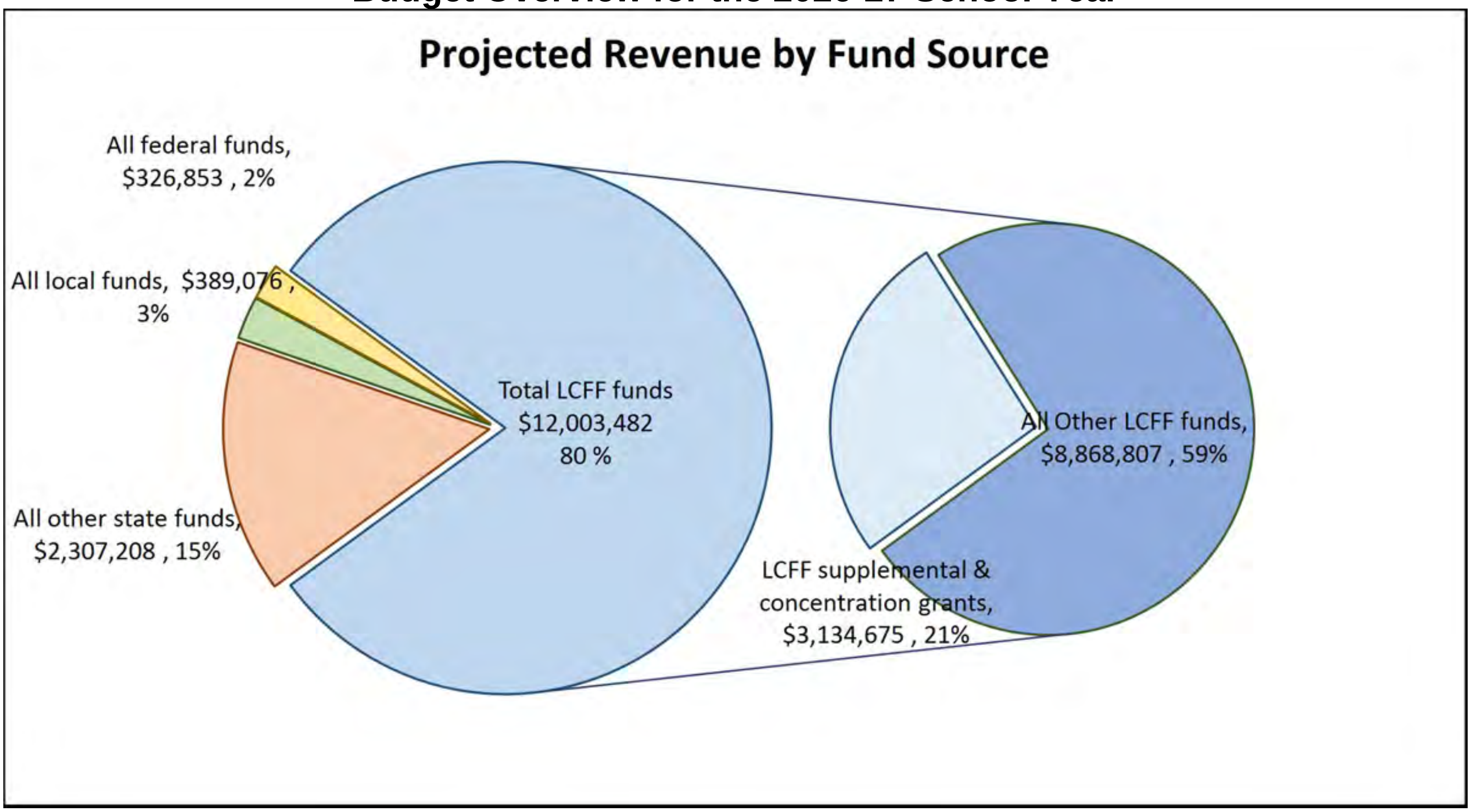
- Hire a Full Time Ella Barkley Teacher

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hamilton Unified School District
CDS Code: 11765620000000
School Year: 2026-27
LEA contact information:
Jeremy Powell, Ed.D.
Superintendent
jpowell@jusdschools.org
530 826 3261

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

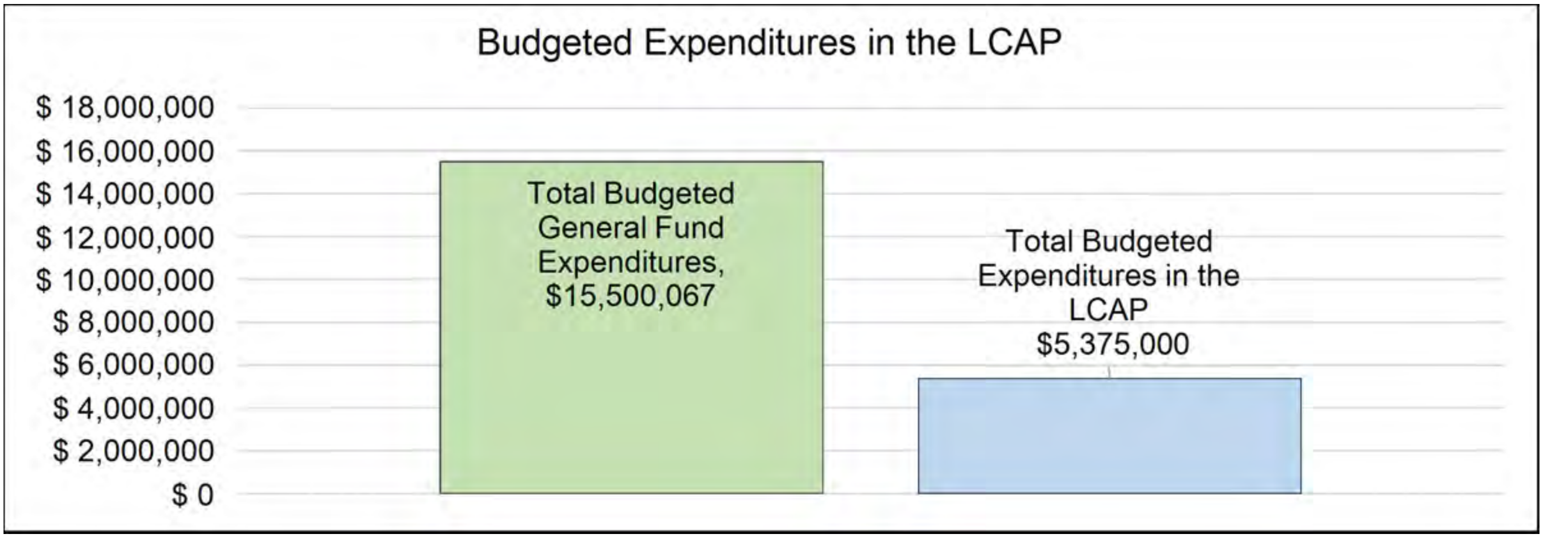


This chart shows the total general purpose revenue Hamilton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hamilton Unified School District is $15,026,619, of which $12,003,482 is Local Control Funding Formula (LCFF), $2,307,208 is other state funds, $389,076 is local funds, and $326,853 is federal funds. Of the $12,003,482 in LCFF Funds, $3,134,675 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 Hamilton Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hamilton Unified School District plans to spend $15,500,067 for the 2026-27 school year. Of that amount, $$5,375,000 is tied to actions/services in the LCAP and $10,125,067 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

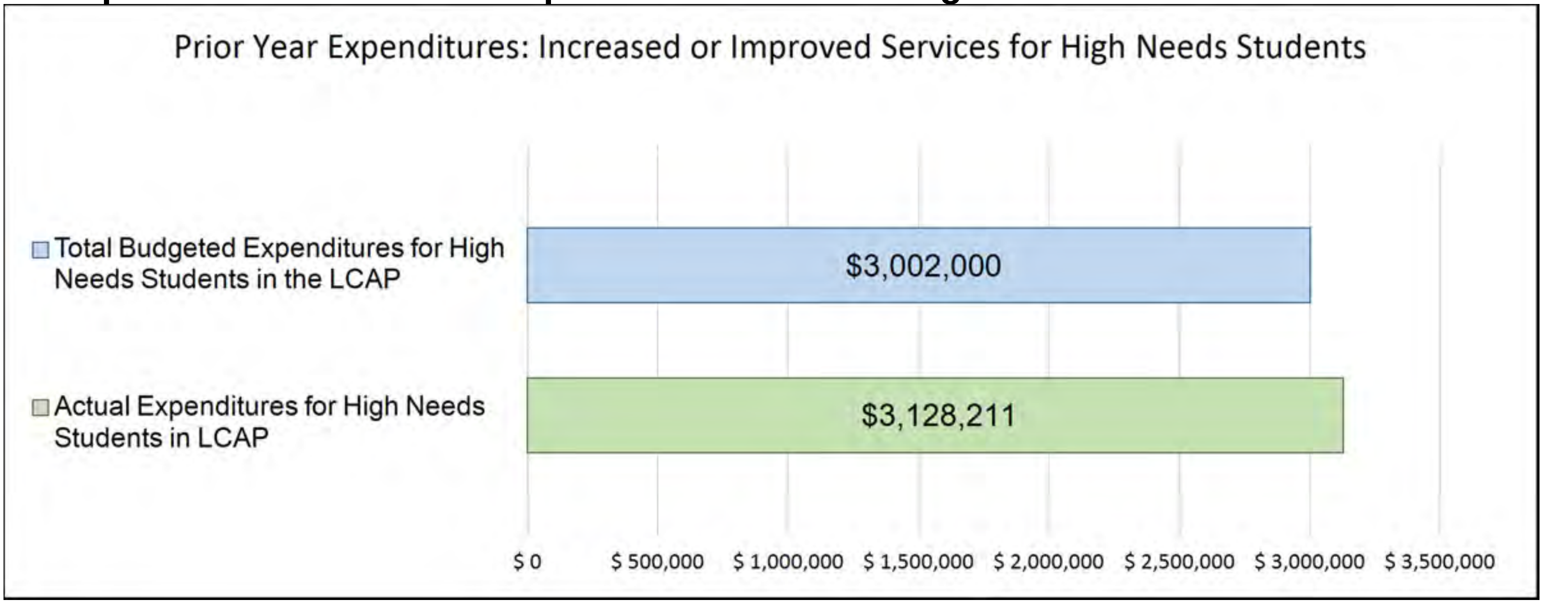
Hamilton Unified School District's General Fund supports a variety of operational expenses necessary to maintain daily school operations that are not specifically included as actions or expenditures within the Local Control and Accountability Plan (LCAP). These expenditures include routine facilities maintenance and operations, utilities, transportation services, insurance, legal and audit services, debt obligations, technology infrastructure, and other administrative and operational costs required to support the district's educational programs. While these expenditures are essential to the operation of the district, they are funded through the General Fund and are not directly tied to specific LCAP goals or actions.

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

In 2026-27, Hamilton Unified School District is projecting it will receive $3,134,675 based on the enrollment of Foster Youth, English learner, and low-income students. Hamilton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hamilton Unified School District plans to spend $$3,135,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Hamilton Unified School District's LCAP budgeted $3,002,000 for planned actions to increase or improve services for high needs students. Hamilton Unified School District actually spent $3,128,211 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
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530 826 3261

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.

Hamilton Unified School District (HUSD) is located in Hamilton City, California, a rural, agricultural area approximately 15 miles east of Chico. The district encompasses five educational institutions that serve around 720 students across transitional kindergarten through 12th grade. These institutions include Hamilton Elementary School (HES), Hamilton High School (HHS), Ella Barkley alternative education (which receives equity multiplier funding), Hamilton State Pre-School, and Hamilton Adult School.

The demographic of HUSD includes the small town of Hamilton City, which has a population of 1,759, and the surrounding farming communities. The district's educational approach is built on closing the achievement gap starting from kindergarten, with a strong commitment to the professional learning communities model. Teachers across the district are highly qualified in their respective content areas and engage in continuous professional development to meet the diverse needs of students. A systemic intervention plan supports students throughout their educational journey from kindergarten to 12th grade, with additional resources allocated for before, during, and after school support.

Hamilton High School is noted for its strong academic, athletic, and agricultural programs. It offers six Advanced Placement (AP) courses and a full range of classes that meet A-G requirements for UC/CSU admissions. Athletics are a significant part of the school culture, supported enthusiastically by the local community, with students regularly participating in championship competitions. In terms of career technical education (CTE), agriculture stands out as a leading program within Glenn County, highlighted by a unique school farm that allows students to raise animals and participate in the Glenn County Fair.

The District emphasizes academic success and character development across its schools, aiming to provide comprehensive educational experiences that foster both academic and personal growth among students.

Reflections: Annual Performance

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

Hamilton Unified School District (HUSD) continues to serve the rural agricultural community of Hamilton City in Northern California. The district comprises five schools—Hamilton Elementary School (HES), Hamilton High School (HHS), Ella Barkley High School, Hamilton State Preschool, and Hamilton Adult School—serving approximately 720 students from transitional kindergarten through adult education. HUSD remains committed to its mission: “The Hamilton Unified School District will provide a safe, rigorous, and engaging educational experience that promotes student academic success, respect, and citizenship in a caring environment.”

In 2025–2026, Hamilton Unified School District (HUSD) maintained a strong focus on Professional Learning Communities (PLCs), instructional collaboration, and data-informed decision-making aligned to the district’s strategic goals. District and site leadership continued to prioritize structured PLC time focused on data analysis, lesson design, intervention planning, and progress monitoring.

At Hamilton Elementary School (HES), administration conducted individualized 1:1 meetings with certificated staff to collaboratively review student assessment data, including STAR and CAASPP performance results. This reflective process strengthened instructional alignment and reinforced the school’s focus on teaching essential standards and implementing targeted interventions for students requiring additional academic support.

HES also sustained a robust intervention model utilizing targeted staff deployment to provide intensive small-group instruction while simultaneously expanding enrichment opportunities for students. The site continued implementation of Tier 2 and Tier 3 behavioral and academic supports through its Behavior Intervention Team and MTSS-aligned practices.

At Hamilton High School (HHS), staff continued emphasizing student belonging, relationship-building, and positive school climate through increased visibility, student engagement, and ongoing supports for academic and emotional well-being. The HUB intervention center consistently provided individualized academic and social-emotional support services to students throughout the school day, reinforcing the district’s whole-child approach.

Districtwide efforts also focused on strengthening family communication and engagement. HES expanded parent workshops, family nights, and monthly newsletters, while HHS increased outreach efforts and positive communication with families regarding student progress and school involvement. Parent survey feedback reflected continued appreciation for staff care, communication, safety, and student support services across the district.

Additionally, HUSD continued modernization and school safety efforts to improve facilities, campus supervision, and emergency preparedness. Comprehensive school safety planning, monthly drills, and coordinated response procedures remained in place to support safe and orderly learning environments.

Reflections: Identified Need

While HUSD has made meaningful progress in instructional collaboration, student support systems, and school climate initiatives, ongoing analysis of local and state data indicates continued need for targeted academic improvement, particularly in English Language Arts and Mathematics. Recent CAASPP results demonstrate the need to strengthen achievement outcomes and accelerate growth for all student groups, including English learners, socioeconomically disadvantaged students, and students with disabilities.

Stakeholder feedback from district surveys and the California Healthy Kids Survey (CHKS) also highlighted the importance of sustaining efforts related to student engagement, school connectedness, mental health supports, and consistent communication with families. Students and families continue to express the need for expanded academic intervention opportunities, social-emotional supports, after-school tutoring, college and career readiness experiences, and programs that prepare students for postsecondary success.

The district also recognizes the need to continue refining systems that ensure equitable access to high-quality instruction, timely interventions, and consistent behavioral expectations across all grade spans. Continued staff development in high-leverage instructional practices, PLC implementation, MTSS systems, and data analysis remains essential to improving outcomes for all students.

Steps Taken:
Continued implementation of districtwide PLC structures focused on collaboration, data analysis, intervention planning, and instructional improvement.
Expanded Tier 2 and Tier 3 academic and behavioral supports through MTSS processes, intervention teams, and targeted small-group instruction at HES and HHS.
Increased emphasis on student belonging, positive school climate, and relationship-building strategies districtwide, including enhanced visibility, student support systems, and restorative practices.
Strengthened school-home communication through newsletters, parent workshops, family nights, positive outreach, and ongoing communication regarding student progress and attendance.
Continued modernization and facilities improvement efforts to address aging infrastructure, improve campus safety, and maintain environments conducive to learning.
Maintained comprehensive school safety planning procedures, emergency response protocols, and coordinated safety drills to ensure preparedness and student safety.

These actions demonstrate HUSD’s ongoing commitment to improving academic achievement, strengthening school connectedness, supporting student wellness, and ensuring equitable opportunities and outcomes for all students.

Additional Resources based on specific needs based on the 2024-2025 CAASPP as areas in the "red" zone:

1.1 Learning Labs:

-District-Wide: Support needed for ELA—particularly for English Learners and Socioeconomically Disadvantaged students due to red indicator status.
-Hamilton Elementary: ELA: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, and Students with Disabilities; Math: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, and Students with Disabilities.

1.2 Paraeducators:
-Hamilton Elementary: ELA: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, and Students with Disabilities; Math: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, and Students with Disabilities.

Suspension Rate: Red status necessitates additional support for behavior and engagement at HES for Students with Disabilities and at HHS for English Learners

1.3 Bilingual Paraeducators:
Identical focus as 1.2—critical due to linguistic barriers and red performance levels in both ELA and discipline-related indicators.

1.7 EL Support:
-District-Wide: ELA for English Learners and Long-Term English Learners
-Hamilton Elementary: ELA & Math: English Learners

Suspension Rate: Targeted behavioral interventions for at-risk subgroups.
1.9 Summer School
Opportunity for intensive intervention:
-ELA & Math at Hamilton Elementary (same focus subgroups).

Address behavior and engagement patterns related to suspension rate across all highlighted subgroups.
1.10 Extended Day and School Year Programs
Extending instructional time remains key to closing gaps in:
-ELA & Math for all the red-level student groups.

Suspension reduction through structured, supportive environments.
2.1 Counselors
Provide academic and socio-emotional support for students in:
-ELA & Math red sub groups.
-Proactive behavioral support linked to high suspension rates.

2.3 Professional Development
Train staff on best practices for differentiation and trauma-informed strategies to support:
-ELA & Math academic gaps.
-Culturally responsive behavior management.

3.3 Parent Communication Tools
Enhance understanding and involvement around academic expectations and behavioral support for:
-English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, and Students with Disabilities..

3.5 Family Resource Center
Reinforce home-school partnerships and provide outreach to families of:
-Students in red-performance groups, particularly where language and access barriers exist.

HUSD has allocated all of our received Learning Recovery Emergency Block Grant (LREBG) funding (~150,000) to support ongoing student academic recovery and social-emotional wellness needs during the 2026–27 LCAP year. These funds will support actions including Learning Labs (Action 1.1), Extended Day and Extended School Year programs (Action 1.12), Social/Emotional Focused Professional Development (Action 2.3), and Student Social/Emotional Support services (Action 2.5).

These actions were selected based on identified needs reflected in academic performance data, attendance trends, school climate data, and educational partner feedback demonstrating ongoing needs in learning acceleration, intervention, and social-emotional support, particularly for unduplicated pupils. The district will monitor the effectiveness of these actions through metrics including academic growth data (ie. STAR), attendance, chronic absenteeism, intervention participation, and school climate indicators.

These actions are aligned with the allowable uses of LREBG funding and are intended to support continued recovery and improved student outcomes across both school sites.

Academic Performance and Intervention Access
Student achievement data and district reflections continue to indicate a need for accelerated academic growth in English Language Arts and Mathematics, particularly among English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. The district identified these student groups as remaining in the “red” performance level in several Dashboard indicators, reinforcing the continued need for targeted intervention systems and expanded instructional support.

Hamilton Unified School District has continued to prioritize Professional Learning Communities (PLCs), instructional collaboration, and data-informed decision-making as core strategies for improving academic outcomes. At Hamilton Elementary School, administrators implemented individualized meetings with certificated staff to review STAR and CAASPP data, strengthen instructional alignment, and refine intervention practices focused on essential standards and targeted student supports.

The district also sustained a robust intervention model utilizing paraeducators, learning labs, small-group instruction, and MTSS-aligned intervention systems. However, district reflections acknowledge that continued professional development is necessary to ensure interventions are consistently aligned with core instruction and effectively driven by student data. The LCAP specifically identifies ongoing training in high-leverage instructional practices, PLC implementation, differentiation strategies, and progress monitoring as critical next steps for improving student achievement outcomes.

At Hamilton High School, the HUB intervention center continued providing individualized academic and social-emotional supports during the school day. The district noted that expanded intervention opportunities, after-school tutoring, and extended learning time remain essential components for accelerating student growth and preparing students for postsecondary success.

English Learner Support

English Learners remain a priority student group within the district's improvement efforts. The 2026–27 LCAP identifies English Learners and Long-Term English Learners as students requiring additional support in both academic achievement and language acquisition. To address these needs, the district plans to continue investing in bilingual paraeducators, English Learner support services, learning labs, and targeted intervention opportunities during and beyond the instructional day.

District leadership also identified the need for continued staff development in culturally responsive instruction, language scaffolding strategies, and differentiated supports to ensure English Learners have equitable access to grade-level content. Expanded parent communication tools and multilingual outreach efforts are also included within the district's improvement strategies to strengthen engagement with families of English Learners and increase shared support for student success.

Attendance and Engagement Concerns

Stakeholder feedback and district data continue to emphasize the importance of improving student engagement, attendance, and school connectedness. The district identified chronic absenteeism and inconsistent engagement as barriers to academic success and intervention effectiveness. In response, HUSD expanded Tier 2 and Tier 3 supports through MTSS processes, intervention teams, attendance outreach, and individualized student support systems.

Hamilton High School continued emphasizing relationship-building, student visibility, and emotional support through increased student engagement efforts and proactive intervention services. Similarly, Hamilton Elementary expanded family workshops, newsletters, and parent engagement activities to strengthen school-home partnerships and improve communication regarding student attendance, progress, and behavioral support.

While family engagement efforts have increased, the district recognizes that continued outreach, timely communication, and stronger parent partnerships remain necessary to improve student attendance and overall school participation. The LCAP specifically highlights the need for expanded family involvement opportunities, after-school supports, and consistent communication systems across all schools.

Social-Emotional Wellness and School Climate

Hamilton Unified School District continues to prioritize student belonging, school connectedness, and social-emotional wellness as foundational elements of student success. Districtwide efforts during 2025–26 focused on strengthening positive school climate through relationship-building, restorative practices, student support systems, and increased staff visibility across campuses.

The district also maintained comprehensive school safety planning procedures, monthly emergency drills, coordinated response protocols, and campus supervision systems to support safe and orderly learning environments.

Stakeholder feedback from the California Healthy Kids Survey and district surveys continued to highlight the importance of mental health supports, caring adult relationships, and expanded social-emotional services for students. In response, the district plans to continue strengthening counseling supports, MTSS behavioral interventions, restorative practices, and proactive student engagement systems. Professional development in trauma-informed practices and culturally responsive behavior support also remains a district priority.

HUSD will receive Equity Multiplier funding for the 2026-2027 school year for Ella Barkley. These funds will be used to support the needs for highly qualified staff to address the high rate of absenteeism.

Budget and Service Delivery Review
LREBG funding has been used primarily to fund staffing at both school sites, with projected expenditures aligned closely with the original budget. HUSD has spent all LREBG funds that were initially distributed and will continue to use the annual funds to support actions including Learning Labs (Action 1.1), Extended Day and School Year programs (Action 1.12), Social/Emotional Focused Professional Development (Action 2.3), and Student Social/Emotional Support (Action 2.5), all of which directly address learning loss and the social-emotional recovery needs of unduplicated pupils. HUSD plans on spending all Learning Recovery Block Grant funding (~150,000) for the 2026-2027 school year.

Based on analysis of the 2025–26 Local Control and Accountability Plan (LCAP), CAASPP results, stakeholder feedback, and district reflections, the following priority needs have been identified:
--Strengthen academic intervention systems districtwide, particularly at the elementary level. While intervention structures and learning labs are in place, student achievement data indicates continued performance gaps in English Language Arts and Mathematics among English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities. The district identified the need for more consistent use of data analysis, progress monitoring, and targeted small-group instruction through PLC and MTSS systems.
--Increase capacity to effectively support English Learners and Long-Term English Learners. District reflections and Dashboard indicators continue to show English Learners performing in the red performance band in multiple academic indicators. Additional bilingual paraeducator support, ELD-focused instructional strategies, language scaffolds, and culturally responsive instructional practices are needed to improve student outcomes and language acquisition.
--Expand proactive attendance and engagement systems. Stakeholder feedback and district attendance data indicate the need for stronger attendance monitoring, family outreach, relationship-building strategies, and student engagement supports. Chronic absenteeism continues to impact instructional continuity and student achievement, particularly among high-needs student groups.
Improve integration of academic, behavioral, and social-emotional supports through MTSS structures. The district identified the importance of aligning intervention services, counseling supports, behavior systems, and restorative practices to create a more coordinated student support model. Additional integration of paraeducators into PBIS, SEL, and intervention structures is needed to provide consistent support across campuses.
--Provide ongoing professional development focused on high-leverage instructional practices and student support systems. Continued staff development is needed in PLC implementation, differentiation, trauma-informed practices, MTSS systems, behavior intervention, progress monitoring, and culturally responsive teaching to ensure equitable access to rigorous instruction and interventions for all students.

Next Steps

--Refine and strengthen districtwide intervention systems by establishing clearer expectations for intervention delivery, including consistent progress monitoring cycles, use of assessment data during PLC collaboration, and alignment of intervention supports to essential standards and MTSS processes.

--Provide targeted professional development for teachers, intervention staff, and paraeducators focused on ELD strategies, structured literacy and mathematics intervention practices, small-group instruction, SEL integration, trauma-informed supports, and culturally responsive instructional strategies.
--Expand collaboration between instructional, counseling, behavioral, and administrative teams to ensure academic, behavioral, attendance, and social-emotional supports are aligned through district MTSS systems and intervention planning processes.
--Increase family engagement and communication opportunities through multilingual outreach, parent workshops, family nights, newsletters, and ongoing communication regarding student progress, attendance, and available support services.
--Continue expanding extended learning opportunities including summer school, after-school tutoring, learning labs, and extended day programs to accelerate learning recovery and provide targeted support for identified student groups.
--Maintain focus on positive school climate and student belonging initiatives by strengthening relationship-building practices, restorative approaches, PBIS implementation, counseling supports, and proactive student engagement efforts districtwide.

Reflections: Technical Assistance

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

Although Hamilton Unified School District is not eligible for Year 1 Differentiated Assistance based on the 2025 California School Dashboard, the district is eligible for Year 2 Differentiated Assistance based on the 2024 Dashboard. Based on the 2024 Dashboard, the district is eligible for Students with Disabilities and Long-Term English Learner student groups in Pupil Achievement (Priority 4), with Red performance in both English language arts and mathematics.

As part of receiving technical assistance, Hamilton Unified School District has engaged in ongoing collaboration with the Glenn County Office of Education to analyze Dashboard data and identify root causes contributing to persistent achievement gaps for Students with Disabilities and Long-Term English Learners. As part of this process, the Glenn County Office of Education conducted multilingual learner shadowing and facilitated targeted data analysis to further examine instructional practices and student experiences. The county also implemented Project ARISE literacy modules at the K–8 level to strengthen foundational literacy instruction and support consistent Tier I implementation. This work supported the district in deepening its understanding of the needs of Long-Term English Learners and informed the development of targeted strategies included in the district’s LCAP. Through this process, the district identified inconsistent implementation of high-quality Tier I instruction as a primary contributing factor. In response, the district developed and began implementing a multi-year professional learning plan beginning in Spring 2025, focused on structured literacy at the elementary level, literacy across the disciplines at the secondary level utilizing their ML Shadowing and HUDLE team, and strengthened implementation through professional learning communities. This work is grounded in a Guaranteed and Viable Curriculum analysis and ongoing use of disaggregated student data to monitor progress and adjust supports.

To address identified needs, the district has implemented a coordinated set of actions aligned to LCAP Goal 1 (Academic Achievement) and Goal 2 (School Climate). These include Learning Labs providing targeted small-group intervention prioritizing Students with Disabilities and Long-Term English Learners (Action 1.1); enhanced MTSS structures with progress monitoring and tiered intervention supports (Action 1.2); a K–12 writing framework to improve English language arts outcomes and support LTEL reclassification (Action 1.3); bilingual paraeducator support to increase access to core instruction (Action 1.5); and professional development in differentiation, Universal Design for Learning, and data-driven instruction (Action 1.13). To address disparities in suspension rates, the district has expanded PBIS implementation with Tier

II supports (Action 2.4), increased access to school-based counseling and mental health services (Actions 2.1 and 2.5), and provided staff training in trauma-informed practices and relationship-centered strategies such as Capturing Kids' Hearts (Action 2.3).

Educational partner input, gathered through ELAC, DELAC, Academic Parent Teacher Teams, and targeted outreach to families of Students with Disabilities and Long-Term English Learners, informed the prioritization of literacy, intervention supports, and school climate strategies. These actions are monitored through metrics including state assessment performance in ELA and mathematics, English Learner Progress Indicator outcomes, suspension rates, and local measures of student engagement and progress.

Hamilton Unified School District will continue to refine these systems through ongoing data analysis and collaboration with the county office to ensure improved outcomes for its identified student groups.

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
DELAC 5/11/2026	Face to Face meetings, Invites through email and phone call
ELAC: HES-9/29/2025 & 5/18/2026; HHS - In conjunction with School Site Council Meetings	Face to face meeting, invite through email and weekly update
HES SSC Meetings: 9/16/2025,10/14/2025, 11/18/225, 1/20/2026, 3/10/2026, 4/21/2026, 5/12/2026, 5/26/2026	Face to face meeting, invite through email and weekly update
HHS SSC Meetings: 9/14/2025	Face to face meeting, invite through email and weekly update
Superintendent Student Leadership Committee: 10/6/2025, 12/8/2025, 3/16/2026, 5/4/2026 (operating as advisory)	Face to face meeting, invite through site administration recommendation
District Board Meetings : 2/25/2026; 3/25/2026; 4/22/2026; 5/27/2026	Face to face meetings, Meeting posted 72 hours in advance
District-Wide Staff Meetings: Monthly (Teachers)	Face to face, invite through email and weekly update
Hamilton Unified Development, Learning, and Engagement team (HUDLE) Learning: 9/9/2025, 10/1/2025, 12/9/2025, 1/23/2026, 2/3/2026, 3/3/2026, 5/5/2026	Face to face meeting, invite through email
SELPA Consultation on 4/23/2026	Face to Face
Parent Surveys 4/10/2026 through 5/19/2026	Online and paper survey
Ella Barkley Parent Surveys 4/10/2026 through 5/19/2026	Online and paper survey
Local Collective Bargaining Units (Certificated-HTA and Classified-CSEA)	Face to face meeting, invite through email

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

Stakeholder feedback emphasized need to continue both the academic recovery and the social-emotional/mental health needs of students across all grade spans. There was strong consensus—especially from staff and student groups—regarding the urgent need to support students who have fallen significantly behind academically
. Stakeholders also expressed deep concern about the increase in extreme student behaviors, which have disrupted classroom environments and diminished instructional time for all learners.

In response to these concerns:

The district is continuing and strengthening Learning Labs (Action 1.1) to provide tiered intervention for students needing focused academic recovery, with a priority for Students with Disabilities and English Learners.

Based on input from teachers and administrators, additional staffing was requested and supported through actions like Paraeducators (Action 1.8) and Bilingual Paraeducators (Action 1.5) to better meet the academic and language needs of high-risk students.

To address the social-emotional needs raised by students, families, and staff, support systems such as Clayful virtual counseling (Action 2.5) and School-Based Counseling (Action 2.1) have been maintained or expanded.

The district is also expanding its Enhanced PBIS implementation (Action 2.4) and professional development focused on trauma-informed practices (Action 2.3) to create safer, more supportive environments.

In light of the limited direct feedback from Equity Multiplier school families, the district is exploring new outreach strategies (linked to Actions 3.2 and 3.3) to more meaningfully engage these voices in future planning cycles.

As shown in our annual LCAP/Strategic Planning Survey Data, across all stakeholder groups, including certificated staff, classified staff, students, and families, continued improvement in academic performance was cited as a top priority. The feedback has directly influenced a need to continue and maintain current LCAP actions within the 2026-2027 school year, ensuring that both instructional support and mental health services are adequately resourced and responsive to evolving student needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Hamilton Unified School District will enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from Low Socio-Economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling.	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.

Our focus on students from low socio-economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling is driven by our continuous assessment of needs across our diverse student population. According to our 2025-2026 Strategic Planning Survey, there has been a substantial demand for improving the quality of instruction, with parents continuing to express satisfaction. Furthermore, our district's specific challenges with English Learners and students requiring special education highlight the critical need for targeted interventions and it is essential that we enhance support systems to close the persistent achievement gaps and fulfill our promise of equity and excellence for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Local Indicator/Teacher credential	100% of teachers at HUSD are highly qualified in core content areas	100% of teachers at HUSD are highly qualified in core content areas	100% of teachers at HUSD are highly qualified in core content areas	100% of teachers at HUSD are highly qualified in core content areas	No change
1.2	Priority 1: Instructional materials	100% of students will have access to Common Core aligned	100% of students will have access to Common Core	100% of students will have access to Common Core	100% of students will have access to Common Core	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instructional materials in Mathematics, ELA, Social Studies, and Science.	aligned instructional materials in Mathematics, ELA, Social Studies, and Science.	aligned instructional materials in Mathematics, ELA, Social Studies, and Science.	aligned instructional materials in Mathematics, ELA, Social Studies, and Science.	
1.3	Priority 1: Facilities in good repair	FIT Reports referenced in the SARC for all campuses all have a good rating	FIT Reports referenced in the SARC for all campuses all have a good rating	FIT Reports referenced in the SARC for all campuses all have a good rating	FIT Reports referenced in the SARC for all campuses all have a good rating	No change
1.4	Priority 2: Implementation of State adopted academic content for all students leading to EL proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards	No change
1.5	Priority 4: Statewide Assessment ELA	ELA % Meeting or Exceeding Standard Grades 3-8: 17.65% Grade 11: 42.64%	ELA % Meeting or Exceeding Standard Grades 3-8: 19.13% Grade 11: 48.22%	ELA % Meeting or Exceeding Standard Grades 3-8: 19.4% Grade 11: 47.87%	ELA % Meeting or Exceeding Standard Grade 3-8: 20.81% Grade 11: 53.8%	-1.4% (3-8) -5.93% (11)
1.6	Priority 4: Statewide Assessment Math	Math % Meeting or Exceeding Standard: CAASPP Grades 3-8: 13.41% Grade 11: 21.74%	Math % Meeting or Exceeding Standard: CAASPP Grades 3-8: 15.55% Grade 11: 18.19%	Math % Meeting or Exceeding Standard: CAASPP Grades 3-8: 18.1% Grade 11: 20.84%	Math % Meeting or Exceeding Standard Grade 3-8: 22.41% Grade 11: 30.74%	-4.31% (3-8) -9.9% (11)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Priority 4: Statewide Assessment California Science Test (CAST)	CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 13.25% Grade 11: 25.78%	CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 16.83% Grade 11: 10%	CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 15.1% Grade 11: 14.59%	CAST % Meeting or Exceeding Standard Grade 3-8: 22.25% Grade 11: 34.78%	-7.15% (3-8) -20.19% (11)
1.8	Priority 4: A-G Completion Rate	HUSD: 37%	HUSD: 81%		HUSD: 46%	
1.9	Priority 4: CTE Pathway completion Rate	HUSD: 28.4%	HUSD: 42%		HUSD: 37%	
1.10	Priority 4: A-G Completion and CTE Pathway Completion Rate	HUSD: 17.9%	HUSD: 34.8%		HUSD: 26.9%	+16.9%
1.12	Priority 4: English Language Progress Indicator	HUSD 53.1% Making Progress	HUSD 33.3% Making Progress	HUSD: 43.6% making progress	HUSD: 62.1% Making Progress	-18.5%
1.13	Priority 4: Reclassification rates	HUSD: 25.7%	HUSD: 23.6%		HUSD: Maintain 10% reclassification rates.	
1.14	Priority 4: AP Passage rate	AP Spanish Language- 11/12 = 92% AP English Language- 6/10 = 60% AP English Literature: 7/10 = 70% AP Stats- N/A	AP Spanish Language- 20/23 = 87% AP English Language- 1/11 = 9.1% AP English Literature: 3/12 = 25% AP Stats- N/A		AP Spanish Language- Maintain 100% AP English Language- Increase to 25% AP Stats- Maintain over 70%	
1.15	Priority 4: EAP ELA & Math	Grade 11: 42.64%	Grade 11: 40.25%	Grade 11:	Grade 11: 50.56%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Priority 7: Broad Course of Study	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study	No change
1.18	Priority 8: College/Career Indicator (HS only)	41.8% Prepared 20.9% Approaching 37.3% Not Prepared	30.9% Prepared 22.1% Approaching 47.1% Not Prepared	36.4% Prepared 21.2% Approaching 42.4% Not prepared	56.8% Prepared 20.9% Approaching 22.3% Not Prepared	+20.1% not prepared

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 actions was largely consistent with the plan outlined in the 2024–25 LCAP. All major initiatives, including Learning Labs (1.1), Enhanced MTSS (1.2), Focused Academic Language and Writing Emphasis (1.3), Library Update (1.4), and Expanded Course Offerings (1.9) were implemented as designed. Actions such as Bilingual Paraeducators (1.5) and Small Class Sizes (1.7) were fully operational at all relevant sites.

Successes included strong staffing stability in Learning Labs and high engagement in after-school and summer programs (1.12). Extended Day and School Year programming continued to expand through stronger collaboration with the Boys and Girls Club and more consistent implementation through ELOP supports. Professional Development (1.13) was well-received and tied to instructional improvements noted by both internal walkthrough data and CAASPP score gains in early grades. The district also strengthened implementation of Enhanced MTSS Approaches (1.2), particularly at the high school level, where staff increased the use of student data to identify needed supports and refine intervention systems for students requiring additional academic and behavioral assistance.

Additional progress was made in Enhanced Counseling & Career Awareness (1.11) and Increased Course Offerings (1.9). The district expanded exploration and development of Career Technical Education (CTE) pathways and course offerings, including medical and clinical pathways, emergency services, and visual and performing arts opportunities. These efforts are intended to improve student engagement, college and career readiness, and access to meaningful postsecondary opportunities.

Challenges emerged in sustaining staffing levels for paraeducators (Actions 1.5 and 1.8) and maintaining equitable access to updated library resources across campuses (Action 1.4). Additionally, the scale of facility updates (Action 1.6) created implementation lags due to supply chain delays. Facility space, scheduling, and staffing availability also continued to impact the pace of expanded course offerings and pathway development.

There were no substantive deviations from the action descriptions. All actions were carried out as planned, although some were implemented with extended timelines (particularly facilities and professional development cycles).

Action # 1.1
Action Title: Learning Labs/Academic Intervention Programs
Level of Implementation: 5 – Full Implementation and Sustainability
Challenges/Successes: Successfully implemented with full staffing, individualized instruction, and strong paraeducator impact. Challenge: Consistency in paraeducator scheduling and maintaining intervention fidelity.

Action # 1.2
Action Title: Enhanced MTSS Approaches
Level of Implementation: 5 – Full Implementation and Sustainability
Challenges/Successes: Success: Clear implementation of tiered support systems and increased use of student data at the high school to identify intervention needs and support planning. Staff understanding of MTSS roles improved across sites. Challenge: Need for continued refinement of Tier 2/Tier 3 differentiation and ongoing system alignment.

Action # 1.3
Action Title: Focused Academic Language and Writing Emphasis
Level of Implementation: 3 – Initial Implementation
Challenges/Successes: Success: Early PD on writing strategies well received. Challenge: Full K–12 framework not yet adopted; uneven pacing across grades.

Action # 1.4
Action Title: Library Update
Level of Implementation: 3 – Initial Implementation
Challenges/Successes: Success: Book orders aligned with student demographics; facility refresh underway. Challenge: Vendor delays and coordination of tech upgrades.

Action # 1.5
Action Title: Bilingual Para Educators
Level of Implementation: 4 – Full Implementation
Challenges/Successes: Success: Increased support for English Learners. Challenge: Difficulties in hiring/retaining bilingual paraeducators.

Action # 1.6
Action Title: Safe and Secure School Facilities
Level of Implementation: 5 – Full Implementation and Sustainability
Challenges/Successes: Success: Routine safety audits and repairs completed. Challenge: Aging infrastructure occasionally requires more complex interventions.

Action # 1.7
Action Title: Small Class Sizes
Level of Implementation: 4 – Full Implementation
Challenges/Successes: Success: Target ratios achieved in most grades. Challenge: Staffing shortages in specific subjects/grade spans.

Action # 1.8
Action Title: Para Educators
Level of Implementation: 5 – Full Implementation and Sustainability
Challenges/Successes: Success: Paraeducators embedded in academic and behavior support. Challenge: Coordination time with classroom teachers still developing.

Action # 1.9
Action Title: Increased Course Offerings
Level of Implementation: 4 – Full Implementation
Challenges/Successes: Success: Expanded exploration and development of CTE pathways and course offerings including medical/clinical pathways, emergency services, and visual and performing arts opportunities. Challenge: Master schedule, facility space, staffing, and hiring of qualified staff continue to impact expansion efforts.

Action # 1.10
Action Title: Access to Technology
Level of Implementation: 5 – Full Implementation and Sustainability
Challenges/Successes: Success: 1:1 device access and digital platforms established. Challenge: Changing requirements and software integration by site.

Action # 1.11
Action Title: Enhanced Counseling & Career Awareness
Level of Implementation: 5 – Full Implementation and Sustainability
Challenges/Successes: Success: Increased emphasis on counseling supports, A–G guidance, career exploration, and alignment with expanded CTE opportunities. Counselors improved student awareness of postsecondary and career pathways. Challenge: Balancing caseloads and expanding career exploration resources.

Action # 1.12
Action Title: Extended Day and School Year
Level of Implementation: 4 – Full Implementation
Challenges/Successes: Success: Summer and after-school sessions continued at both HES and HHS with stronger collaboration through the Boys and Girls Club and ELOP programming supports. Challenge: Student participation remained inconsistent and continued targeted student recruitment is needed.

Action # 1.13
Action Title: Professional Development

Level of Implementation: 4 – Full Implementation
Challenges/Successes: Success: PD aligned to academic and social/emotional needs. Challenge: Need for stronger vertical articulation.

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

There were no material differences between budgeted expenditures and estimated actuals for most actions. Notably:

Action 1.8 (Paraeducators) used a blend of state and federal funding totaling $175,000, matching planned costs.

Action 1.12 (Extended Day and School Year) expended the full allocation of $660,000 in state funds, with no underutilization.

Action 1.7 (Small Class Sizes) incurred no unexpected personnel costs and stayed within its large $2.27M allocation.

Because all actions were implemented in alignment with budgeted intent and there was no reduction or repurposing of funds, the Estimated Actual Percentage of Improved Services remained consistent with the Planned Percentage.

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

Several actions demonstrated early signs of effectiveness, particularly those tied to literacy and academic interventions:

Focused Academic Language and Writing Emphasis (1.3) and Professional Development (1.13) supported improved alignment in writing instruction, though system-wide consistency is still developing. 1.3 has not yet been effective for secondary, but we have a plan to support this action through onboarding the Lead to Literacy grant.

Bilingual Paraeducators (1.5) and Learning Labs/Intervention Program (1.1) contributed to noticeable gains in progress monitoring data for English Learners and Students with Disabilities.

Library Upgrades (1.4) and Increased Course Offerings (1.9) expanded access to a broader curriculum and supported engagement, particularly at the secondary level. We are still exploring how to make increased course offerings more effective through additional programs.

Enhanced Counseling (1.11) helped stabilize suspension rates and provided individualized supports connected to College/Career Indicators.

While most actions showed promise, it is too early to confirm effectiveness for longer-term academic outcomes like A–G completion or ELA CAASPP growth districtwide. Actions like Access to Technology (1.10) and Safe Facilities (1.6) are foundational and support conditions for learning rather than direct outcome measures.

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

As a result of implementation reflection and mid-year monitoring, the following adjustments will be made for 2026-2027:

Professional Development (1.13) will include a more explicit focus on structured writing instruction, Professional Learning Communities, through a partnership with the Lead to Literacy grant. With an adoption of math curriculum this upcoming year, ongoing implementation support will be embedded within our PD plan.

No changes were made to the goal, metrics, or overall target outcomes, as the foundational strategies remain valid and aligned with student needs.

These adjustments reflect the district's continuous improvement approach and are designed to better target services toward unduplicated students and align with Dashboard indicators.

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	Learning Labs/Intervention	Learning Labs are at both HES and HHS providing a full-time Certificated staff and two part-time para-educators with a focus on intervention including one-on-one instruction, small group instruction, and whole class support (as needed) curriculum. We will use LREBG funds to further support this metric	$215,000.00	No
1.2	Enhanced MTSS Approaches	Multi-Tier System of Success (MTSS) is a proven strategy that works to support All students learn at high levels by providing additional supports based on need with an escalation of various supports as the academic needs increase including.	$49,000.00	No
1.3	Focused Writing and Academic Language Emphasis	An area of great need throughout HUSD is in writing proficiency. Data and teacher feedback indicate that students—particularly English Learners, Low-Income students, and Foster Youth—are underperforming in writing across all grade levels. To address this, HUSD will be exploring and implementing a K–12 writing framework (Action 1.3) designed to build	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coherence and alignment in writing instruction. This initiative will include professional development for teachers focused on research-based writing strategies and scaffolds for language learners, the establishment of common instructional routines and benchmarks to track writing growth over time, and the integration of explicit English language development supports within writing instruction. In addition, formative assessments and writing rubrics will be used to guide instructional planning and monitor student progress. This systemwide approach is designed to ensure that unduplicated pupils receive consistent, high-quality writing instruction that aligns with grade-level expectations and the demands of the CAASPP and ELD standards.		
1.4	Library Update	HUSD will update the library facilities at both HES and HHS to better support literacy development for all students by purchasing relevant and grade-appropriate books that reflect the needs of our students. In addition to expanding the physical book collections, the district will upgrade technology and library software systems to improve student access to digital literacy tools and resources. Physical spaces will be redesigned to create welcoming, student-centered environments that encourage reading, independent study, and academic engagement. These improvements will be supported through collaboration with teachers and paraeducators to ensure that library resources are integrated into classroom instruction and aligned with the literacy needs of our students	$76,000.00	No
1.5	Bilingual Para Educators	Primarily focus is support of English Learners, support students in one-on-one, small group, and whole group instruction within and outside of the classroom providing additional instruction for struggling students.	$100,000.00	Yes
1.6	Safe and Secure School Facilities	Provide services and maintenance of District facilities to maintain a safe and secure facility at all school sites. Buildings and other infrastructure added as enrollment, staffing, and needs of the District dictate.	$420,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Small Class Sizes	To support our unduplicated students, HUSD strives to maintain small class sizes throughout HES and HHS, with a particular emphasis on early grades and core content areas. This approach allows for more individualized instruction, stronger relationships between students and teachers, and timely intervention for students who are struggling academically. On average, class sizes are maintained at approximately 22:1 in K–3 and 25:1 in grades 4–12, with some variation based on enrollment and staffing availability. These reduced ratios are especially beneficial for English Learners, Foster Youth, and Low-Income students, as they provide more direct instructional time and opportunities for differentiation aligned to their needs.	$2,536,000.00	Yes
1.8	Para Educators	Primarily focus is to support students in one-on-one, small group, and whole group instruction within and outside of the classroom providing additional instruction for struggling students.	$175,000.00	No
1.9	Increased Course Offerings	To increase offerings that allow for a broad course of study principally directed at unduplicated students, HUSD is expanding access to courses such as Spanish for grades 6–8, Career Technical Education (CTE) pathways, and additional math support classes. These courses are designed to engage students who may not have previously had access to such opportunities, with a focus on improving college and career readiness for English Learners, Foster Youth, and Low-Income students. Implementation will involve hiring qualified certificated and classified staff, purchasing curriculum and instructional materials, and providing targeted professional development to ensure instructional quality. Additionally, capital outlay may be used for facility upgrades to accommodate new course offerings and ensure they are accessible across multiple school sites. These expanded offerings aim to both increase student engagement and improve outcomes on the College/Career Indicator (CCI), A–G completion rates, and other key metrics for unduplicated students.	$46,000.00	Yes
1.10	Access to Technology	Continue to provide access to technology; including hardware, software, staff development training.	$88,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Enhanced Counseling and Career Awareness	HUSD will maintain current levels of counseling support with a focused emphasis on college and career readiness, A–G completion, dual enrollment course participation, and addressing both academic and socio-emotional needs. This support is primarily directed at unduplicated students, including English Learners, Foster Youth, and Low-Income students, who often face additional barriers to postsecondary success. Counselors will provide one-on-one academic advising, schedule audits to ensure students remain on track for A–G and graduation requirements, and facilitate enrollment in dual credit courses. In addition, they will lead workshops on college applications, financial aid, and career exploration, and offer small group or individual sessions targeting mental health and wellness. HUSD will continue to fund these positions through LCFF and provide training aligned to trauma-informed practices to ensure that support is responsive to the diverse needs of our student population.	$266,000.00	Yes
1.12	Extended Day and School Year	HUSD will provide additional time before school, after school, and during Summer Break to provide additional academic and socio and emotional support with a specific focus primarily directed for our unduplicated students. We will use LREBG funds and ASES to further support this metric	$660,000.00	No
1.13	Professional Development	In order to support our unduplicated and Special Education students with the most up to date and relevant support, Certificated and Classified Staff Professional Development throughout and beyond the school year is a priority.	$32,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HUSD strives to cultivate a welcoming, safe, and engaging atmosphere at each school site, where the social and emotional needs of students are prioritized. This environment will foster a strong sense of connection to the school and positive school culture, with additional support provided for students who have experienced trauma and/or mental health issues. Overall, the combination of SEL, Supervision, and Mental Health Supports appears effective in stabilizing school climate, though ongoing monitoring and adjustments will be needed to maximize impact across all campuses.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Hamilton Unified School District (HUSD) developed Goal #2 based on 2025–2026 Strategic Planning and LCAP survey results, parent and staff feedback, and school climate data. Survey responses showed that families and staff value safe schools, positive relationships, and strong student support systems, while also identifying needs related to student mental health, social-emotional support, behavior expectations, communication, and school connectedness. Secondary survey results showed lower satisfaction in areas related to social-emotional support and school safety. Parents and staff also expressed interest in expanded counseling, life skills, supervision, and student engagement opportunities to better support students experiencing stress, trauma, or mental health challenges. As a result, HUSD developed Goal #2 to strengthen Social-Emotional Learning (SEL), mental health supports, supervision, and positive school culture while increasing student connection, safety, engagement, and overall well-being across all school sites.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5: School attendance rates	HUSD: 96% . HHS & EBHS: 95% HES: 96%	HUSD: 95% HHS & EBHS: 94% HES: 95%	HUSD: 96% HHS & EBHS: 97% HES: 96%	HUSD: 97% . HHS & EBHS: 97% HES: 97%	+1% for all attendance
2.2	Priority 5: Chronic absenteeism rates	HUSD:10.6% HES: 9.4% HHS: 12.3%	HUSD:11.7% HES: 7.5% HHS: 13.9%	HUSD: 8.1% HES: 6.9% HHS: 8.1%	HUSD: 8% HES at 8% HHS at 8%	+.1% • 1.1% + .1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 5: Middle school dropout rate	HES: 0%	HES: 0%	HES: 0%	HES: 0%	No change
2.5	Priority 5: High school dropout rate	HUSD: 6% (4 total students)	HUSD: 6% (4 total students)	HUSD: 4.5%	HUSD: 0%	No change
2.6	Priority 5: High School Graduation Rate	HUSD: 97%	HUSD: 97%	HUSD: 95.5%	HUSD: 100%.	-4.5%
2.7	Priority 6: State Indicator/Student Suspension Indicator	HUSD: 31 students suspended totaling 3.5% HHS: 3 suspensions totaling 1.0% EBH: 0% suspensions HES: 28 suspensions totaling 5.5%	HUSD: 44 students suspended totaling 4.4% HHS: 10 suspensions totaling 2.3% EBH: 1 suspension totaling 5% suspensions HES: 33 suspensions totaling 5.8%	HUSD: 24 students suspended totaling 3.2% HHS: 6 students suspended totaling 1.9% EBH: 1 student suspended totaling 6.3% HES: 17 students suspended totaling 4.3%	HUSD: 3% HHS: 3% EBH: 3% HES: 3%	+.2% -1.1% +3.3% -1.3%
2.8	Priority 6: Local Metric/Expulsion rate	HUSD: 0% Expulsions HHS: 0% Expulsions EBH:0% Expulsions HES: 0% Expulsions	HUSD: 0% Expulsions HHS: 0% Expulsions EBH:0% Expulsions HES: 0% Expulsions	HUSD: 0% Expulsions HHS: 0% Expulsions EBH:0% Expulsions HES: 0% Expulsions	HUSD: 0 Expulsions HHS: 0 Expulsions EBH:0 Expulsions HES: 0 Expulsions	No change
2.10	Priority 6: Local tool for school climate	% of Students and Certificated Staff completing the Healthy Kids Survey: 7th Grade: 100% 9th Grade: 100% 11th Grade:100% Staff: 100%	% of Students and Certificated Staff completing the Healthy Kids Survey: 7th Grade: 100% 9th Grade: 100% 11th Grade:100% Staff: 100%	% of Students and Certificated Staff completing the Healthy Kids Survey: 7th Grade: 100% 9th Grade: 100% 11th Grade:100% Staff: 100%	% of Students and Certificated Staff completing the Healthy Kids Survey: 7th Grade: 100% 9th Grade: 100% 11th Grade:100% Staff: 100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					11th Grade:100%	
2.11	Priority 6: Local tool for school climate	% of Families completing Strategic Planning/LCAP Survey: 30%	% of Families completing Strategic Planning/LCAP Survey: 32%	% of Families completing Strategic Planning/LCAP Survey: 41%	% of Families completing Strategic Planning/LCAP Survey: 35%	+6% completion

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.

All planned actions under Goal 2 were implemented across school sites with fidelity. The district maintained key personnel and programmatic supports including:

On-site counseling services (2.1) and online counseling via Clayful (2.5).

Nursing services (2.2) to ensure student health and safety.

PBIS framework implementation (2.4) and professional development in social-emotional strategies (2.3).

Safe Environment supervision (2.6) and Positive School Culture branding (2.7).

Successes included the consistent rollout of Capturing Kids' Hearts training, improved Clayful participation in grades 3–12, and strong alignment between counseling services and Healthy Kids Survey indicators.

Challenges included ensuring all sites adopted PBIS practices with the same level of fidelity and providing enough classified staff to meet safety supervision demands during lunch and passing periods. Nevertheless, there were no substantive differences between planned and actual implementation.

Action # Action Title Level of Implementation
Challenges/Successes
2.1 School Based Counseling 4 – Full Implementation
Successfully maintained counseling services districtwide; staffing transitions created minor service gaps.
2.2 Nursing Services 5 – Full Implementation and Sustainability Fully staffed and operational across all sites. No significant challenges.

2.3	Social/Emotional Focused Professional Development	4 – Full Implementation	
Training (e.g., Capturing Kids' Hearts) was delivered; ongoing scheduling and staff availability remain a barrier for full participation.			
2.4	Enhanced PBIS Approaches	4 – Full Implementation	
Framework being followed consistently at HES; early inconsistencies in HHS site-level rollout and further need for deeper Tier 2-3 supports.			
2.5	Student Social/Emotional Support (Clayful)	4 – Full Implementation	High
participation among secondary students (6-12th grades); initial access issues resolved through targeted outreach.			
2.6	Safe Environment	4 – Full Implementation	
Increased supervision supports implemented; some staffing vacancies presented short-term coverage issues.			
2.7	Positive School Culture	4 – Full Implementation	
Branding elements introduced across campuses; need for continued reinforcement and deeper alignment with school climate pract			

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

There were no material differences between budgeted and actual expenditures. Each action was funded through its identified source (LCFF, Federal, or Local funds), and amounts aligned closely with projections:

Action 2.1 (School-Based Counseling) was implemented with the full $73,000 budget.

Action 2.4 (PBIS) used $11,000 in federal funds as planned.

Action 2.6 (Safe Environment) utilized $72,000 in local funds for classified staffing.

The Estimated Actual Percentages of Improved Services for unduplicated students remained consistent with planned estimates, as all actions were implemented LEA-wide and provided full access to targeted student groups.

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

Effectiveness varied by action, with several showing positive impact:

Actions 2.1, 2.3, and 2.5 (counseling, PD, and Clayful) collectively contributed to stable or improved CKS climate indicators, especially around student connectedness and safety.

PBIS implementation (2.4) showed positive trends in office referral reductions, but impact varied by site.

Nursing services (2.2) ensured compliance and minimized health-related instructional disruptions.

Positive School Culture (2.7) was well received by students and staff and is becoming part of the overall culture of the District

Overall, the combination of SEL, supervision, and health supports appears effective in stabilizing school climate, though ongoing monitoring and adjustments will be needed to maximize impact across all campuses.

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

As a result of reflection on implementation:

The district will expand PBIS training and monitoring to increase fidelity of implementation and track site-level performance.

School-based counseling services (2.1) will be more closely aligned with student attendance and behavior data.

A review of classified staffing schedules (2.6) will be conducted to improve coverage during high-need times.

There are no planned changes to the overarching goal, metrics, or targeted outcomes at this time. Adjustments will focus on refinement and support of existing efforts, reinforcing the district's equity-centered, data-informed improvement cycle.

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	School based counseling	Maintain school-based counseling services primarily directed for the unduplicated students by ensuring full-time counselors are available at both school sites. Counselors will provide individualized academic advising, socio-emotional support, and college/career planning through one-on-one sessions, group workshops, and classroom push-ins. Services will be aligned to address barriers faced by English Learners, Foster Youth, and Low-Income students, including trauma-informed practices and mental health referrals.	$49,000.00	Yes
2.2	Nursing Services	Provide for the health and safety of students	$47,000.00	No
2.3	Social/Emotional Focused Professional Development	Professional Development focused on social and emotional needs of students (including Capturing Kids Hearts Training). We will use LREBG funds to further support this metric	$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Enhanced PBIS Approaches	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. A focus for our PBIS implementation will be for our unduplicated students. HUSD will implement PBIS through site-based teams that analyze behavior data, establish schoolwide expectations, and provide tiered supports aligned with student needs. Targeted interventions will be designed for English Learners, Foster Youth, and Low-Income students who are disproportionately impacted by exclusionary discipline. Ongoing staff training, data review cycles, and student recognition systems will ensure consistency and cultural responsiveness across all sites.	$11,000.00	Yes
2.5	Student Social/Emotional Support	HUSD will continue to provide counseling via digital media (including Clayful) for 3-12 with a focus on our unduplicated students. We will use LREBG funds to further support this metric	$44,000.00	No
2.6	Safe Environment.	To employ classified staff to provide supervision to maintain a safe environment.	$72,000.00	No
2.7	Positive School Culture	To promote a positive, cohesive school climate among staff through the prominent display of the Mission statement, LCAP goals, school logo, color and mascot (District Branding)	$18,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	HUSD will engage parents, families, and community members as essential partners in the educational journey of students, emphasizing the critical role parents play in their children's academic success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Hamilton Unified School District (HUSD) developed Goal #3 based on feedback from the 2025–2026 Strategic Planning and LCAP surveys showing that families and staff value strong communication, family involvement, and meaningful partnerships between schools and the community. Survey results indicated parents want increased collaboration, clearer communication about school events and student progress, and more opportunities to be involved in decision-making and school activities. Families also expressed interest in expanded extracurricular activities, college and career opportunities, student support programs, and community engagement activities that strengthen school pride and student connection. Staff feedback similarly emphasized the importance of improving communication, increasing parent involvement, and building a stronger sense of community across school sites. As a result, HUSD developed Goal #3 to strengthen partnerships with parents, families, and community members, recognizing that engaged families play a critical role in supporting student achievement, attendance, well-being, and overall school success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parent Input and Participation	% of Families completing Strategic Planning/LCAP Survey: 22%	% of Families completing Strategic Planning/LCAP Survey: 25%	% of Families completing Strategic Planning/LCAP Survey: 41%	% of Families completing Strategic Planning/LCAP Survey: 30%	+11%
3.2	Priority 3: Parent Input and Participation	APTT (Academic Parent Teacher Teams) parent attendance included 25% of all exceptional Needs Students.	APTT (Academic Parent Teacher Teams) parent attendance will included 25% of all	APTT has been replaced with Parent Academic Nights and Parent Workshops, and attendance has	Parent Academic Nights and Parent Workshops attendance will include 25% of all	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceptional Needs Students.	included 25% of student with exceptional needs.	exceptional Needs Students.	

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.

Overall Implementation
Most actions under Goal 3 were implemented as planned, with one notable exception:

Action 3.1 (Family Resource Center) was not implemented in 2025–26 as originally planned. Instead, the district developed a formal plan and submitted a proposal for the Community Schools Grant to fund and support the creation of the center in future years. In the interim, the district continued to fund a Social Service Coordinator, who provided support to families in need and helped maintain connections to health, nutrition, and social services.

Action 3.2 (Parent Outreach Events) was fully implemented with a variety of school-based events designed to increase family involvement, including ELAC/DELAC, Coffee with the Principal, and Student Showcases.

Action 3.3 (Academic Parent Teacher Teams – APTT) continued implementation across key grades, offering structured opportunities for academic collaboration between families and teachers.

Successes included increased attendance at APTT and Parent Outreach events, improved communication between families and school staff, and positive stakeholder feedback from unduplicated families.

Challenges included the delay of the Family Resource Center, which limited the district's capacity to offer centralized wraparound support, and logistical issues with scheduling outreach events to accommodate working families.

Action # Action Title Level of Implementation
Challenges / Successes
3.1 Family Resource Center 3 – Initial Implementation
Challenge: The Family Resource Center as been implemented, HUSD is still looking for a permanent location.
Success: A Community Schools Grant application was approved; We have hired a Community Schools Director, Wellness Councilor, Full Time Campus Supervisors, and Social Service Coordinator position continued.
3.2 Parent Outreach Events 4 – Full Implementation
Success: Events such as ELAC/DELAC, Coffee with the Principal, and SSC were consistently held and well-attended.

Challenge: Limited participation from Equity Multiplier families.
3.3 Academic Parent Teacher Teams (APTT)/, Parent Academic Nights and Parent Workshops 3 – Initial Implementation
Success: We have hired a Community Schools Director, Wellness Councilor, Full Time Campus Supervisors, and Social Service Coordinator position continued.
Challenge: Participation was uneven across school 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.

Material Differences in Budget or Percent of Improved Services
There was no material variance in the total expenditures for Goal 3 actions. However, Action 3.1 shifted its implementation strategy, using allocated funds to maintain the Social Service Coordinator position rather than standing up a full Family Resource Center.

As such, while the budgeted amount ($210,000) was expended, the nature of the services provided was more limited than originally envisioned. This shift may also have resulted in a slightly lower Estimated Actual Percentage of Improved Services than originally projected, as district-wide access to comprehensive family services was postponed.

Actions 3.2 and 3.3 matched both planned activities and expenditure levels.

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

Effectiveness of Specific Actions
Action 3.1, Families received some access to referrals and informal case management, but the full scope and centralized access envisioned in the Family Resource Center model is still being developed and implemented.

Action 3.2 (Parent Outreach Events) was effective in increasing family engagement, especially among English Learners and Low-Income families. Participation rates in events like ELAC, Coffee with the Principal, and Open House increased compared to the previous year.

Action 3.3 (APTT) showed early effectiveness in helping families understand student learning goals and how to support academic success at home, however, the Community Schools Team has taken this over and is doing tremendous work with implementation of Parent Academic Nights and Parent Workshops. Positive feedback was received from both staff and parents regarding communication and trust-building.

Overall, progress toward Goal 3 has been positive, though somewhat constrained by the partial implementation of Action 3.1.

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

As a result of implementation review, the district will make the following adjustments in 2026–27:

The Family Resource Center will work to grow to scale and find a permanent home.

Community Schools Team will continue to focus on student and community needs and offerings for our students and families. Enhance accessibility at parent outreach events through language support, scheduling flexibility, and transportation options. There are no changes planned to the overarching goal, metrics, or target outcomes, but these refinements aim to better serve unduplicated students and increase the equity and impact of family engagement efforts.

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	Family Resource Center	Provide ongoing support for families in need with a focus on providing support with healthcare, nutrition services, and parental support.	$210,000.00	No
3.2	Parent outreach events	Primarily for our unduplicated students, maintain parent outreach events, for example: Parent Conferences, HES Parent Lunch, ELAC/DELAC, Coffee with the Principal, SSC, Student Celebrations, PTO/Boosters, DAC (HES), Senior Projects, 10th Grade Counseling, Clubs and Organizations, Back to School, Open House, Adult Education, News Letters, HUSD Web Site with funding for child care and refreshments.	$33,000.00	Yes
3.3	Parent Academic Nights and Parent Workshops	These will be directed primarily for the unduplicated students and their families to have regular interactions with their child's teacher focused on upcoming academics, additional available supports, and any other needs families may have. HUSD will implement this through scheduled family-teacher academic check-ins at least once per trimester, supported by translation services, flexible meeting times (in-person or virtual), and a structured agenda aligned to academic benchmarks and support services. Teachers will receive guidance on using these meetings to identify barriers, connect families to interventions, and build trust, especially with families of English Learners, Foster Youth, and Low-Income students.	$17,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To meet the unique needs at Ella Barkley High School we will increase attendance and graduation rate by hiring additional staff to support and monitor student learning.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Hamilton Unified School District (HUSD) developed Goal #4 based on attendance data, graduation trends, and ongoing academic performance concerns at Ella Barkley High School. HUSD attempted to gather parent input through local surveys to identify additional needs related to this goal; however, no parent surveys were returned. Local data identified persistent low performance and attendance challenges among low socioeconomic and Hispanic student subgroups at Ella Barkley High School. In addition, Ella Barkley's attendance rate has consistently remained around 70%, demonstrating the need for increased staffing, student monitoring, and intervention supports. Survey feedback and staff input also highlighted the need for stronger student engagement, improved relationships, increased supervision, individualized academic support, and expanded intervention services for at-risk students. As a result, HUSD developed Goal #4 to improve attendance and graduation rates at Ella Barkley High School by adding staff to provide consistent monitoring of student learning, targeted interventions, stronger student connections, and additional academic and social-emotional supports to help students successfully graduate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 1: Local Indicator/Teacher credential	100% of teachers at Ella Barkley High School are highly qualified in core content areas	100% of teachers at Ella Barkley High School are highly qualified in core content areas	100% of teachers at Ella Barkley High School are highly qualified in core content areas	100% of teachers at Ella Barkley High School are highly qualified in core content areas	No Change

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.

Ella Barkley High School (EBHS) maintained 100% of teachers as highly qualified in core content areas from the baseline year through Year 1. This demonstrates that the site has consistently met state expectations related to credentialing and assignment monitoring under the Local Control Funding Formula (LCFF) Priority 1 – Basic Services.

This result reflects strong coordination between Ella Barkely and Hamilton High School regarding teacher assignments meet state credentialing requirements.

Action # Action Title Level of Implementation Challenges/Successes

4.1 Hire additional staff (LCFF) 1 – Exploration and Research Phase Unable to hire staff; multiple positions were flown but no qualified applicants applied.

4.2 Hire additional staff (Equity Multiplier Funds) 1 – Exploration and Research Phase Despite funding availability, no hires were made due to lack of qualified applicants. Recruitment remains an ongoing challenge.

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.

During the 2025–26 school year, Actions 4.1 and 4.2—both focused on hiring additional staff at Ella Barkley High School—were not implemented as planned due to an inability to hire qualified personnel. Although funds were allocated under both LCFF and Equity Multiplier funding, no expenditures occurred because multiple staff positions were flown but failed to attract applicants. This created a material difference between the budgeted and actual expenditures, with significant planned funds remaining unspent. Consequently, the anticipated percentage of improved services associated with these actions was not achieved.

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

The lack of staffing rendered both Action 4.1 and Action 4.2 ineffective in making progress toward the goal. The intent was to lower student-to-staff ratios to better support credit-deficient students at Ella Barkley with their academic, attendance, and social-emotional needs. Without implementation, no measurable gains could be attributed to these actions, limiting the site's ability to provide targeted interventions to its highest-need population. A full time teacher has been hired for the 2026-2027 school 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.

As a result of these challenges, the district will have just one action for the 2026–27 school year. As a result of changing our recruitment strategy, HUSD has hired a full time teacher for the 2026-2027 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Hire additional staff	Ella Barkley will hire additional staff to support all students at Ella Barkley High School with attendance, academics, and social/emotional well being.	$80,000.00	Yes
4.2	Hire additional staff (Equity Multiplier Funding)	Using equity multiplier funding, Ella Barkley will hire additional staff to support all students at Ella Barkley High School with attendance, academics, and social/emotional well being.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

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
$3,134,675	$386,544

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
35.706%	0.000%	$0.00	35.706%

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
1.3	**Action:** Focused Writing and Academic Language Emphasis **Need:** Low CAASPP ELA and Low Reclassification rates **Scope:**	The focused writing and academic language emphasis addresses the need to improve student writing proficiency by providing targeted instruction, aligned curriculum, and teacher training across all grade levels to build foundational and advanced writing skills. It is provided on a schoolwide basis to ensure all students, including unduplicated pupils, have equitable access to high-quality writing instruction that supports academic achievement and prepares them for success in college and career pathways.	ELA CAASPP Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Small Class Sizes **Need:** Low CAASPP ELA/Math, Low Reclassification rates **Scope:** LEA-wide	Reducing class sizes addresses the identified need by allowing teachers to provide more individualized instruction, closely monitor student progress, and build stronger relationships that support both academic growth and social-emotional development. This action is implemented on a schoolwide basis to ensure that all students—especially unduplicated pupils—benefit from increased access to targeted support and meaningful engagement in the learning environment.	ELA CAASPP Assessments
1.9	**Action:** Increased Course Offerings **Need:** Lower graduation rate, lower A-G offerings and success. **Scope:** LEA-wide	Increased course offerings address student needs by expanding access to diverse academic pathways, including college preparatory, career technical education (CTE), and enrichment courses. This action is provided on a schoolwide basis to ensure all students—especially unduplicated pupils—have equitable opportunities to engage in rigorous and relevant coursework that supports graduation, college/career readiness, and postsecondary success. By offering a broader range of courses, the district removes barriers that may disproportionately affect low-income, English learner, or foster youth students who might otherwise lack access to specialized programs.	
1.11	**Action:** Enhanced Counseling and Career Awareness **Need:** Lower graduation rate, lower A-G offerings and success. **Scope:**	Enhancing counseling and career awareness services addresses the need by providing students with comprehensive academic guidance, mental health support, and exposure to college and career opportunities, helping them navigate barriers to success. This action is implemented on a schoolwide basis to ensure equitable access to these critical supports, particularly for unduplicated	Suspension 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
	LEA-wide	pupils who may require additional resources and guidance to achieve postsecondary readiness.	
1.13	**Action:** Professional Development **Need:** Low CAASPP ELA/Math, Low Reclassification rates **Scope:** LEA-wide	Ongoing professional development addresses the identified need by equipping educators with effective instructional strategies, training in data analysis, and tools to implement targeted interventions that close achievement gaps. This action is provided on an LEA-wide basis to ensure all staff across schools have the capacity to meet the diverse academic needs of students, particularly unduplicated pupils, and to promote consistency and equity in instructional quality throughout the district.	ELA CAASPP Assessments
2.1	**Action:** School based counseling **Need:** Increased mental health needs/support and social-emotional needs. **Scope:** LEA-wide	Expanding school-based counseling directly addresses the growing social-emotional and mental health needs of our students by providing consistent, on-site support that fosters well-being and readiness to learn. This action is offered on a schoolwide basis to ensure every student—especially our unduplicated pupils who often face greater challenges—has access to the care and connection they need to thrive, reflecting our district's commitment to educating the whole child.	CKS data review
2.4	**Action:** Enhanced PBIS Approaches **Need:** Increased mental health needs/support and social-emotional needs. **Scope:** LEA-wide	Enhancing PBIS approaches addresses the need for a more consistent and supportive school climate by reinforcing clear behavior expectations, proactive interventions, and a positive culture that promotes inclusion and respect. This action is implemented schoolwide to ensure that all students—particularly unduplicated pupils—benefit from a predictable, equitable environment that supports both their behavioral and social-emotional development.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Parent outreach events **Need:** There is a need for increased parent outreach events to strengthen family engagement, improve communication between home and school, and support student success—particularly for families of unduplicated pupils who may face language, cultural, or logistical barriers to participation. **Scope:** LEA-wide	Increasing parent outreach events addresses the need to strengthen family engagement by creating accessible, inclusive opportunities for parents to connect with schools, gain resources, and actively support their child's education. This action is provided on a schoolwide basis to ensure all families—especially those of unduplicated pupils—can overcome barriers to participation and become empowered partners in their children's academic and social-emotional success.	Parent participation
3.3	**Action:** Parent Academic Nights and Parent Workshops **Need:** There is a need for Academic Parent Teacher Teams (APTT) to build stronger partnerships between families and educators, empower parents with tools to support learning at home, and improve academic outcomes for students, particularly unduplicated pupils. **Scope:** Schoolwide	Implementing Academic Parent Teacher Teams (APTT) addresses the need to build stronger family-school partnerships by providing structured opportunities for collaboration, equipping parents with strategies to support learning at home, and fostering shared responsibility for student progress. This action is offered schoolwide to ensure that all families—especially those of unduplicated pupils—are engaged as active participants in their child's academic growth.	Parent participation in APTT
4.1	**Action:** Hire additional staff **Need:**	Lowering the student-to-teacher ratio at Ella Barkley Continuation High School addresses the critical need to provide individualized instruction and targeted support for students who are behind in credits and at risk of not graduating. This action	Teacher Master Schedule Review

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
	Ella Barkley is a continuation high school where all students are behind in credits to graduate from high school. by lowering student to teacher ratio student will be better served. **Scope:** Schoolwide	is implemented schoolwide to ensure that all students at the site—each facing unique academic challenges—receive the focused attention and guidance necessary to recover credits, stay engaged, and successfully complete their high school education.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Bilingual Para Educators **Need:** There is a need for targeted ELA instruction for English Learners districtwide and specifically at Hamilton Elementary School to accelerate language acquisition and close achievement gaps identified in assessment data. **Scope:** Limited to Unduplicated Student Group(s)	The targeted ELA instruction for English Learners is designed to address this need by providing structured, language-rich curriculum, dedicated instructional time, and scaffolded supports that build both foundational literacy skills and academic language. These actions are tailored to the specific linguistic and academic needs of English Learners and aligned with assessment data to ensure instruction is responsive, relevant, and effective in closing achievement gaps.	ELA CAASPP Assessments

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.

Hamilton Unified uses a qualitative and quantitative approach based on the intended impact of the action on unduplicated pupils (low-income, English learners, and foster youth) rather than the dollar value of LCFF expenditures.

Specifically, the district:

Identifies supplemental actions or services—such as intervention programs, expanded learning time, counseling, or paraeducator support—that are designed primarily to benefit unduplicated pupils.

Evaluates the scope and intensity of each action to estimate its proportional impact on this student population, even if the funding source is not LCFF (e.g., ESSER III or ELO grants).

Allocates a proportional percentage of the action's benefit based on how directly and substantially it supports unduplicated pupils. This includes:

Student-to-staff ratio reductions in high-need classrooms,

Targeted social-emotional and academic interventions,

Services delivered through MTSS specifically aimed at unduplicated students.

These actions are then reflected in the Contributing Summary Table using the “Planned Percentage of Improved Services” field, rather than linked to LCFF expenditures. This is in compliance with CDE guidelines that allow LEAs to count such services toward the increased/improved requirement if they are demonstrably designed to principally benefit unduplicated students.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding of $368,388 (36.59%) will be used to increase the number of staff providing direct services to students at schools with a high concentration of foster youth, English learners, and low-income students. The plan includes the following strategies and actions:

Hiring Additional Staff:

Intervention Teachers (Full-Time, Certificated): Two full-time certificated teachers will be hired to deliver targeted academic interventions and individualized support.

Additional Certificated Teachers: Hiring additional certificated staff will help reduce class sizes, allowing for more personalized and effective instruction.

Paraprofessionals: Part-time paraprofessionals will be added to support small group instruction and intervention services.

Support for English Learners:

Instructional Materials for Language Development: Funding will be used to acquire specialized instructional materials that promote English language acquisition for English learner students.

Mental Health and Social-Emotional Support:

Contracted Mental Health Services: The district will partner with a licensed mental health clinician to provide designated support days focused on students' behavioral and social-emotional well-being.

Extended Learning Opportunities:

Summer Enrichment Programs: The district will offer summer learning opportunities in collaboration with the Boys and Girls Club to support continued academic growth.

After-Hours Academic Support and Resource Center: A community resource center and computer lab will operate after school hours at Hamilton High School, providing additional academic and technological support.

Professional Development:

Training in Emotional Support Practices: Staff will participate in professional development focused on strategies for supporting students' emotional and behavioral needs.

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		HES: 1:37 HHS: 1:58 Ella Barkley: 1:17
Staff-to-student ratio of certificated staff providing direct services to students		HES: 1:18.5 HHS: 1:15 Ella Barkley: 1:17

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	$8,779,232	3,134,675	35.706%	0.000%	35.706%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,788,000.00	$1,460,000.00	$72,000.00	$55,000.00	$5,375,000.00	$3,728,000.00	$1,647,000.00

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
1	1.1	Learning Labs/Intervention	All	No			All Schools	Until Learning Loss Funds end	$215,000.00	$0.00		$215,000.00			$215,000.00	
1	1.2	Enhanced MTSS Approaches	All	No			All Schools	Ongoing as long as Learning Loss funds available	$0.00	$49,000.00		$49,000.00			$49,000.00	
1	1.3	Focused Writing and Academic Language Emphasis	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.4	Library Update	All	No			All Schools	Ongoing as long as Learning Loss funds available	$0.00	$76,000.00		$76,000.00			$76,000.00	
1	1.5	Bilingual Para Educators	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
1	1.6	Safe and Secure School Facilities	All	No			All Schools	Ongoing	$0.00	$420,000.00	$420,000.00				$420,000.00	
1	1.7	Small Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,536,000.00	$0.00	$2,536,000.00				$2,536,000.00	
1	1.8	Para Educators	All	No			All Schools	Ongoing as long as Learning Loss funds available	$175,000.00	$0.00		$150,000.00		$25,000.00	$175,000.00	
1	1.9	Increased Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$46,000.00	$46,000.00				$46,000.00	

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
1	1.10	Access to Technology	All	No			All Schools	Ongoing	$0.00	$88,000.00	$88,000.00				$88,000.00	
1	1.11	Enhanced Counseling and Career Awareness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,000.00	$0.00	$266,000.00				$266,000.00	
1	1.12	Extended Day and School Year	All	No			All Schools	Ongoing as long as ASES and ELOP funds are available	$0.00	$660,000.00		$660,000.00			$660,000.00	
1	1.13	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$32,000.00	$32,000.00				$32,000.00	
2	2.1	School based counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$49,000.00	$0.00	$49,000.00				$49,000.00	
2	2.2	Nursing Services	All	No			All Schools	Ongoing	$47,000.00	$0.00	$47,000.00				$47,000.00	
2	2.3	Social/Emotional Focused Professional Development	All	No			All Schools	Ongoing	$0.00	$36,000.00	$36,000.00				$36,000.00	
2	2.4	Enhanced PBIS Approaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,000.00	$11,000.00				$11,000.00	
2	2.5	Student Social/Emotional Support	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$44,000.00	$44,000.00				$44,000.00	
2	2.6	Safe Environment.	All	No			All Schools	Ongoing as long as funds available	$0.00	$72,000.00			$72,000.00		$72,000.00	
2	2.7	Positive School Culture	All	No			All Schools	Ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
3	3.1	Family Resource Center	All	No			All Schools	Ongoing as long as Community School funds are available	$170,000.00	$40,000.00		$210,000.00			$210,000.00	
3	3.2	Parent outreach events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,000.00	$5,000.00	$33,000.00				$33,000.00	
3	3.3	Parent Academic Nights and Parent Workshops	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,000.00	$5,000.00	$17,000.00				$17,000.00	

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
4	**4.1**	Hire additional staff		Yes	Schoolwide		Specific Schools: Ella Barkley	Ongoing as long as Equity Multiplier funds available	$80,000.00	$0.00		$50,000.00		$30,000.00	$80,000.00	
4	**4.2**	Hire additional staff (Equity Multiplier Funding)	All	No			Specific Schools: Ella Barkley	Ongoing as long as Equity Multiplier funds available	$50,000.00	$0.00		$50,000.00			$50,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,779,232	3,134,675	35.706%	0.000%	35.706%	$3,135,000.00	0.000%	35.709 %	**Total:**	$3,135,000.00
								LEA-wide Total:	$3,018,000.00
								Limited Total:	$100,000.00
								Schoolwide Total:	$17,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Focused Writing and Academic Language Emphasis	Yes	LEA-wide	English Learners Foster Youth	All Schools	$45,000.00	
1	**1.5**	Bilingual Para Educators	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,000.00	
1	**1.7**	Small Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,536,000.00	
1	**1.9**	Increased Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	
1	**1.11**	Enhanced Counseling and Career Awareness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$266,000.00	
1	**1.13**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,000.00	
2	**2.1**	School based counseling	Yes	LEA-wide	English Learners Foster Youth	All Schools	$49,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Enhanced PBIS Approaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	
3	3.2	Parent outreach events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,000.00	
3	3.3	Parent Academic Nights and Parent Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
4	4.1	Hire additional staff	Yes	Schoolwide		Specific Schools: Ella Barkley		
4	4.2	Hire additional staff (Equity Multiplier Funding)				Specific Schools: Ella Barkley		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,223,179.00	$5,223,179.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Learning Labs/ Intervention	No	$276,179	276179
1	**1.2**	Enhanced MTSS Approaches	No	$49,000.00	49000
1	**1.3**	Focused Academic Language and Writing Emphasis	Yes	$45,000.00	45000
1	**1.4**	Library Update	No	$76,000.00	76000
1	**1.5**	Bilingual Para Educators	Yes	$100,000.00	100000
1	**1.6**	Safe and Secure School Facilities	No	$420,000.00	420000
1	**1.7**	Small Class Sizes	Yes	$2,305,000.00	2305000
1	**1.8**	Para Educators	No	$175,000.00	175000
1	**1.9**	Increased Course Offerings	Yes	$46,000.00	46000
1	**1.10**	Access to Technology	No	$88,000.00	88000
1	**1.11**	Enhanced Counseling and Career Awareness	Yes	$290,000.00	290000

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**	Extended Day and School Year	No	$660,000.00	660000
1	**1.13**	Professional Development	Yes	$32,000.00	32000
2	**2.1**	School based counseling	Yes	$73,000.00	73000
2	**2.2**	Nursing Services	No	$47,000.00	47000
2	**2.3**	Social/Emotional Focused Professional Development	No	$36,000.00	36000
2	**2.4**	Enhanced PBIS Approaches	Yes	$11,000.00	11000
2	**2.5**	Student Social/Emotional Support	No	$44,000.00	44000
2	**2.6**	Safe Environment.	No	$72,000.00	72000
2	**2.7**	Positive School Culture	No	$18,000.00	18000
3	**3.1**	Family Resource Center	No	$210,000.00	210000
3	**3.2**	Parent outreach events	Yes	$33,000.00	33000
3	**3.3**	Academic Parent Teacher Teams (APTT)	Yes	$17,000.00	17000
4	**4.1**	Hire additional staff	Yes	$50,000.00	50000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Hire additional staff (Equity Multiplier Funding)	No	$50,000.00	50000

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)
3,105,211	$3,002,000.00	$3,128,211.00	($126,211.00)	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	**1.3**	Focused Academic Language and Writing Emphasis	Yes	$45,000.00	46,000		
1	**1.5**	Bilingual Para Educators	Yes	$100,000.00	98,000		
1	**1.7**	Small Class Sizes	Yes	$2,305,000.00	2,427,211		
1	**1.9**	Increased Course Offerings	Yes	$46,000.00	52,000		
1	**1.11**	Enhanced Counseling and Career Awareness	Yes	$290,000.00	285,000		
1	**1.13**	Professional Development	Yes	$32,000.00	34,000		
2	**2.1**	School based counseling	Yes	$73,000.00	76,000		
2	**2.4**	Enhanced PBIS Approaches	Yes	$11,000.00	13,000		
3	**3.2**	Parent outreach events	Yes	$33,000.00	31,000		
3	**3.3**	Academic Parent Teacher Teams (APTT)	Yes	$17,000.00	14,000		
4	**4.1**	Hire additional staff	Yes	$50,000.00	52,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,987,557	3,105,211	0	38.876%	$3,128,211.00	0.000%	39.164%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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;
  - o **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.
    - o 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,
    - o 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.
  - o Include a discussion of relevant challenges and successes experienced with the implementation process.
  - o 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.
  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - o 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.
  - o 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.
  - o 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%).
    - o 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 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Hamilton Unified School District
CDS Code:	11765620000000
LEA Contact Information:	Name: Jeremy Powell, Ed.D. Position: Superintendent Email: jpowell@jusdschools.org Phone: 530 826 3261
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$12,003,482
LCFF Supplemental & Concentration Grants	$3,134,675
All Other State Funds	$2,307,208
All Local Funds	$389,076
All federal funds	$326,853
Total Projected Revenue	$15,026,619

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$15,500,067
Total Budgeted Expenditures in the LCAP	$$5,375,000
Total Budgeted Expenditures for High Needs Students in the LCAP	$$3,135,000.00
Expenditures not in the LCAP	$10,125,067

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,002,000
Actual Expenditures for High Needs Students in LCAP	$3,128,211

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$325
2025-26 Difference in Budgeted and Actual Expenditures	$126,211

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Hamilton Unified School District's General Fund supports a variety of operational expenses necessary to maintain daily school operations that are not specifically included as actions or expenditures within the Local Control and Accountability Plan (LCAP). These expenditures include routine facilities maintenance and operations, utilities, transportation services, insurance, legal

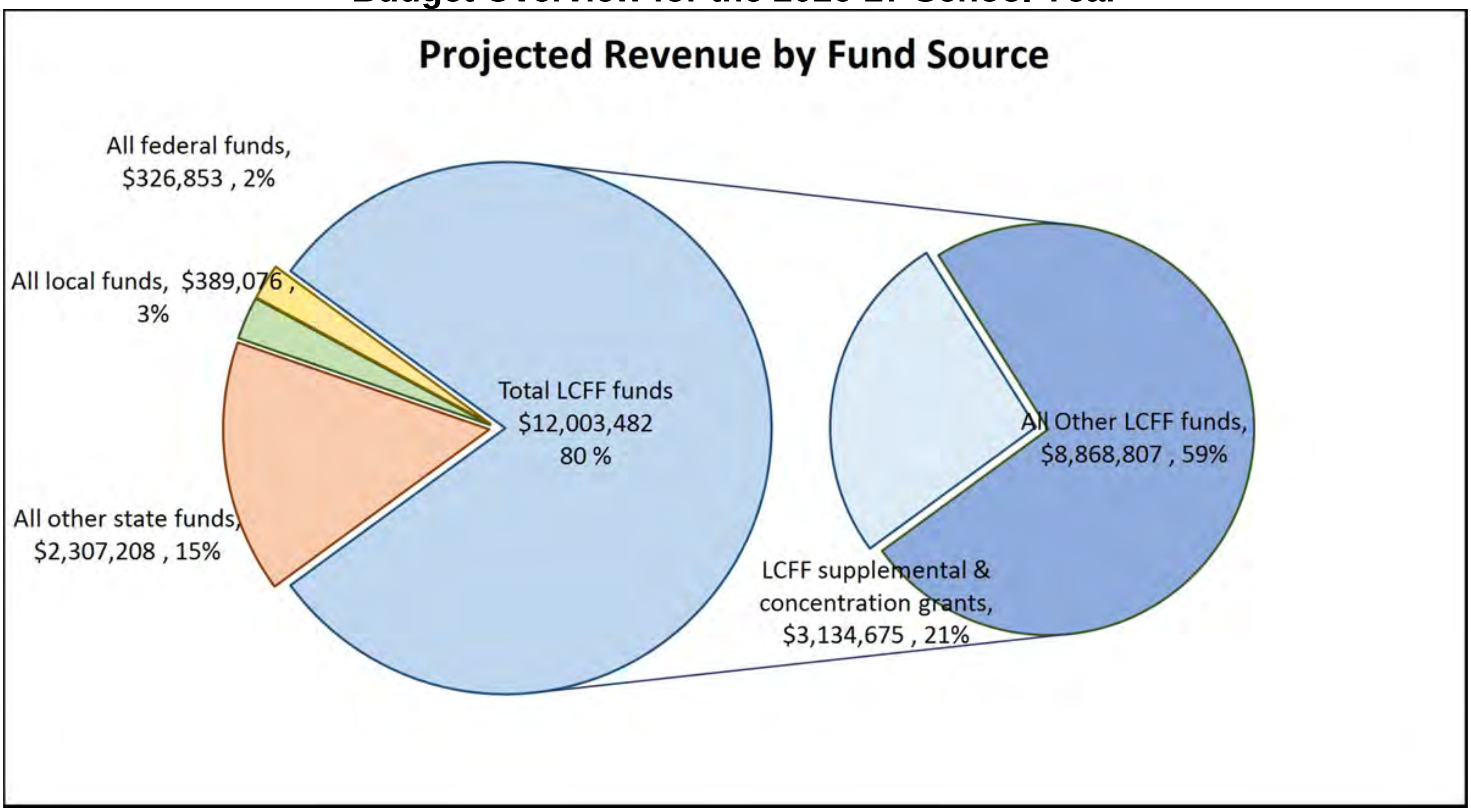
	and audit services, debt obligations, technology infrastructure, and other administrative and operational costs required to support the district's educational programs. While these expenditures are essential to the operation of the district, they are funded through the General Fund and are not directly tied to specific LCAP goals or actions.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hamilton Unified School District
CDS Code: 11765620000000
School Year: 2026-27
LEA contact information:
Jeremy Powell, Ed.D.
Superintendent
jpowell@jusdschools.org
530 826 3261

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

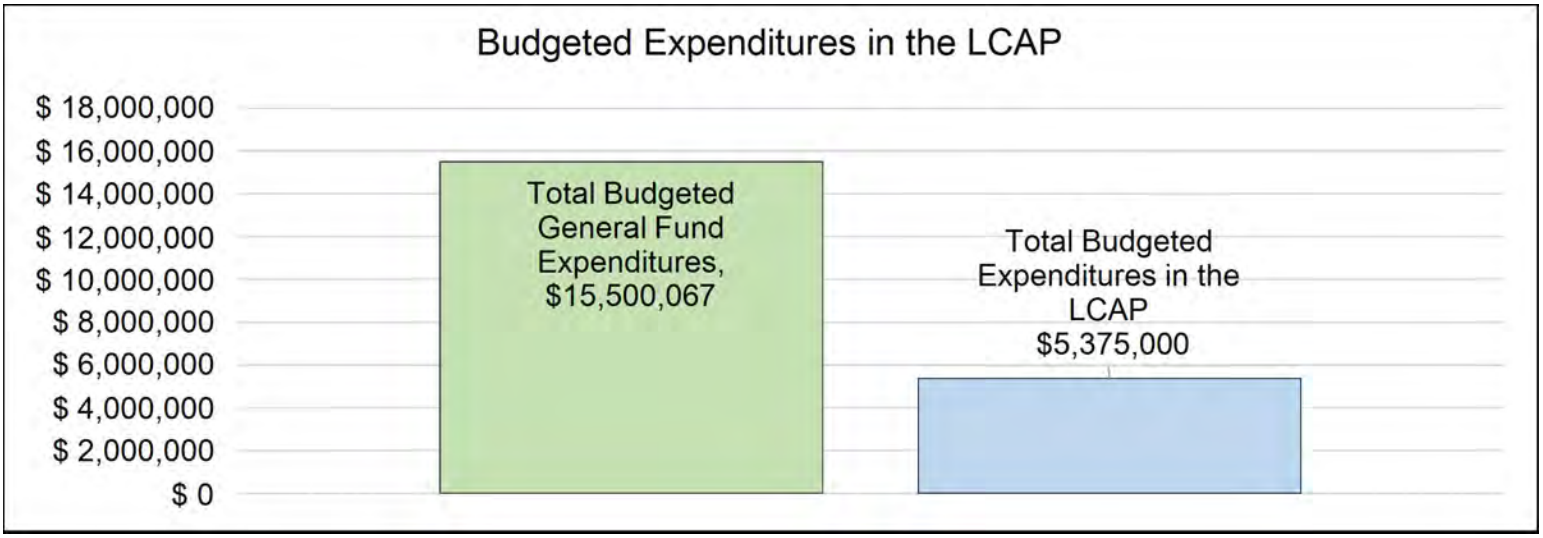


This chart shows the total general purpose revenue Hamilton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hamilton Unified School District is $15,026,619, of which $12,003,482 is Local Control Funding Formula (LCFF), $2,307,208 is other state funds, $389,076 is local funds, and $326,853 is federal funds. Of the $12,003,482 in LCFF Funds, $3,134,675 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 Hamilton Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hamilton Unified School District plans to spend $15,500,067 for the 2026-27 school year. Of that amount, $$5,375,000 is tied to actions/services in the LCAP and $10,125,067 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

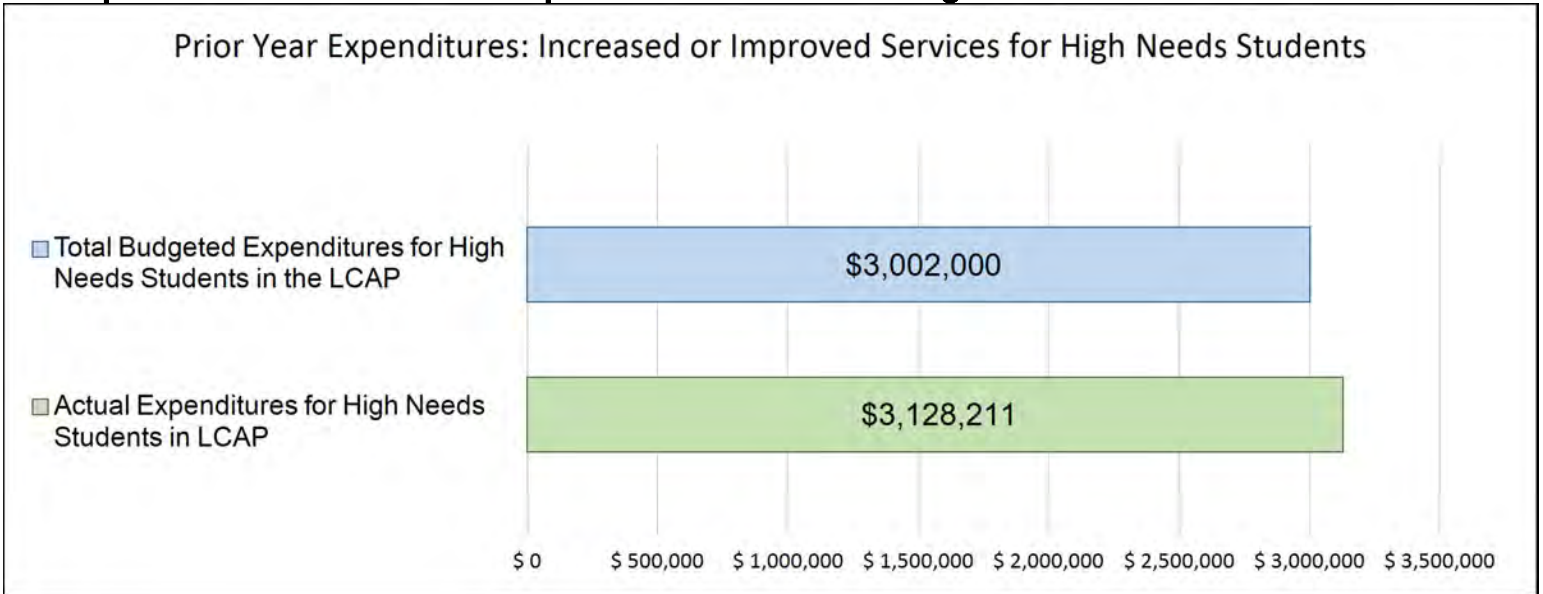
Hamilton Unified School District's General Fund supports a variety of operational expenses necessary to maintain daily school operations that are not specifically included as actions or expenditures within the Local Control and Accountability Plan (LCAP). These expenditures include routine facilities maintenance and operations, utilities, transportation services, insurance, legal and audit services, debt obligations, technology infrastructure, and other administrative and operational costs required to support the district's educational programs. While these expenditures are essential to the operation of the district, they are funded through the General Fund and are not directly tied to specific LCAP goals or actions.

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

In 2026-27, Hamilton Unified School District is projecting it will receive $3,134,675 based on the enrollment of foster youth, English learner, and low-income students. Hamilton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hamilton Unified School District plans to spend $$3,135,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Hamilton Unified School District's LCAP budgeted $3,002,000 for planned actions to increase or improve services for high needs students. Hamilton Unified School District actually spent $3,128,211 for actions to increase or improve services for high needs students in 2025-26.

Strategic Planning/LCAP Planning Priorities Annual Update

Community Connection

Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	Funding Source	Notes
1	Community Connection	HUSD: Work with First 5 to develop school readiness plan.	2026-2027	$5,000	State Funds	Work with current pre-school to establish needs and additional support the District can provide.
1	Community Connection	Expand outreach to Community including Food Pantry, Clothing Closet, and other resources	2026-2027	$5,000	Community Schools Grant	Community Schools Team will develop and implement Fammily Resource Center
2	Community Connection	HAS: Look to add community needed courses, Potential EMS	2026-2027	$5,000	Adult School Grant	Survey Community
1	Community Connection	Community Schools Grant Implementation-Hire Positions, Create Vision, Serve Community	2025-2030	2.9m	Ongoing	Implemented 2025-2026 School Year
1	Community Connection	HUSD: Develop Community School Advisory	2025-2026	$1,200	LCFF	Implemented 2025-2026 School Year
1	Community Connection	HUSD: Re-establish community events cancelled by COVID	2021-2022	$1,500	General Fund LCFF	Need to review with site administration.
3	Community Connection	HHS: Career Day	2023-2024	$1,500	LCFF	Career Day Held at HHS Feb 3, 2023

Strategic Planning/LCAP Planning Priorities Annual Update

Safety

Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	Funding Source	Notes
1	Safety	District-Wide Mobil Communication Devices	Fall 2026	$25,000	LCFF/	Devices will be ordered for all District Sites, District Office, and all busses.
1	Safety	Secure HHS Campus with Fencing, Security Door in office	2027-2028	$100,000	LCFF/Fund 40	To be researched 2026-2027 school year
2	Safety	HHS: Canal Street Crossing for Students Crosswalk at EBHS	2026-2027	$1,500	General Fund	Need to further research
2	Safety	HES: Canal Street Parking/Crossing	2026-2027	$5,000	General Fund	Need to further research
2	Safety	HUSD: Expand SRO Position	2026-2027	$125,000	General Fund	Need to Subcontract through Glenn County Sheriff Dept
3	Safety	More visitor signage to advise check-in at office	2026-2027	$1,500	General Fund	MTO will work with District Office
1	Safety	Hire Campus Supervisors at HES and HHS	2025-2026	$150,000	Community Schools Grant	Completed, 2025-2026 school year
1	Safety	HUSD: Fire Alarm System	2021-2022	$15,000	COVID Funds	Project completed Fall 2022
1	Safety	HES: Gate Lock Remote Entry	2021-2022	$1,000	General Fund	Project completed Fall 2022; further video entry to be competed by Summer 2023
1	Safety	HUSD: Universal Paging System	2021-2022	$120,000	COVID Funds	See Facilities: HHS & HES: PA Systems
2	Safety	HHS & HES: Additional Security Cameras	2022-2023	$10,000	General Fund	Project completed Summer 2023
2	Safety	HHS: Additional Lighting behind cafeteria to Ella	2022-2023	$30,000	General fund Bond Fund	Project completed Summer 2023
2	Safety	HES: Additional Lighting - motion lights strategically placed	2022-2023	$5,000	General Funds Bond Funds	Need to review with site administration and maintenance

Strategic Planning/LCAP Planning Priorities Annual Update						
Educational Program						
Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	Funding Source	Notes
1	Ed. Program	**PD K-12 Literacy, Engagment and Data:** Project Arise Implementation (K-5)	2025-2026	$15,000	LCFF	Partnership with GCOE Educational Services Team for 2025-2026 Professional Development
1	Ed. Program	**PD K-12 Literacy, Engagment and Data:** Lead to Literacy Implementation (6-12)	2025-2026	$15,000	LCFF	Partnership with GCOE Educational Services Team for 2025-2026 Professional Development
1	Ed. Program	**PD K-12 Literacy, Engagment and Data:** Focus on Improving Designated and Integrated ELD	2025-2026	$15,000	LCFF	Partnership with GCOE Educational Services Team for 2025-2026 Professional Development
1	Ed. Program	**PD K-12 Literacy, Engagment and Data:** PLC Development at HHS	2025-2026	$15,000	LCFF	Partnership with GCOE Educational Services Team for 2025-2026 Professional Development
1	Ed. Program	Chromebook Refresh	2026-2027	$550,000	LCFF	Chromebooks have been ordered/received, will roll out Fall 2026
2	Ed. Program	HUSD: Develop College/Career Awareness	2025-2026	$2,500	LCFF	Create a clear focus K-12 with Benchmarks/Expectations for all grade levels
2	Ed. Program	HHS & EBHS: Expand CTE Vocational Training Options (Early Childhood Education & Finance)	2026-2027	$25,000	LCFF	Need further development; teacher salary and benefit package. Can be built into College Credit Accessability, for 2027-2028 school year
2	Ed. Program	Testing Assessment Rewards Program. Develop at HHS and further refine at HES	2025-2026	$2,500	LCFF/Title 1	Visit other school districts to evaluate successful programs, develop plan, and implement
2	Ed. Programs	HUSD: Develop Attendance Reward Program	2025-2026	$2,500	LCFF/Title 1	Visit other school districts to evaluate successful programs, develop plan, and implement
3	Ed. Program	HHS & EBHS: Develop College Credit Accessability	2025-2026	$0	LCFF	Work with Butte College & other Universities to offer more Dual Enrollment courses specifically in Agriculture and Biology building towards College Pathway Programs
3	Ed. Program	HUSD: Develop Life Skills Class sequence	2026-2027	$85,000	LCFF	Need further development; teacher salary and benefit package
1	Ed. Program	Planning--Expand CTE Pathways	2026-2027	$2,500	LCFF	Creation of additional CTE Pathways (Medical, EMS, and Visual and Performing Arts) for the 2026-2027 school year
1	Ed. Program	Update Chromebooks	2026-2027	$500,000	LCFF	Purchase and implementation of new Chrombooks (3-12th grades)
1	Ed. Program	HUSD: Improve Educational Technology Access	Ongoing	$75,000	LCFF	Annual-connectivity, devices, parent training; New Chromebooks to all students 22-23 school year
1	Ed. Program	HUSD: After Hours Computer Lab/Community Resources	2023-2024	$6,000	ELOP, Comm Parternership Grant	Extended Library hours at HHS daily weekly, employee salary
1	Ed. Program	HUSD: Further develop MTSS	2022-2023	$55,000	MTSS Grant	Implementation @ HHS; Continued at HES; Materials, Supplies, Teacher Stipends
1	Ed. Program	HES: Literacy Center	2023-2024	$25,000	ELOP, Comm Parternership Grant	Purchase supplies, materials, and salary of employee
1	Ed. Program	HUSD: Visual and Performing Arts Program	2024-2025	$135,000	Prop 28 Funding	Teacher salary and benefit package; Program Materials
1	Ed. Programs	HUSD: Summer School	2022-2023	$15,000	ELO-Grant	Offer Summer Program Summer of 2021 but develop needs based plan for Summer 2022
1	Ed. Programs	HUSD: Dual Immersion-Support for current programs and development of Translation Pathway	2022-2023	$0	LCFF	Focus on K-12 development of clear plan leading to Biliterate Certification for all Dual Immersion students by 12th grade
1	Ed. Programs	HUSD: Increase Para Support in Classroom	2022-2023	$20,000	ELO-Grant	Hire and train additional Para and Special Education Para Educators
1	Ed. Programs	HUSD: Expand Intervention/Tutoring during the regular school day	2024-2025	$200,000	ELOP Grant Funding	Hire and train Intervention Specialist @ HHS and HES to support students during and beyond the regular school day.
2	Ed. Programs	HES: Create FFA Elective at HMS	2025-2026	$125,000	LCFF	Work with current Ag instructors to develop an Ag based elective at the Middle School
2	Ed. Program	HHS: College Visits	2022-2023	$5,000	Gear Up/LCFF	Further funds for campus visits and college awareness; need to fund two trips (seniors in fall, juniors in spring)
2	Ed. Programs	HES: Upgrade/Update Science Lab	2022-2023	$7,500	LCFF/General Fund/Bond	Visit other High Schools and Junior Highs, develop plan, purchase necessary materials

Strategic Planning/LCAP Planning Priorities Annual Update						
Facilities						
Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	Funding Source	Notes
1	Facilities	HHS Football Field: Crows Nets Refresh and Speaker Upgrade	Summer 2026	$25,000	General Fund/Fund 40	Scheduled to be completed before Fall 2026 Season
1	Facilities	HHS and Ella: Pergola Update	Summer 2026	$8,000	General Fund/Fund 40	Scheduled to be completed Summer 2026
1	Facilities	HES: Traffic Barrier along Highway 45	2026-2027	$1,500	General Fund	To be completed Fall 2026
1	Facilities	HES: Door Wraps	2026-2027	$25,000	General Fund/Fund 40	To be completed in phases starting with Front Office/Cafeteria
1	Facilities	HHS: New CTE Classrooms	2027-2028	6.0 m	Prop 2 Grant/Fund 40	Grant has been applied for the 2025-2026 year, did not qualify, will re-submit grant for 2026-2027 school year
1	Facilities	HES: K-2 Play Area Grass Refresh	Summer 2026	$75,000	ELOP Funding	In process, should be completed by Fall 2026
1	Facilities	HUSD: Turf Field and All Weather Track	2026-2027	6.5m	Bond Funds	To be completed Spring 2027
1	Facilities	EBHS: Rose Garden Update/Replacement	2024-2025	$25,000	General Fund	Project to be completed Spring/Summer 2026
1	Facilities	HES: Improve Parking	2026-2027	$1,200	Bond/Fund 40	To be completed Spring 2027
1	Facilities	HES: Eliminate Uneven Surfaces	Ongoing	$75,000	General Fund	Project to be completed Spring/Summer 2026
1	Facilities	HHS: Tennis Court Renovation	2027-2028	$400,000	Bond/Fund 40	Project to be completed Spring/Summer 2028
1	Facilities	HUSD: Landscape Beautification	Ongoing	$48,000	General Fund	Develop plan for all school sites; $20,000 given to HHS and HES; $8,000 given to Ella
1	Facilities	HES: Safety Barrier/Fencing along 45	2026-2027	$100,000	General Fund/Fund 40	Need to review and develop plan for student safety due to new exercise equipment.
2	Facilties	HES: Fencing Along Highway 45 repalcement	2027-2028	$150,000	Modernization/ Fund 40	Need to develop plan and begin receiving quotes.
2	Facilities	HHS: Lighting on Turf Field Facility	2027-2028	$650,000	Bond/Fund 40	Need to develop plan and begin receiving quotes.
3	Facilties	HHS: Update/Modernize Restrooms 100 Wing	2027-2028	$150,000	Modernization	Need to develop plan and begin receiving quotes.
3	Facilities	HHS & HES: Painting of Buildings	2027-2028	$80,000	Modernization Funds	Need to develop plan and begin receiving quotes.
3	Facilities	HHS: New Lockers	2027--2028	$75,000	General Funds	Researched during 2026-2027 school year, paused
1	Facilities	HES: Improve Fields for Upper Grade students	2024-2025	1.2 m	ELOP/Fund 40	Project completed Spring/Summer 2025
1	Facilties	HES: Upgrade Play structures and padded area	2025-2026	$600,000	ELOP/Fund 40	Project completed Spring/Summer 2025
1	Facilities	HES: Improve/Replace Front Fencing	2023-2024	$55,000	Genreal Fund	Project completed by Fall 2021
3	Facilities	HES: Trim/Remove Trees	2021-2022	$25,000	Deferred Maintenance	Project completed by Fall 2021
1	Facilities	HES: Move/Replace Trash Cans around campus	2021-2022	$500	General Fund	Project completed Fall 2021
1	Facilities	HHS: Clean up fields (old equipment)	2021-2022	$0	General Fund	Project completed Fall 2021
1	Facilities	EBHS: Greenhouse Repair/Removal	2021-2022	$5,000	General Fund	Project completed Fall 2021; Greenhouse removed
1	Facilities	HHS, HES, Ella: PA Systems	2021-2022	$120,000	COVID Funds	Project completed Fall 2022
2	Facilities	HHS: Extend walkway behind stadium and add lights	2022-2023	$40,000	Climatec	Project completed Fall 2022
1	Facilities	HES: Trashcan area renovation	2023-2024 Implementation	$20,000	General Fund	Project completed Fall 2023
1	Facilities	HES: Develop plan for student drop off/pickup incl. relocation of Bus Drop	2021-2022	$2,500	General Fund	Projected completed Spring 2022
1	Facilities	HHS: Gym Painting	2021-2022	$40,000	Deferred Maintenance	Project completed Spring 2022
2	Facilities	HHS: Remove Trees at Soccer Field	2022-2023	$15,000	Deferred Maintenance	Project completed Spring 2022
2	Facilities	HES: Update/Renovate Bathrooms	2022-2023	$100,000	COVID Funds	Project completed Spring 2023
2	Facilities	HES & HHS: Install Drinking Stations	2022-2023	$15,000	COVID Funds	Project completed Spring 2023
1	Facilities	HES: Cafeteria Renovation: Sound Proof, Projector, Screen, Sound System	2023-2024	$50,000	General Fund	Project completed Spring 2024
1	Facilties	HHS: Library Front Beautification	2023-2024	$10,000	General Fund	Project Completed Summer 2024
2	Facilities	HES: Paint Trim on Buildings (Blue)	2022-2023	$5,000	General Fund	Projected completed by Fall 2021

Agenda Item Number: 13. d	**Date: 6/24/26**

Agenda Item Description:
Affirming Compliance with Assembly Bill 3074 and Continued Use of the Hamilton High School "Braves" Mascot

Background:

Assembly Bill 3074 (AB 3074), known as the California Racial Mascots Act, expands restrictions regarding the use of Native American-related mascots, names, logos, and team identities in California public schools beginning July 1, 2026.

The legislation provides an exemption allowing schools to continue the use of such mascots and identities upon receiving written consent from a federally recognized Native American tribe.

In accordance with the provisions of AB 3074, Hamilton Unified School District formally requested written consent from Grindstone Indian Rancheria to continue use of the Hamilton High School "Braves" mascot and identity. On October 14, 2025, the Grindstone Indian Rancheria Business Council formally approved the District's request and expressed support for continued use of the "Braves" identity.

The proposed resolution formally acknowledges the tribe's support, affirms the District's commitment to compliance with AB 3074, and establishes the District's intent to maintain respectful and culturally appropriate use of the "Braves" identity while continuing collaboration with tribal representatives regarding cultural education and awareness.

Status: Update Pending Board approval.

Fiscal Impact: No direct fiscal impact is associated with approval of this resolution, however, approval of the resolution will avoid the significant costs associated with replacing athletic uniforms, facilities signage, scoreboards, branding materials, equipment, and other items associated with a mascot change.

Educational Impact: The resolution preserves a longstanding symbol of school pride and community identity while reinforcing the District's commitment to cultural respect, educational opportunities, and positive partnerships with Native American communities. The resolution also ensures that Hamilton Unified School District remains compliant with California law while maintaining traditions that have been part of Hamilton High School for more than a century

Recommendation:
Approve of Resolution No. 25-26-109 Compliance with Assembly Bill 3074 and Continued Use of the "Braves" Mascot

HAMILTON UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
RESOLUTION NO. 25-26-109

RESOLUTION REGARDING COMPLIANCE WITH ASSEMBLY BILL 3074 AND CONTINUED USE OF THE “BRAVES” MASCOT

WHEREAS, Hamilton High School, established in 1917, has proudly used the “Braves” name and mascot as a longstanding symbol of school pride, unity, resilience, and community identity; and

WHEREAS, Assembly Bill 3074 (“AB 3074”), known as the California Racial Mascots Act, expands restrictions regarding the use of Native American-related mascots, names, logos, and team identities in California public schools beginning July 1, 2026; and

WHEREAS, AB 3074 permits public schools to continue use of such mascots and identities upon receiving written consent from a federally recognized Native American tribe; and

WHEREAS, Hamilton Unified School District formally requested support and written consent from Grindstone Indian Rancheria pursuant to Education Code Section 221.3(e), as amended by AB 3074; and

WHEREAS, on October 14, 2025, the Grindstone Indian Rancheria Business Council formally approved Hamilton Unified School District’s request to continue use of the “Braves” mascot and identity, recognizing the community value, educational significance, and cultural respect associated with the name; and

WHEREAS, Hamilton Unified School District acknowledges the importance of honoring Native American heritage and commits to ensuring that all uses of the “Braves” identity are respectful, educational, and free from derogatory stereotypes or imagery; and

WHEREAS, the District values continued collaboration and partnership with local tribal representatives to ensure ongoing cultural awareness, respectful representation, and educational opportunities for students and the broader community; and

WHEREAS, the Board of Trustees recognizes the financial, historical, cultural, and emotional impacts associated with changing a mascot that has represented Hamilton High School and the Hamilton community for more than a century;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Hamilton Unified School District hereby:

1. Accepts and acknowledges the written consent and support provided by Grindstone Indian Rancheria for continued use of the “Braves” mascot and identity;

2. Affirms the District’s commitment to compliance with Assembly Bill 3074 and all applicable provisions of California law;

3. Directs District administration to maintain respectful and culturally appropriate representation of the “Braves” identity in all school programs, athletics, branding, communications, and activities;

4. Encourages continued partnership and consultation with federally recognized tribes and Native American community representatives regarding cultural education and representation;

5. Authorizes the Superintendent or designee to take all actions necessary to implement this Resolution and maintain compliance with applicable law.

PASSED AND ADOPTED by the Board of Trustees of the Hamilton Unified School District on this 24th day of June, 2026, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Board President

Superintendent/Secretary to the Board

Agenda Item Number: 13. e	**Date: 6/24/26**
Agenda Item Description: Recognition of Dave Elkin, Johnny Romano, Cristina Rios-Diaz, and Caesar Leal for their exemplary response during a school bus emergency on May 29, 2026.	
Background: On May 29, 2026, at approximately 6:30 p.m., a Hamilton Unified School District school bus transporting approximately 30 students and chaperones returning from the Senior Trip experienced an engine fire. Bus Driver Dave Elkin responded immediately by safely evacuating all students and passengers, maintaining accountability for those in his care, and ensuring that established emergency procedures were followed. His calm, professional, and organized response contributed significantly to the safe outcome of the incident. Johnny Romano promptly returned to the scene to assist Mr. Elkin and the California Highway Patrol, providing additional support, communication, coordination, and supervision during the emergency response. School Employee Cristina Rios-Diaz and parent chaperone Caesar Leal also provided valuable assistance by helping support, supervise, and reassure students throughout the incident, contributing to a calm and orderly environment during a potentially dangerous situation. The actions of all four individuals demonstrated professionalism, teamwork, leadership, preparedness, and a commitment to student safety. Their response reflected the high standards of Hamilton Unified School District and resulted in a successful and safe resolution of the emergency.	
Status: Update Pending Board approval.	
Fiscal Impact: None	
Educational Impact: The actions of these individuals exemplify the District's commitment to student safety, emergency preparedness, and responsible stewardship of students entrusted to the District's care. Their professionalism serves as a positive example of leadership, teamwork, and dedication to students.	
Recommendation: Approve of Resolution No. 25-26-110 Recognition of Dave Elkin, Johnny Romano, Cristina Rios-Diaz, and Caesar Leal for their exemplary response during a school bus emergency on May 29, 2026.	

HAMILTON UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 25-26-110

RESOLUTION RECOGNIZING AND COMMENDING
DAVE ELKIN, JOHNNY ROMANO, CRISTINA RIOS-DIAZ, AND CAESAR LEAL
FOR THEIR PROFESSIONALISM AND ACTIONS DURING A SCHOOL BUS EMERGENCY

WHEREAS, on May 29, 2026, at approximately 6:30 p.m., a Hamilton Unified School District school bus transporting approximately 30 students and chaperones returning from the Senior Trip experienced an engine fire; and

WHEREAS, Bus Driver Dave Elkin responded immediately in a calm, professional, and highly organized manner, ensuring the safe evacuation and accountability of all students and passengers while maintaining order during a potentially dangerous situation; and

WHEREAS, Johnny Romano promptly returned to the scene to assist and provide support to Mr. Elkin and the California Highway Patrol, helping ensure effective communication, coordination, and continued supervision of students and the situation; and

WHEREAS, School Employee Cristina Rios-Diaz and parent chaperone Caesar Leal also provided valuable assistance, support, and reassurance to students during the emergency, contributing to the safe, calm, and orderly handling of the incident; and

WHEREAS, the actions of Dave Elkin, Johnny Romano, Cristina Rios-Diaz, and Caesar Leal demonstrated exceptional professionalism, teamwork, leadership, and adherence to established emergency procedures, resulting in a safe and successful outcome described as a true “by the books” response; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Hamilton Unified School District formally recognizes and expresses its sincere appreciation to Dave Elkin, Johnny Romano, Cristina Rios-Diaz, and Caesar Leal for their professionalism, dedication, and outstanding service to the students, families, and community of Hamilton Unified School District.

PASSED AND ADOPTED by the Governing Board of the Hamilton Unified School District on this ___ day of __________, 2026.

Board President

Superintendent, Clerk of the Board

Hamilton Unified School District

Agenda Item Number: 13. f	**Date: June 2026**
Agenda Item Description: **Agriculture Career Technical Education Incentive Grant 2026-2027**	
Background: **Hamilton High Agriculture Department applies for AIG by using data captured in the Agriculture Experience Tracker. This grant is to improve the quality of the agriculture career technical education programs. The goal is to have high-quality, comprehensive agriculture instruction to supply employable, trained, and skilled individuals.** **The grant application should be released June 15th. It requires board approval before submittal. Please approve grant application from the DRAFT copy. The only amount that could change would be an additional $3,334 if students and/or teachers figure out the data capture to be higher than 10.8%.**	
Status: Application Submitted	
Fiscal Impact: $35,091-$38,425, but grant is usually only funded at 80% due to a high number of applications. This is a matching grant, so district does match with class budgets (051, 052, 053, 054).	
Educational Impact: Equipment, Supplies, and Travel	
Recommendation: **Approve Grant Application Draft. Principal and Superintendent will sign actual grant application before submittal.**	

* Actual application will be released June 15th.

Application for Funding
Agricultural Career Technical Education
Incentive Grant Program Year 2026–2027

(for use by High School and Comprehensive Middle & High School Programs)

Project Duration: July 1, 2026 to June 30, 2027

School Site: Hamilton High

District: Hamilton Unified

Certification:

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Superintendent or Designee ______________________

Title of Designee ______________________

Signature of Agriculture Teacher Responsible for Program ______________________

Signature of Principal ______________________

Agriculture Teacher Contact Cell Number: 530-570-3778

Local Educational Agency (LEA) Board Approval Date: June 24th

Name of Agriculture Teachers for 2025–26:

Janice Lohse

Ashley Thorpe

Andrew Martin

Part A - Base Funding

To qualify for the Agriculture Education Incentive Grant, an LEA must meet all the following criteria or provide a Variance Request approved by the Regional Supervisor for each criterion not met. All evidence must be submitted with the original application.

- [x] 1. Properly Credentialed Teachers:
  Log onto the California Commission on Teacher Credentialing (CTC) and provide printout of credentials or provide a copy of current credentials. (2026 - Required for teachers who were hired for 2025-26.)

- [x] 2. Professional Development:
  Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities. Each teacher (with 50% of their teaching assignment in agriculture) must have participated in **six** approved professional development activities during the 2025-26 school year.
  (2026 - Required for all teachers employed during 2025-26 school year.)

- [x] 3. Course Sequence:
  Provide evidence of at least **one** two-year course pathway. (2026 - Nothing required unless the pathway has changed since last year.)

- [x] 4. Alternative Credits:
  Submit description of at least **one** course meeting A-G, Dual Enrollment, Articulation, etc. (2026 - Nothing required unless there were changes in 2025-26.)

- [x] 5. Grading of Future Farmers of America (FFA) and Supervised Agricultural Experience Participation (SAE):
  Provide a copy of each course syllabus identifying the grading policy for FFA and SAE. (2026 - Only required for **NEW** courses that were taught in 2025-26 or if changes have been made to your department policies.)

- [x] 6. Future Farmers of America (FFA) Constitution & By-Laws:
  Provide a copy of the current Chapter Constitution & Bylaws with the election of officers highlighted. (2026 - Nothing required unless there were changes in 2025-26.)

- [x] 7. Future Farmers of America (FFA) Meetings:
  Use meeting manager in AET or provide minutes for a minimum of **six** chapter meetings. (2026 - Required)

- [x] 8. Graduate Exit Survey:
  Have completed graduate exit surveys submitted in AET.
  (2026- Required for all 2026 graduates)

- [x] 9. Agriculture Advisory Committee:
  Provide roster of committee members with their role and contact information.
  (Note: Ag teachers and administrators are ex officio/non-voting members of the Advisory Committee.) (2026 – Required)
  Provide minutes for **two** local Agriculture Advisory Committee meetings. *(Note: District-wide CTE, Academy, and/or ROP committees will not be accepted.)*
  (2026 - Required)
  Roster & minutes templates are available here:
  https://calaged.org/resources/program_management

PART A – Base Funding (Continued)

Qualified Program ($6,000) to each site		$ 6,000
Number of Agriculture Teachers (with at least 50% of their teaching assignment in agriculture) in 2025-26?	3	
Teacher-based funding (Number of teachers x $500)		$ 1,500
Number of Students as identified on the 2025-26 FFA Membership roster?	195	
Student-based funding (Number of students x $15)		$ 2,925
Class size funding only applies to Agriculture Teachers with at least 50% of their teaching assignment in agriculture.		
Class size funding A (number of teachers meeting level A in all classes – 28 in classroom/22 in shop classes)	3	
Class size A funding (Number of teachers meeting level A class size x $2,000)		$ 6,000
Class size funding B (number of teachers meeting level B in all classes – 31 in classroom/25 in shop classes)		
Class size B funding (Number of teachers meeting level B class size x $1,000)		$ 0
SAE Period - funding will only be granted if the period is provided in addition to the regular preparatory period provided to all teachers; no students can be assigned to this period		
Number of teachers receiving SAE period(s) in 2025-26	3	
SAE Period funding (Number of teachers receiving SAE periods x $2,000)		$ 6,000
Extended Contract - funding will only be granted if the extended contract provided is at least $2,000 per teacher		
Number of teachers receiving Extended Contract in 2025-26	3	
Extended Contract funding (Number of teachers receiving Extended Contracts x $2,000)		$ 6,000
Total Part A – Base Funding:		$ 28,425

PART B – Excellence in Ag Education Funds

LEA's may qualify for up to $10,000 of additional funding based on their ability to meet specific program criteria. A program must meet the Professional Development & Advisory Committee Meeting requirements listed at the beginning of this section to apply. If a program does not meet these two requirements, they cannot apply for Part B funding.

There are three sections an LEA may qualify for additional funding in Part B: Classroom, Leadership Development (FFA), and Supervised Agricultural Experience (SAE). A program must meet all criteria listed in that specific section to be eligible to receive additional funding for that section. If any of the criteria listed in a section is not met in the section, the LEA is not eligible for funding in that section. Verification of meeting criteria will be taken from entries in the AET as well as other documentation provided by the LEA. The AET report will be developed based on data as of June 30th. This report will be used to complete Part B and will be included as part of the application. Other documentation must be submitted at the time the original application is submitted to the Regional Supervisor.

Professional Development - Each teacher (with at least 50 percent of their teaching assignment in agriculture) must have participated in **eight** state-approved professional development activities. • Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities.
Agriculture Advisory Committee: Provide roster and minutes for **three** local Agriculture Advisory Committee meetings. • *Note: District-wide CTE, Academy, and/or ROP committees will not be accepted.* • Roster & minutes templates are available here: https://calaged.org/resources/program_management

CLASSROOM	Minimum %	Program %
Freshmen Retention - Percentage of Freshmen cohort that completed three years of agriculture education enrollment.	30%	71
Graduation/4-year Completer - Percentage of graduates who were enrolled in agriculture education courses all four years of high school.	30%	72.7
Student Certifications - Percentage of students who complete approved Industry Validated Certifications.	20%	82.6

If the program meets or exceeds the minimum % in each of the above required areas, then they are eligible for an additional $3,333.

$ 3,333

LEADERSHIP DEVELOPMENT (FFA)	Minimum %	Program %
FFA Activities: Chapter - Percentage of different members that participated in at least two local FFA activities.	70%	86.7
FFA Activities: Above Chapter - Percentage of members that participated in at least one FFA activity above the chapter level.	30%	56.4
Community Service - Percentage of different members that participated in at least one community service activity.	30%	62.6

If the program meets or exceeds the minimum % in each of the above required areas, then they are eligible for an additional $3,333. $ 3,333

Supervised Agricultural Experience (SAE)	Minimum %	Program %
SAE Assessments - Number of students with SAE Supervision Assessments.	40%	46.7
Active SAE: Percent of 7th/8th/9th & first-year students with active (>10hrs) SAE	60%	84.4
Active SAE: Percent of 10th/11th/12th continuing students with an active (>50hrs) Immersion SAE	50%	68.7
SAE Awards: Percent of students with engagement in SAE Awards (Degrees, Proficiencies, Agriscience Fair)	20%	10.8

If the program meets or exceeds the minimum % in each of the above required areas, then they are eligible for an additional $3,334. $ 0

Part B - Excellence in Ag Education Funding $ 6,666

If students get their awards submitted this should increase -

Part A – Base Funding: $ 28,425

Part B – Excellence in Ag Education Funding: $ 6,666

Grand Total Funding: $ 35,091

Could add $ 3,334.

Budget Report
Agricultural Career Technical Education
Incentive Grant

July 1, 2026 – June 30, 2027

School Site: Hamilton High School

District: Hamilton Unified

Budget Category 4000: Books and Supplies

Item	Budget (Column A)	Budget Match (Column B)
Books and Supplies	$ 10,973.00	$ 10,973.00
Total 4000	$ 10,973.00	$ 10,973.00

Budget Category 5000: Services and Operating Expenses, Travel, Conferences, Rentals, etc.*

*Each Line Item in Object Code 5000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Travel and Conferences	$ 14,118.00	$ 14,118.00
Total 5000	$ 14,118.00	$ 14,118.00

Budget Category 6000: Capital Outlay*
*Each Line Item in Object Code 6000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Capital Outlay Equipment	$ 10,000.00	$ 10,000.00
Total 6000	$ 10,000.00	$ 10,000.00

Grand Totals:	**$ 35,091.00**	**$ 35,091.00**

Hamilton Unified School District

Agenda Item Number: 13. g	Date: June 2026
Agenda Item Description: **Career Technical Education Incentive Grant (CTEIG) Application**	
Background: **The California Career Technical Education Incentive Grant is a state education, economic, and workforce development initiative with the goal of providing students with the knowledge and skills necessary to transition to employment and postsecondary education. Funds provided must encourage, maintain, and strengthen the delivery of high-quality Career Technical Education programs.** **Funds are for CTE credentialed teachers with pathways, CTSO student organizations, advisory committees, and work based learning activities. CTE conference travel, student field trips, special events, teacher professional development, and equipment are purchased through this grant.**	
Status: CTEIG Application 2026-2027 in the process of being submitted.	
Fiscal Impact: School Matching funds through LCFF, Ag Incentive, Perkins, Friends of Hamilton City FFA, FFA, and Floral Club. District match calculated at $552,619 allows for an estimated grant award of $276,309.	
Educational Impact: High Quality CTE Programs	
Recommendation: Approve Grant Application	

Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

Hamilton Unified: 11765620000000

Saved and Not Submitted

Types of Applicants

LEAs may apply for this grant as a individual LEA or as the lead member of a consortium. However, an LEA may submit only one application.

- (●) Apply as an individual LEA
- ( ) Apply as a consortium
- ( ) Apply as an ROC/P Lead

Average Daily Attendance (ADA)

2024-25 Average Daily Attendance (ADA) Second Principal (P-2) as represented. 2025-26 P2 ADA may be used to determine final allocation amounts for CTEIG FY 2026-27.

Actual ADA Number Reported: 388.08

Remaining ADA Number: 387.08

The following list shows LEAs who have submitted a lead consortium application and listed Hamilton Unified as a member of their consortium(s). Review the members and check the checkbox under the table to insure that you're aware of your participation in these consortium(s).

Consortium Lead CDSCode	Consortium Lead Name	Consortium Lead Coordinator Email	ADA Contribution To Consortium	Action
11101160000000	Glenn County Office of Education		1	N/A
Total ADA Contribute			1	

☑ Certify that the above LEA(s) are permitted to use Hamilton Unified's ADA numbers. After checking this box, no LEA will be able to add you in a CTEIG consortium.

Local Control and Accountability Plan (LCAP) URL

Provide the URL to your LEA's LCAP:

LCAP URL	Action
	Delete

☑ LEAs unable to provide working URL(s) of their LCAP(s) have emailed all required LCAP .pdf documents to CTEIGSubmissions@cde.ca.gov. LEA confirmed receipt of documents by CTEIG by email prior to the CTEIG application deadline of Friday, Friday, Jun 19, 2026, at 5 PM.

Previous Grants Received

Each LEA will be required to certify if they have received a previous grant award under the K–12 SWP grant programs.

Did your LEA receive K-12 SWP grant program funds for FY 2025-26?

○ Yes ◉ No

Leveraging Existing Programs and Resources

Successfully leverage one or more of the following: Existing structures, requirements, and resources of the federal Strengthening CTE for the 21st Century Act (Perkins V), California Partnership Academies, Agricultural CTE Incentive Grants, the Golden State Pathways Program, or the California Regional K–16 Education Collaboratives Grant Program. Check all that apply:

☑ Perkins V
☐ California Partnership Academies
☑ Agricultural CTE Incentive Grants
☐ Golden State Pathways Program
☐ California Regional K–16 Education Collaboratives Grant Program

Match

Per EC Section 53071(a)(1)(D)(ii), an applicant must demonstrate a proportional dollar-for-dollar match ($2 for every $1) that shall be encumbered in the FY for which an applicant is applying to receive a grant under the program.

Enter the amount of dollars that the applicant has for the FY 2026-27 local match based on the amount of funds expended on CTE programs (as required by the grant terms and EC sections 53070–53076.4).

Match Amount: 552619 (Required)

Estimated Award Amount: $276,309.50 (This estimate is not a guarantee of being funded for this amount.)

☑ **I certify that I attest to the ability to encumber match dollars in the FY beginning on July 1, 2026, and ending June 30, 2027.**

Joint Powers Authority (JPA), County Office of Education (COE)

Do you offer an existing High Quality Regional-based CTE program as a JPA or COE?

○ Yes ◉ No

○ JPA ○ COE

Collaboration

Does your LEA and/or Consortium members engage in collaboration with another institution?

- [ ] No Collaboration
- [x] Yes - Postsecondary educational institutions or other LEAs to align career pathway instruction with postsecondary program requirements. (check all that apply)

  - [ ] Strong Workforce Program consortium (not SWP K12) operating in their respective geographic areas
  - [x] Postsecondary educational institutions
  - [x] Dual Enrollment
  - [ ] Concurrent Enrollment
  - [x] Other LEAs that align career pathway instruction with postsecondary program requirements

Infrastructure/Equipment Investment (Capital Outlay)

Enter the total Match investment dollars for CTE infrastructure, equipment, facility repairs, and upgrades for this grant round in the text box. Enter whole numbers only. No dollar signs, commas, or decimals.

Match investment dollars are connected to Goal Codes 3800 and 6000. Match dollar amount entered in the Applicant Profile must be entered for Match in Object Code 6000 in Budget.

Do not include past and present CTEIG and/or K–12 SWP funds.

Match dollar amount investment in CTE infrastructure, equipment, and facilities related to Object Codes 3800 and 6000 for this grant round.

10000

Infrastructure/Equipment Investment Percentage: 1.81%

Contributions from Industry, Labor, and Philanthropic Sources

Enter the contributions from industry, labor, and philanthropic sources, source of the contribution name, and contribution amount for each source. You may add multiple sources of contributions.

If applicable, provide total dollar amount of committed contributions, identify sources, describe type (cash/funding, equipment or materials, in-kind services, or personnel time/expertise), and explain how contributions support your CTE programs.

Source of Contribution	Contribution Amount	Type	Description	Action
				Add
Friends of Hamilton City FFA	12000	Funding	Friends of Hamilton City FFA is a 501c3 nonprofit that raises money for student leadership.	Remove

Save

California DEPARTMENT OF EDUCATION

California Department of Education CA Dept of Education

Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

Hamilton Unified: 11765620000000

Saved and Not Submitted

Quick Facts

Estimated CTEIG Award FY 2026-27	$276,309.50
Match 2026-27	$552,619.00
Estimated Maximum Indirect Amount Allowed	$10,084.90
Maximum Indirect Rate Allowed	5.72%
Application Deadline	Friday, Jun 19, 2026
Application Status	Saved and Not Submitted

Holistic Approach

For each question, provide a response and evidence on file at your LEA. All responses are limited to 1500 characters each.

1. Employer Involvement: How does your application demonstrate involvement of employers in your CTE programs and career pathways?

LEA Response: *Describe your current practice of your programs for this standard. 1500 characters*

Employer involvement includes Advisory Committee Members with agendas and minutes on file. Community employers also serve as job shadow sites for senior students to complete their 10 hours of job shadowing for their senior project, or employers serve as judges for senior project presentations. Other employers also offer industry tours or help with projects on the school farm. Students also participate in SAE projects that include work on farms or internships in agribusinesses.

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

Senior Project Judges or Mentor List
Advisory Committee Invites, Agendas, and Minutes
California Olive Ranch Farm Assistance

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2. Wraparound Services: How does your application provide wraparound services for students to support their participation in CTE programs and career pathways?

LEA Response: *Describe your current practice of your programs for this standard. 1500 characters*

Hamilton Unified provides numerous wraparound services for all students in CTE programs and career pathways. The farm learning lab is available for school-based supervised agriculture experience projects, or for student ownership projects. Loans are available to first time students or kids showing need. Examples include the mandarin orchard, greenhouse plants, olive orchard, goat breeding project, and student owned hog, lamb, or goat projects. Over 100 projects were exhibited and sold at the Glenn County Fair. Special population students are also encouraged to participate and a classroom aide is provided

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

Vehicles and Trailers for Student Travel and Projects - Evidence registration or vin numbers
School Farm for Student Projects - Located on Campus
FFA Project Loan Program - Program of Activities and Livestock Handbook is available on the website. It is approved each year by the school board.
Gift of Blue - FFA jackets for students that need a CTSO uniform.

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3. Labor Market Demand Alignment and Grant Impact: How do your proposed programs and services align with current or projected labor market demand within your region, and how will CTEIG funding provide or expand CTE and career pathway programs and services?

LEA Response: *Describe your current practice of your programs for this standard. 1500 characters*

Hamilton Unified and the surrounding area is predominantly agricultural, with healthcare as the second sector of importance. Most jobs are involved in production agriculture or are in the chain of production, distribution, or marketing of agricultural products. CTE classes have a high demand in agriculture pathways, and the high school farm provides hands-on learning opportunities. In Glenn County approximately 75% of people in the community have a high school diploma, while 14% have a Bachelors or higher. In our community of Hamilton City approximatley 40-47% has earned a high school diploma, with 4%

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

CTE Pathway Plans
Student DATA using Agriculture Experience Tracker
3 Advisory Committee Meetings Per Year
Industry Alignment and Meetings with Post-Secondary Schools

Save

Previous Next

Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

Hamilton Unified: 11765620000000

Saved and Not Submitted

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Minimum Eligibility Standards

Minimum Eligibility Standards are included in the CTEIG FY 2026-27 RFA and under EC Section 53017(c).

New Applicants complete LEA Response and Evidence on File at LEA for all 12 Minimum Eligibility Standards.

Renewal Applicants complete LEA Response and Evidence on File at LEA for Minimum Eligibility Standards 1, 2, 4, 5, 7, 11, and 12 only.

All responses are limited to 1500 characters each.

Per EC 53071(c)(1) Minimum Eligibility Standard 1

Describe your high-quality curriculum and instruction aligned with California CTE Model Curriculum Standards (MCS). Explain how your programs provide a coherent sequence of CTE courses that enable students to transition to employment or postsecondary education. As applicable, address how your programs either (A) integrate academic and CTE instruction and offer Advanced Placement, International Baccalaureate, or dual enrollment opportunities, or (B) allow students to attain employment upon graduation including through industry certifications, preapprenticeships, or apprenticeships.

LEA Response: *Describe your current practice of your programs for this minimum eligibility standard. 1500 characters*

Hamilton Unified has a strong Agriculture CTE program with multiple pathways aligned to CTE MCS. Course descriptions are included in the class catalogue and daily standards and objectives are posted in class. Ag Science also aligns to NGSS. Additional CTE pathways are beginning to be developed with credentialed CTE teachers. College tours, industry and career tours, career development teams, and travel opportunities are key to engaging students and preparing them for certifications, pre-apprenticeships, or further education. Classes are submitted for UC A-G approval, as well as many are dual

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

Butte College and Hamilton High Dual Enrollment and Articulation Agreements
Pathway Plans
Agriculture Experience Tracker- documents work based learning, certifications, supervised agriculture experience projects, career goals, and leadership events or awards.

Save

Per EC 53071(c)(2) Minimum Eligibility Standard 2:

Describe how your programs provide students with quality career exploration, guidance, and a continuum of work-based learning opportunities aligned with academic coursework. Include information about paid internships and service-learning opportunities, as applicable.

LEA Response: *Describe your current practice of your programs for this minimum eligibility standard. 1500 characters*

AET is the FFA record book for agriculture students. This includes: student profile, resumes, and career exploration. Supervised agriculture experience projects such as student-owned projects, work placements, or school-based projects are all documented. ONet and Ag Explorer allow students to explore career interests, abilities, technologies, job outlooks, and education needed. Areas of strength included travel opportunities for college and industry tours. Career Development Events and the Leadership Continuum through FFA are available to any student enrolled in agriculture classes. Transportation to

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

FFA CTSO - Bylaws, Program of Activities, Calendar of Events, Newsletter
AET - Official documentation for agriculture programs and FFA, work-based learning, and standards taught per agriculture CTE classes.

Save

Per EC 53071(c)(4) Minimum Eligibility Standard 4:

Describe how your programs provide system alignment, coherence, and articulation through ongoing and structural regional or local partnerships with postsecondary institutions. Include information about formal written agreements for dual enrollment and partnerships to establish new or expand existing career pathways. As applicable, address focus areas including green technology, health care, information technology, education, and artificial intelligence.

LEA Response: *Describe your current practice of your programs for this minimum eligibility standard. 1500 characters*

Hamilton Unified agriculture pathway has board approved Dual Enrollment and Articulation agreements with Butte College, attends Glenn County CTE meetings with other schools in the county, attends California Ag Teachers Association meetings and professional development, holds advisory committee meetings 3 times per year, sent a representative to the Educating for Careers Conference, and is currently establishing new courses and pathways. The agriculture mechanics pathway is designing a Farm Power and Technology class to include drones, robotics, and emerging technology in agriculture. Patient

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

Dual Enrollment and Articulation Agreements with Butte College
Advisory Committee Minutes
Farm Drone and Robotics Team Project
Teacher collaboration through community colleges, industry partners, and surrounding schools.

Save

Per EC 53071(c)(5) Minimum Eligibility Standard 5:

Describe how your programs collaborate with labor and business entities for purposes of student placement in apprenticeships, preapprenticeships, dual enrollment opportunities, earn and learn opportunities, service learning, and work-based learning opportunities.

LEA Response: *Describe your current practice of your programs for this minimum eligibility standard. 1500 characters*

Advisory committee bylaws, meeting agendas, and minutes are kept on file. The advisory committee meets 3 times per year. Advisory members consist of a parent, members of industry sectors, and the principal. The advisory committee approves the 5 year equipment acquisition plan to make sure purchases are aligned to industry standards. All work placements and projects have a plan completed in AET before the work is started. Student proficiency awards provide eveidence of growht. The WBL supervisor for Ag Careers / Work Experience documents visitations and completes student evaluations. Examples of

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

Dual Enrollment Agreements with Butte College
AET - Agriculture Experience Tracker
Letters of Support from Community Partners

Save

Per EC 53071(c)(7) Minimum Eligibility Standard 7:

Describe how your CTE programs and career pathways are aligned with workforce needs and labor market demand. Explain how your programs are informed by local, regional, or statewide economic and workforce development plans, Strong Workforce Program consortia plans, other relevant labor market information, and employer engagement.

LEA Response: *Describe your current practice of your programs for this minimum eligibility standard. 1500 characters*

Stakeholders from Hamilton Unified attend county-wide CTE meetings, local advisory meetings, are engaged in agriculture industry events, and have attended meetings with workforce development representatives. A member of Hamilton High teaching staff also serves on a Butte College Agribusiness advisory committee. Hamilton Unified does not receive Strong Workforce funding, but is aware that it is an option. Labor market information is analyzed each year. A representative also participated in the Educating for Careers Conference where statewide economic and labor market information was

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

Program Plan
Graduate Follow-Up
Program Completers
Industry Certifications

Save

Per EC 53071(c)(11) Minimum Eligibility Standard 11:

Describe how your programs provide opportunities for students from historically underrepresented communities, foster youth, adult learners, people with children, low-income students, English language learners, and other populations that struggle to access CTE and career pathway programs.

LEA Response: *Describe your current practice of your programs for this minimum eligibility standard. 1500 characters*

Special population students are encouraged to enroll in CTE programs and participate in CTSO's. Currently, the only CTSO at Hamilton High is FFA. At any time another CTSO is offered, students will be encouraged to join. CTE teachers work closely with the special education teachers and aides to modify assignments to meet student needs. The school farm allows for special populations to be included in supervised agriculture experience projects. Extra help and guidance from CTE teachers is provided when needed. Teachers alternate weekends on the school farm to make sure projects are seen each day as

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*

Program Plan
Facilities Plan
IEP Meetings
Loan Applications

Save

Per EC 53071(c)(12) Minimum Eligibility Standard 12:

Describe your process for annually collecting required data to be entered in CALPADS per EC Section 53071(c)(12).

LEA Response: *Describe your current practice of your programs for this minimum eligibility standard. 1500 characters*
Counseling and administration staff complete CALPADS reporting. CTE teachers communicate with the reporters to answer any questions and provide pathway completers and lists of student certifications. Certifications in the agriculture pathways and pathway completers are documented in AET, then provided to the staff completing the CALPADS report.

Evidence on file at LEA: *Provide a list of evidence of those current practices that are currently on file at your LEA. 1500 characters*
CALPADS Reporting
Student Transcripts in Aeries
AET

Save

Previous Next

California Department of Education
1430 N Street
Sacramento, CA 95814

Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

Hamilton Unified: 11765620000000

Saved and Not Submitted

Quick Facts

Estimated CTEIG Award FY 2026-27	$276,309.50
Match 2026-27	$552,619.00
Estimated Maximum Indirect Amount Allowed	$10,084.90
Maximum Indirect Rate Allowed	5.72%
Application Deadline	Friday, Jun 19, 2026
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Overall CTE Program Strengths & Improvements

For the remaining Minimum Eligibility Standards, provide response and evidence on file at your LEA. All responses are limited to 1500 characters each.

Strengths and Improvement Plans for CTE Programs:

Area of Strengths: *Identify what CTE programs and/or systems that are successful. 1500 characters*

The agriculture CTE program and FFA CTSO are strong at Hamilton Unified. Over 2/3 of the students are enrolled in the agriculture pathway, with over 150 students attending night FFA meetings. The agriculture pathway continues to upgrade technology and provide student leadership opportunities for students.

Improvement Plans as aligned with Budget Narrative Worksheet: *Per EC 53076(b)(e), Identify what CTE programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvements. 1500 characters*

Areas of improvement at the medical pathway and performing arts. At this time teachers are obtaining CTE credentials, researching student organizations, and looking into advisory committees.

LEA Comments: *Provide any comments and/or unique conditions that the grant reader may take into consideration about your CTE program.*

Hamilton High School has implemented a Farm to Fork class, is adding a Farm Power and Technology class to include hands on learning with drones, robotics and emerging technology in agriculture. With the school farm on location, students will be able to walk to the outdoor learning lab to practice the skills learned.

Save

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Program Grant Management System (PGMS)

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Continued Financial Commitment

1. Enter the actual amount of funding that was spent on Career Technical Education (CTE) programs by your local educational agency (LEA), independent of CTE Incentive Grant (CTEIG) during fiscal year 2025-26 in the box provided
2. Enter the amount of funding budgeted for CTE programs by your LEA, independent of CTEIG funds, for fiscal years 2026-27, 2027-28, and 2028-29 in the chart provided. Align with Local Control and Accountability Plan (LCAP) and specify source of all funds included and not included in LCAP.
3. LEA Comment (Optional) – In the text box, provide an explanation if the total budgeted amount is equal to or greater than the amount expended on those programs for the previous fiscal year.

	FY 2025-26 Actual	FY 2026-27 Budgeted	FY 2027-28 Budgeted	FY 2028-29 Budgeted
Total Amount	$ 490495	$ 552619	$ 552619	$ 552619

LEA Comment:

At this time Hamilton Unified has not closed out the actuals. Projected actual is $490,495. Besides LCAP, funding for match comes from Perkins, Ag Incentive Grant, FI amount is greater than the 25-26 actual due to funding sources and CTE pathways being implemented in the 2026-2027 school year.

☑ Per Education Code 53071(b) our district is committed to a three-year plan for continued financial and administrative support of our Career Technical Education programs. We demonstrate a financial commitment of no less than the amount expended on those programs for the previous fiscal year. Our proposed budget includes the identification of all available funding to continue to support Career Technical Education programs.

Save

Previous Next

Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

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Application Deadline	Friday, Jun 19, 2026
Application Status	Saved and Not Submitted

CTE Program

Individual Applicants must list a minimum of one pathway and a maximum of three pathways in their CTE Programs. Consortium Applicants must list three pathways in their CTE programs.

Respond to each minimum eligibility criteria in the chart below with a list of evidence currently on file at your LEA. Fill in all fields that apply to your CTE programs.

Once an Industry Sector is selected from the drop-down menu, a second drop-down menu with a list of corresponding Pathways for the selected Industry Sector will populate. Select the Pathway from the drop-down menu to complete this section of your CTEIG application.

Using the selected Pathway, provide evidence of your CTE program meeting minimum eligibility standards.

Industry Sector: Agriculture and Natural Resources
Pathway: Agriscience

	Introductory	Concentrator	Capstone	Evidence on file at LEA

Course Name (Minimum Eligibility Standard 1)	Introduction to Agriculture	Agriculture Biology	Animal Science	Course Outlines, Master Schedule
Cal Pads Code (Minimum Eligibility Standard 1)	7130	7131	7142	Master Scheduling / AERIES
Postsecondary credits through AP, IB, or Dual Enrollment (Minimum Eligibility Standard 1)	Dual Enrollment		Dual Enrollment	Dual Enrollment Agreements /
Career Technical Student Organization (CTSO) or Alternative Leadership Strategy (Minimum Eligibility Standard 6)	FFA	FFA	FFA	Meeting Minutes, FFA Roster
Career Exploration Program and Work-Based Learning (WBL) (Minimum Eligibility Standard 2)	SAE Projects	SAE Projects	SAE Projects	AET
Industry Certifications (Minimum Eligibility Standard 8)	YQCA	YQCA	YQCA	AET Record Keeping, Certificates
Additional Certification & Completion Possibilities / District Requirements (Minimum Eligibility Standard 8)	Show Smart Certification	Ag Align		Ag Align Certificates and
Teacher Name (Minimum Eligibility Standard 9)	Ashley Hautala Thorpe	Ashley Thorpe	Ashley Thorpe	Credential
Credential Name & Number (Minimum Eligibility Standard 9)	Single Subject Teaching	Single Subject Teaching	Single Subject Teaching	Credential
CTE Related Professional Development Attending in Application	California Ag Teachers	California Ag Teachers	California Ag Teachers	Teacher AET Records, Purchase

Year (Minimum Eligibility Standard 9)				

Save

Industry Sector: Agriculture and Natural Resources

Pathway: Ornamental Horticulture

	Introductory	Concentrator	Capstone	Evidence on file at LEA
Course Name (Minimum Eligibility Standard 1)	Introduction to Agriculture	Floral	Horticulture	Course Outlines and Master Schedule
Cal Pads Code (Minimum Eligibility Standard 1)	7130	7164	7162	Pathways Flyer and Calpads reporting
Postsecondary credits through AP, IB, or Dual Enrollment (Minimum Eligibility Standard 1)	Dual Enrollment		Dual Enrollment	Dual Enrollment Agreements with
Career Technical Student Organization (CTSO) or Alternative Leadership Strategy (Minimum Eligibility Standard 6)	FFA	FFA	FFA	FFA Roster
Career Exploration Program and Work-Based Learning (WBL) (Minimum Eligibility Standard 2)	SAE Projects	SAE Projects and Career	SAE Projects and Career	AET - Ag Experience
Industry Certifications (Minimum Eligibility Standard 8)	YQCA	Ag Align Certification	Ag Align Certification	Ag Align Certificates, YQCA
Additional Certification & Completion Possibilities / District Requirements (Minimum Eligibility Standard 8)	Show Smart Certification	YQCA Certification	YQCA Certification	Certificates and AET Certification Records

Teacher Name (Minimum Eligibility Standard 9)	Ashley Hautala Thorpe	Janice Lohse	Janice Lohse	Teacher Matrix
Credential Name & Number (Minimum Eligibility Standard 9)	Single Subject Teaching	Single Subject 260128147 and	Single Subject 260128147 and	Teacher Credential
CTE Related Professional Development Attending in Application Year (Minimum Eligibility Standard 9)	California Ag Teachers	California Ag Teachers	California Ag Teachers	Teacher AET, Purchase Orders

Save Remove

Industry Sector: Agriculture and Natural Resources

Pathway: Agricultural Mechanics

	Introductory	Concentrator	Capstone	Evidence on file at LEA
Course Name (Minimum Eligibility Standard 1)	Introduction to Ag Mechanics	Intermediate Ag Mechanics	Advanced Ag Mechanics	Course Outlines and Master Schedule
Cal Pads Code (Minimum Eligibility Standard 1)	7120	7121	7122	Pathways Flyer and CalPads Reporting
Postsecondary credits through AP, IB, or Dual Enrollment (Minimum Eligibility Standard 1)			Articulation with Butte College	Articulation Agreement with Butte
Career Technical Student Organization (CTSO) or Alternative Leadership Strategy (Minimum Eligibility Standard 6)	FFA	FFA	FFA	FFA roster and meeting minutes
Career Exploration Program and Work-Based Learning (WBL) (Minimum Eligibility Standard 2)	SAE Projects	SAE Projects and Career	SAE Projects and Career	AET records and Field Day Team

Industry Certifications (Minimum Eligibility Standard 8)			Ag Align	AET Records and Ag Align Certificates
Additional Certification & Completion Possibilities / District Requirements (Minimum Eligibility Standard 8)	YQCA	YQCA	YQCA	YQCA Certificates and AET Records
Teacher Name (Minimum Eligibility Standard 9)	Andrew Martin	Andrew Martin	Andrew Martin	Teacher Matrix
Credential Name & Number (Minimum Eligibility Standard 9)	Career Technical Education	Career Technical Education	Career Technical Education	Credential
CTE Related Professional Development Attending in Application Year (Minimum Eligibility Standard 9)	California Ag Teachers	California Ag Teachers	California Ag Teachers	Teacher AET, Purchase Orders

Remove

Save

Previous Next

California Department of Education CA Dept of Education

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Career Technical Education Incentive Grant (CTEIG)

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Fiscal Year (FY) 2026-27 Budget Narrative Worksheet - California Dept. of Education

*Match is not required for each line item entered. The Match Amount total needs to equal the Match Amount entered in Applicant Profile.

Only one Match source may be entered per entry. If multiple Match sources are used, enter each individual Match source and dollar amount separately per Object Code.

*CTEIG Estimated Award FY 2026-27 is not required for each line item entered. CTEIG Estimated Award FY 2026-27 total needs to equal the Estimated Award Amount calculated in Applicant Profile.

Add New Line Item

CTEIG Estimated Award: $276,309.50

Object Code 1000

Object Code	Detailed Expenditure Description	CTEIG Amount	Match	Action
1000		$0	Local Control Funding Formula (LCFF)/General Fund ($303,480.00): CTE Teachers	Edit Remove
1000	CTE Pathways and CTSO Coordinator	$15,178	No Match Source ($0.00):	Edit Remove

Add New Line Item

Object Code 2000

Object Code	Detailed Expenditure Description	CTEIG Amount	Match	Action
2000	Classified Staff for CTE Pathway Support for Farm to Fork Class and Brave Farmer, or any other agriculture CTE pathway.	$19,246	No Match Source ($0.00):	Edit Remove

Add New Line Item

Object Code 3000

Object Code	Detailed Expenditure Description	CTEIG Amount	Match	Action
3000	Corresponding benefits to CTE classified staff and CTE Pathways and CTSO Coordinator.	$17,970	Local Control Funding Formula (LCFF)/General Fund ($119,139.00): Corresponding benefits to CTE salaries.	Edit Remove

Add New Line Item

Object Code 4000

Object Code	Detailed Expenditure Description	CTEIG Amount	Match	Action
4000	Medical Pathways Supplies and Curriculum to Start Pathway	$10,000	No Match Source ($0.00):	Edit Remove
4000	Curriculum and Supplies for Visual and Performing Arts CTE Pathway and CTSO Startup	$5,000	No Match Source ($0.00):	Edit Remove
4000	Farm to Fork / Food Science Supplies or Curriculum	$10,000	No Match Source ($0.00):	Edit Remove
4000	Floral, Horticulture, and Plant Science Supplies or Curriculum	$10,000	Other: ($20,000.00): Floral Club	Edit Remove
4000	Agriscience supplies and curriculum. Includes Intro to Ag, Ag Biology, Ag Soil Chemistry, and Animal Science.	$10,000	Strengthening CTE for the 21st Century (Perkins V) ($6,053.00): Perkins	Edit Remove
4000	Ag Mechanics Pathway Supplies and Curriculum	$10,000	Agricultural CTE Incentive Grant ($9,882.00): Agriculture Incentive Grant for Ag, FFA, and School Farm Supplies	Edit Remove

4000	CTSO Supplies	$15,000	Other: ($12,000.00): Friends of Hamilton City FFA Other: ($30,000.00): FFA (Olive Oil Sales and Golf Tournament Fundraiser)	Edit Remove
4000		$0	Local Control Funding Formula (LCFF)/General Fund ($22,400.00): District Matching Funds. Used for Curriculum and Supplies for Agriculture CTE Pathways.	Edit Remove
4000	Student Certifications	$8,916	No Match Source ($0.00):	Edit Remove

Add New Line Item

Object Code 5000

Object Code	Detailed Expenditure Description	CTEIG Amount	Match	Action
5000	College and Industry Tours	$10,000	No Match Source ($0.00):	Edit Remove
5000	CTE Teacher Professional Development	$10,000	Strengthening CTE for the 21st Century (Perkins V) ($1,947.00): Teacher Professional Development, Conference, Travel	Edit Remove
5000	CTSO Student Leadership Conference and Career Development Events Includes FFA CDE and Leadership Development Events, FFA State Leadership Conference, National FFA Convention, Made for Excellence, Advanced Leadership Academy, and more.	$20,000	Agricultural CTE Incentive Grant ($14,118.00): Ag Incentive Grant Travel, Fuel, Conference, Other Operating Expenses, Services	Edit Remove
5000	Travel for SAE Visits or CTE Supplies, Vehicle Maintenance	$5,000	Local Control Funding Formula (LCFF)/General Fund ($3,600.00): Vehicle Maintenance, Travel	Edit Remove

Add New Line Item

Object Code 6000

Object Code	Detailed Expenditure Description	CTEIG Amount	Match	Action
6000	Capital Outlay Equipment (Items from 5 year equipment acquisition schedule approved by advisory committee.) List includes shade structure for greenhouse and equipment, plasma cutter w/ water table, automatic gates for school farm, cart for equipment/supply transport, drones, or industry simulators.	$100,000	Agricultural CTE Incentive Grant ($10,000.00): Match for Equipment Acquisition	Edit Remove

Add New Line Item

Object Code 7000

Object Code	Detailed Expenditure Description	CTEIG Amount	Match	Action

Totals

Object Code	CTEIG Amount	Match Amount
1000	$15,178	$303,480
2000	$19,246	$0
3000	$17,970	$119,139
4000	$78,916	$100,335
5000	$45,000	$19,665
6000	$100,000	$10,000
7000	$0	$0
Overall Total	**$276,310**	**$552,619**

Previous Next

California Department of Education
1430 N Street
Sacramento, CA 95814

General Assurances and Certifications 2026-27

General Assurances and Certifications for Fiscal Year 2026-27.

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1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law [PL] 105-17; 34 Code of Federal Regulations [CFR] 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code [USC] §6321; PL 114-95, §1118[b][1])
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC §64001; 20 USC §6311; PL 114-95, §1111[d][1][2])

10. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
11. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
12. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524[b])
16. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, an eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law. (20 USC §7844; PL 114-95, §8304[a][2][A-B])
17. The LEA administers all funds and property related to programs funded for equitable services provided to students attending private schools. (20 USC §6320; PL 114-95, §1117[d][1])
18. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306[a][3][A-B])
19. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
20. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344[a])
21. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at

home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

22. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
23. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
24. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
25. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944[a][b])
26. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
27. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
28. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving,"
    October 1, 2009.
29. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management.
30. 30. Tribal consultation is required for all Title programs covered by ESSA (ESEA section 1111[a][1][A]) when an LEA have received a Title VI Indian Education formula grant in the

previous fiscal year that exceeds $40,000, or have 50 percent or more (using enrollment from the previous year) of its student enrollment made up of American Indian/American Native (AI/AN) students. The total AI/AN enrollment data would include those students who self-identify as AI/AN alone and AI/AN in combination with one or more races, regardless of Hispanic ethnicity. A list of LEAs required to conduct tribal consultation can be found on the California Department of Education Tribal Consultation. Each affected LEA shall maintain in the agency's records and provide to the state educational agency a written affirmation signed by the appropriate officials of the participating tribes—or tribal organizations approved by the tribes—that the consultation required by this section has occurred. (20 USC §7918; PL 114-95, §8538)

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Wednesday, April 22, 2026

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. h	Date: June 2026
Agenda Item Description: **Perkins V – Strengthening Career and Technical Education for the 21st Century Act**	
Background: **Hamilton Unified Allocation Amount for 2026-2027 is $8,491.** **Perkins is a federal act established to improve career technical education programs, integrate academic and career technical instruction, serve special populations, and meet gender equity needs.**	
Status: Application Submitted	
Fiscal Impact: $8,491 to Agriculture CTE Pathways	
Educational Impact: Grant is budgeted for $3,491 of books, equipment, and supplies, and $5,000 for CTE teacher professional development.	
Recommendation: **Approve Grant Acceptance**	

Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2026-27 Application

Activity Log

Quick Facts Box

Allocation Amount	$8,491.00
Budgeted Amount	$8,491.00
Maximum Indirect That Can Be Budgeted	$404.00 *
Maximum Indirect That Can Be Claimed	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Fri, 29 May 2026
Application Status	Approved on Tue, 26 May 2026 Awaiting Certification
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Upcoming Deadlines	Fri, 12 Jun 2026, Perkins application Initial Review by CDE Fri, 19 Jun 2026, Perkins application Final Approval by CDE

* Subject to change based on Capital Outlay and actual expenditures

User Name	Action Name	Action Date

Bryan Baker (CDE Consultant)	Application is Approved by the CDE	5/26/2026 11:56:29 AM
Janice Lohse (Perkins Coordinator)	Application Submitted for Review And Approval	5/23/2026 10:09:53 AM

Questions: Perkins Support Team | perkins@cde.ca.gov

Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2026-27 Application

Budget Revision

Quick Facts Box

Allocation Amount	$8,491.00
Budgeted Amount	$8,491.00
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Budget Revision:
A Budget Revision is required whenever any object code is overspent by more than the 20 percent allowed by Perkins. A Budget Revision will need to be submitted to and approved by CDE Consultant assigned to your region before you can begin the Claim process.

Capital Outlay:
In order to claim Capital Outlay, a Capital Outlay Request must be submitted to and approved by the Consultant assigned to your district.

Instruction:
Select each object code that will be affected by the budget revision and then select Continue

- [x] **Select All**
  - [x] **1000 Certificated Salaries**
  - [x] **2000 Classified Salaries**
  - [x] **3000 Employee Benefits**
  - [x] **4000 Books/Supplies**
  - [x] **5000 Services/ Operating Expenses**
  - [x] **6000 Capital Outlay**
  - [x] **7000 Indirect Costs**

Continue

Export Budget Report to Excel

Line Item Number	New CLNA Stakeholder Engagement	CLNA Component	Student Categories	Site Name	Industry Sector	Career Pathway	Object Code	Description	Budget Category	Narrative	Current Budget
1	N/A	Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	General Population (all CTE participants)		Agriculture and Natural Resources	N/A	4000 Books/Supplies	Equipment - Provide details	(A) Instruction	Equipment for students to use in classroom lessons or supervised agriculture experience projects on the school farm. Examples of items include hand tools for the shop, equipment for labs, clippers and livestock equipment for the school farm.	$3,491.00
2	N/A	Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	General Population (all CTE participants)		Agriculture and Natural Resources	N/A	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	CTE teacher professional development. This may include (NAAE) National Association of Agriculture Educators conference, the (CATA) California Ag Teachers Association conference, a CASE Curriculum Institute, or any other CTE teacher professional development.	$5,000.00
Totals										**Total**	**$8,491.00**

Export Budget Report to Excel

- Adjust spending above/below
- Only Perkins Coordinators will be able to submit revisions to the CDE for review. Fiscal Coordinators will only be able to enter and save proposed budget.
- Do not adjust a line item to less than the amount already reimbursed year-to-date.
- Round to the nearest whole dollar amount (no numbers past the decimal).
- The total of all 'proposed amounts' must equal the total allocation.
- When all the revised amounts are entered select the "Save Revision" button. The system will recalculate and display the allowability and balance of your proposed budget.
- If all proposed budgets meet the requirements, the 'submit' button will appear.
- Once all the budget revision is submitted to the CDE for review and approval, you will receive communication from the CDE with the progress of your budget revision.

Table 1 of 3: Spending by Category of Allowable Spending (A-H) and Object Code
This table allows the viewer to check on the allowability of the budget with regard to the limits set by the Perkins law on certain categories of spending: 1) Category H (administrative of indirect costs) has a limit of the LEA's regular indirect rate set by the CDE, or of 5%, whichever is less, 2) Category G (CTE counseling) has a 10% limit, 3) Total spending on categories A-F must be 75% or greater. Budgets with violations of these limits will be prevented from being submitted.

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
2000 Classified Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
3000 Employee Benefits	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
4000 Books/Supplies	$3,491.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$3,491.00**
5000 Services/ Operating Expenses	$0.00	$5,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$5,000.00**
6000 Capital Outlay	$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**$0.00**
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	$0.00	**$0.00**
Total	**$3,491.00**	**$5,000.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$8,491.00**

Display CLNA Component Grouped by Object Code

Display Student Categories Targeted Grouped by Object Code

Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2026-27 Application

2026-27 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	$8,491.00
Budgeted Amount	$8,491.00
Maximum Indirect That Can Be Budgeted	$404.00 *
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Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special populations; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete summary of the CLNA developed by each local educational agency (LEA). The Workbook To Accompany the CLNA Reporting Template offers a more In-depth exploration of each question from the CLNA Reporting Template to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134(b)(1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV

2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. **Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:**

    i. **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

    The spring advisory meeting for for the agriculture CTE pathway will be held June 8, 2026 at 9:00 AM. All CTE pathways at Hamilton High will be invited to attend. Previous meetings for the year

were held November 12, 2025 at the Glenn County Farm Bureau office, and August 7th. Invitations were sent to new pathway teachers to start including them in Perkins.
(Maximum 5000 Characters ≅ 2.78 pages)

ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K–14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K–14+ Pathways can be found on the CWPJAC's web page at, https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp.**

The Perkins plan and 11 Elements of a High Quality CTE Program were reviewed during advisory committee meetings. The advisory committee discussed workforce trends and skills needed to have students enter the workforce. There is even a separate committee of shop and equipment teachers meeting with industry to identify skills needed in heavy equipment, manufacturing, and drone or robotic technology. The 5 year equipment acquisition plan has been updated. The advisory committee also discussed college and industry tours for students.
(Maximum 5000 Characters≅ 2.78 pages)

iii. **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

The next CTE advisory meeting is scheduled for June 8th at 9:00 AM, with a stakeholder meeting in August of 2026.
(Maximum 5000 Characters≅ 2.78 pages)

iv. **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen? For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen? Stakeholders Participation Template**

Agriculture interests currently make up the advisory committee. At this time medical pathways and arts are beginning to form their committees, pathways, and student organizations. Currently, the CTE pathway at Hamilton Unified spending Perkins money and meeting the 11 Elements of a High Quality CTE Program is agriculture. CTE advisory members will be added for each pathway. At least 3 advisory meetings are held annually. Stakeholders include teachers, administrators, local employers, a parent, and alumni. When a committee member is absent from a meeting, we set a conference call or meeting time prior or post to update the member and review the agenda items.

The advisory committee has nine members, plus the principal. The best attendance is usually at the fall meeting. Spring is difficult for committee members as it is a busy season for agriculturists in our community.
(Maximum 5000 Characters≅ 2.78 pages)

2. **Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated):**

   i. **Responses must include a description of which of the seven required evaluative data "Indicators" from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).**

   ii. **For each of those "Indicators," list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.**

   iii. **Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA's CTE program and summarize the LEA's performance across those metrics. Perkins V Performance Indicators**

Student performance indicators are analyzed each year to implement goals and improvements to the CTE program where applicable. Teachers meet in PCL groups to look at the performance indicators. Graduation rates, academic proficiency, and graduate follow-up are all considered. When analyzing Hamilton High School scores on the school dashboard, Hamilton did not meet the baseline levels, but have improved scores in some categories. Improvement strategies implemented include Intervention, support classes, and teacher PCL's. Benchmarks are also in place to measure students' learning progress throughout the school year. Discussions of class scheduling, prerequisites, and student placement in classes are all part of the larger conversations. In CTE, teachers have implemented more math and reading into the everyday curriculum to increase performance levels of students. Hamilton Unified graduation rate continually meets performance levels.
(Maximum 15000 Characters ≅ 8.3 pages)

3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

There are two main goals that drive education at Hamilton Unified School District: academic success for every child we serve, and the development of good character in all. The district follows CTE Model Curriculum Standards and Frameworks, and strives to align with Math, English, and NGSS standards. CTE students are encouraged by teachers, counselors, and administrators to enroll in a CTE class. Agribusiness, Animal Science, Horticulture, and Introduction to Agriculture are offered as Dual Enrollment courses through Butte College. Ag Biology, Soil Chemistry, Animal Science, Floral Design, and Introduction to Agriculture are all UC-approved courses. Instructors work closely with the Special Education Department to maintain open communication about student services and accommodations. Due to the small school and class sizes, it is easy for the CTE program to adjust to meet the needs of special population students. All CTE courses are standards aligned and the Braves Time Intervention allows for students to spend additional time with a teacher when needed.
(Maximum 5000 Character ≅ 2.78 pagess)

4. **Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

More than 2/3 of the students enrolled in Hamilton High participate in the CTE programs included in this plan. The CTE program provides students with the opportunity to acquire skills and career training to

prepare them for success in a changing workplace or continuing education. The CTE program includes special population students, nontraditional students, English learners, individuals with disabilities, and economically disadvantaged students. All students have the opportunity to excel and earn awards or certifications. FFA degrees and proficiency awards are also available. Goals and expected outcomes include: provide students with industry skills and career guidance, reinforce CTE skills with basic academic skills through applied learning experiences such as Supervised Agricultural Projects or Placements, assist students in developing work ethic and employability skills, communication between CTE teachers and industry stakeholders or advisory committee, and the ability of every program completer to have the skills necessary to obtain employment. As of now, the Agriculture CTE pathways are the only programs of study that are using Perkins funds at Hamilton Unified.
(Maximum 5000 Characters ≅ 2.78 pages)

5. **Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups**

   CTE teachers attend numerous professional development activities. The following list includes trainings teachers have attended: Superior Region CATA Road Show, CATA Summer Conference, New Professionals Institute, and North Valley Section CATA. Hamilton Unified also provides staff development days to improve or update teaching methods and practices in the LEA. The agriculture teachers also attend numerous professional organization meetings and industry workshops. Agriculture teachers are active in the area they teach, allowing teachers to stay current with industry needs and keeping an open line of communication between the teachers and industry professionals. The California Ag Teachers' Association, Farm Bureau, and personal business ventures in animal science, tree crops, and more keep CTE teachers up to date as industry professionals.
   (Maximum 5000 Characters ≅ 2.78 pages)

6. **Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:**

   i. **improve rates of access to, or performance gaps in, the courses and programs for special populations;**

      Hamilton Unified School District will not allow discrimination at any level of the education system. Accommodations are made to ensure access to all programs. All students enrolled in the Agriculture CTE courses are also members of the CTSO, which is FFA. Just to name a few things that help students overcome barriers, Hamilton High School has a school farm for student projects, provides transportation for students and projects with the use of agricultural vehicles and trailers, and provides loans through community donations for student SAE projects.
      (Maximum 5000 Characters ≅ 2.78 pages)

   ii. **providing programs that are designed to enable special populations to meet the local levels of performance;**

      Special populations are included in all CTE classes. When needed, classroom aides will assist with Special Population Students.
      (Maximum 5000 Characters ≅ 2.78 pages)

   iii. **providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.**

All students are included in CTE activities and FFA conferences or events in order to prepare for high-skill, high-wage, or in-demand industry sectors. Students are encouraged to participate in Career Development Events through FFA, as well as Leadership Development Events and Conferences.
(Maximum 5000 Characters ≅ 2.78 pages)

7. **Section 134(c)(2)(B)(ii): Alignment to Labor Market Information**

   Hamilton City and the surrounding area is predominantly agriculture. Most jobs are involved in production agriculture or are immediately in the chain of production, distribution, or marketing of agricultural products. Labor information presented by the Department of Labor, local employment needs, regional, state, and national employment needs, retirement rates, average age of the workforce, and reports from industry show he neccessity for training students in CTE. In recent statistical reports, Glenn County's largest sectors are farming, government enterprises, and retail trade. The medical fields and food service occupations are also a fast-growing sector.
   (Maximum 5000 Characters ≅ 2.78 pages)

Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. **Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:**

   i. **informs the selection of the specific CTE programs and activities selected to be funded;**

   ii. **describes any new programs of study the eligible recipient will develop and submit to the State for approval;**

   iii. **shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

   CTE programs and activities are selected for funding based upon teachers having a CTE credential and student CTSO. At Hamilton Unified, the only program that meets these CTE requirements is the Agriculture and Natural Resources pathway. If at any time an additional pathway in CTE is added, funding will be split across class sections. All students, including special population students, are able to enroll in a CTE program of study and be involved in the CTSO, which is FFA. All course offerings have descriptions in the course handbook, are listed on the student registration paper provided, are listed in the Ag Pathway packet, and are on the website. Counselors, along with CTE teachers, continue to counsel/mentor students regarding the scope and sequence of the CTE coursework.
   (Maximum 5000 Characters ≅ 2.78 pages)

2. **Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:**

i. **career exploration and career development coursework, activities, or services;**

ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**

iii. **an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

Career exploration and career development is part of the coursework, as well as Career Development Events, Leadership Development Events, and Supervised Agriculture Experience Projects. With FFA as the recognized CTSO, examples of opportunities include: Greenhand Conference, Made for Excellence, Advanced Leadership Academy, State Leadership Conference, Job Interview, Creed Speaking, Impromptu Speaking, Farm Power, Fruit Tree Judging, Veterinary Science, and Cooperative Marketing. Industry and college tours are also available for students to attend. The advisory committee also helps to keep up-to-date information on industry skill demand. Open communication between counseling, CTE teachers, Administration, and Special Education is key to success. The district also has time set aside for teacher collaboration, student intervention, and SMART teams when needed.
(Maximum 5000 Characters ≅ 2.78 pages)

3. **Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

Academic and technical skills of students will be improved in the CTE program by strengthening the academic and CTE components. Ag Biology, Animal Science, Ag Soil Chemistry, Agribusiness, Plant Science, Metal Art, and Introduction to Agriculture are all UC-approved courses. Agribusiness, Animal Science, Introduction to Agriculture, and Plant Science are all Dual Enrolled through Butte College. Hamilton Unified currently offers certifications to students through Ag Align, Safe Serve, and Youth for the Quality Care of Livestock

4. **Section 134(b)(5)(A-D): describe how the eligible recipient will:**

i. **provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**

ii. **prepare CTE participants for non-traditional fields;**

iii. **provide equal access for special populations to CTE courses, programs, and programs of study; and**

iv. **ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.**

Use the information provided through the CLNA to answer this content of this section.

All CTE programs are equal access for all students. This includes special populations. Discrimination is not tolerated. CTE will prepare students for work-ready careers, as well as continued education. Activities are provided to prepare students for high-skill, high-wage, or in-demand industry sectors. Skills are taught, and students are able to practice and explore career options. Competitive events are also available to explore career options. Industry tours, internships, and student ownership projects also lead to students' self-sufficiency. The school farm learning lab also provides for practical application of what is taught in CTE classes.
(Maximum 5000 Characters ≅ 2.78 pages)

5. **Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.**

   Work-based learning opportunities have included Supervised Agriculture Experience Projects such as working for tree crop farms with almonds and walnuts, dairy farms, sales jobs, yard service, and more. Hamilton Unified currently has over 106 livestock projects entered in the county fair, as well as an additional 80 exhibits. Ag Careers class also offered to allow students time out of the day to work outside of the classroom. In order to be enrolled in Ag careers students need proof of work experience, and another agriculture class that is taught on campus. CTE Instructors measure the progress of the industry tours, or place industry jobs with qualified students.
   (Maximum 5000 Characters ≅ 2.78 pages)

6. **Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer the content of this section.**

   Hamilton Unified has the following classes Dual Enrolled with Butte College: Agribusiness, Plant Science or Horticulture, Animal Science, and Introduction to Agriculture. Pathway completer recognition medals are provided for students to wear at graduation, as well as four-year completer sashes. One of the Hamilton High CTE teachers is also a member of the Butte College Agribusiness Advisory Committee. This helps with an open line of communication and expectations.
   (Maximum 5000 Characters ≅ 2.78 pages)

7. **Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.**

   CTE teachers attend a variety of professional development workshops each year. The California Ag Teachers' Association has Section, Region, and State meetings each year. These meetings include curriculum workshops, administrators' nights, skill training for equipment, teacher retention through mentoring, and more. CTE teachers also have personal ventures in agriculture, which act as an externship, allowing teachers to bring the experiences and knowledge to the classroom. Hamilton Unified allows teachers time off for professional development, and also provides PLC time for teachers to meet and plan.
   (Maximum 5000 Characters ≅ 2.78 pages)

8. **Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

   Disparities or gaps between groups of students will be addressed on a school-wide basis. Hamilton Unified strives to increase testing scores each year. Braves Time is an intervention that each student is enrolled in to help students when needed Hamilton High has also hired a teacher and multiple aides to implement intervention throughout the day. Support classes are also offered specific to subject matter. Reduced class sizes in the CTE program allow for teachers to work closely with students in the CTE. program. Benchmark testing has also been implemented.
   (Maximum 5000 Characters ≅ 2.78 pages)

LEA Sign-off

Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save And Continue To Section V

California Department of Education
1430 N Street
Sacramento, CA 95814

Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2026-27 Application

2026-27 Section II - Stakeholders

Quick Facts Box

Allocation Amount	$8,491.00
Budgeted Amount	$8,491.00
Maximum Indirect That Can Be Budgeted	$404.00 *
Maximum Indirect That Can Be Claimed	The maximum indirect amount that can be expended cannot exceed $0.00
Application Due Date	Fri, 29 May 2026
Application Status	Approved on Tue, 26 May 2026 Awaiting Certification
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Upcoming Deadlines	Fri, 12 Jun 2026, Perkins application Initial Review by CDE Fri, 19 Jun 2026, Perkins application Final Approval by CDE

* Subject to change based on Capital Outlay and actual expenditures

Special Population Stakeholders

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study, by increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. (Perkins V, Sec. 2, Purpose (20 U.S.C. 2301). Perkins V requires LEAs to ensure equal access, participation, and success by helping special population students overcome barriers to accessing and succeeding in CTE programs. Programs must enable these students to meet performance targets and develop skills for high-skill, high-wage, or in-demand careers.

This form confirms that administrators or coordinators responsible for each special population program contributed to your 2025-26 Comprehensive Local Needs Assessment.

- Each special population category must be signed by your LEA's designated administrator or certificated representative for that program
- Download the Sign-off Form for Representatives of Special Populations
- Collect all required signatures
- Keep on file for compliance reviews, investigations, or audits

Students with Disabilities (Special Education Coordinator/Administrator)

Name	Dr. Jeremy Powell
Title	Superintendent

Economically Disadvantaged (Title I Coordinator/Administrator)

Name	Dr. Jeremy Powell
Title	Superintendent

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name	Dr. Jeremy Powell
Title	Superintendent

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Name	Dr. Jeremy Powell
Title	Superintendent

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name	Dr. Jeremy Powell
Title	Superintendent

English Language Learners (English Learner Coordinator/Administrator)

Name	Dr. Jeremy Powell
Title	Superintendent

Homeless

Name	Dr. Jeremy Powell
Title	Superintendent

Youth who are In, or who have aged out Of, the foster care system

Name	Dr. Jeremy Powell
Title	Superintendent

Youth with a parent who is on active duty In the military

Name	Dr. Jeremy Powell
Title	Superintendent

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

1. CTE-eligible credential

   1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.

   1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.

   1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).

   1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.

2. The subject of the credential matches the pathway assigned.

   2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.

   2B) Enter the name of the site of the pathway.

   2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.

   2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name **First:** [ ] **Middle:** [ ]
Last: [ ]

1B) CTE-Eligible Credential Document Number

[ ]

1C) Document Title Select Document Title

1D) Subject Description Select a subject description

2) Does the Credential Match the Assignment?

2A) Site Name Select Site

2B) Local Name of Pathway

2C) CALPADS Pathway Name

Select Pathway

Submit Teacher

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Hautala, Ashley Ivy	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Hamilton High	Agriculture and Natural Resources -- Agriscience	Approved	Expiry 8/1/2028. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Lohse, Janice Elisabeth	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Hamilton High	Agriculture and Natural Resources -- Ornamental Horticulture	Approved	Expiry 9/1/2031. SS/Intro Biz, Ag.	Delete Review

Martin, Andrew	Career Technical Education Teaching Credential -- Agriculture & Natural Resources	Hamilton High	Agriculture and Natural Resources -- Agricultural Mechanics	Approved	Expiry 7/1/2030.	Delete Review

Export to Excel

LEA Sign-off

As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2025-26 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save and Continue to Section III

Strengthening Career and Technical Education for the 21st Century Act **(Perkins V)**

2026-27 ASSURANCES AND GRANT CONDITIONS

Assurances Regarding the Use of Perkins V Funds

1. All of the funds made available under Perkins V will be used in accordance with all sources of requirements for high quality CTE, including:
    a. The Perkins V Act (Perkins V, §6)
    b. The Code of Federal Regulations (EDGAR). (Perkins V §218)
    c. *California's Federal Perkins V State Plan for CTE*, formerly known as the *California State Plan for CTE.* (Perkins V, §122)
    d. California Education Code. (Perkins V, §122)
    e. California Schools Accounting Manual (CSAM). (Perkins V, §122)
    f. Providing evidence to the CDE in the manner and format it needs to meet its own evidentiary requirements to the federal government. (34 CFR §76.722, §76.730–§76.731)

2. Funds will be used to benefit CTE programs' (Perkins V §135(a-b), §211(a)) high-quality CTE pathways (2008-2012 California State Plan for Career Technical Education, pp 225) and align to the LEA's Comprehensive Local Needs Assessment (CLNA) (Perkins V §135(a-b)).

3. Funds made available under the Perkins V for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. (Perkins V, §211[a])

4. No funds made available under Perkins V shall be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins V, §214)

5. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the middle grades (any of grades 5-8). Pre-pathway spending of Perkins V funds is allowable (Perkins V, §215) as long as it is integral to the high quality CTE pathways of the high school (2008-2012 California State Plan for Career Technical Education, pp 225) (*California's Federal Perkins V State Plan for CTE*, formerly the *2008-2012 California State Plan for Career Technical Education*).

6. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins V, §122[d][13][B]])

7. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in *California's Federal Perkins V State Plan*, formerly the *2008-2012 California State Plan for Career Technical Education*, will be limited to programs as described in the local CTE plan that (a) include a clearly defined sequence of courses that prepare students for entry-level employment or further training for more advanced employment, including postsecondary education; (b) begin no earlier than the middle grades; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher (both a CTE-eligible credential and industry experience that matches the sector of the pathway assigned) (*California's Federal Perkins V State Plan*, formerly the *California State Plan for CTE*, page 57); and (e) integrates CTE Model Curriculum Standards (CTEMCS) and academic standards.

8. The eligible recipient will comply with the requirements of Perkins V, Title I, and the provisions of California's *Federal Perkins V State Plan*, formerly the *California State Plan for Career Technical Education*, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins V, §122[d][13][A])

Special Assurances are Required for Funding

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to be effective. (Perkins V, §135[b])

2. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

3. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins V, §216)

4. The eligible recipient that uses funds under Perkins V for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins V, §217[a])

5. The eligible recipient may, upon written request, use funds made available under Perkins V to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins V, §217[b])

6. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible

recipient regarding the meaningful participation, in CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins V, §217[b][2])

Assurances Regarding Consortia

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.

2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins V, §131[f][2] and §132[a][3][B])

Grant Conditions

The application for funds can be completed and submitted online through the California Department of Education (CDE) Programs Grant Management System (PGMS) Web page at http://www3.cde.ca.gov/pgms/logon.aspx. All other forms related to this grant, as well as anything referenced in these grant conditions, can be found on the CDE Perkins Web page at http://www.cde.ca.gov/ci/ct/pk/.

1. Your local educational agency's (LEA's) Strengthening Career and Technical Education for the 21st Century Act (Perkins V) grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Career, Technical, and Adult Education. The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to, and grantees must comply with, ED's federal regulations contained in the Code of Federal Regulations (CFR), including those found in Title 2 of the CFR at Parts 200, 3474 and 3485; as well as Title 34 of the CFR at Parts 75 – 82; and Title 34, Subtitle B, Chapter 1 (the regulations of ED's Office of Civil Rights)

2. In order to accept Perkins V funds, the LEA must have:
   - At least one complete "program of study" as defined by Perkins V Section 3 Paragraph 41.
   - A completed Comprehensive Local Needs Assessment that meets the requirements as defined by Perkins V, Section 134(c) – (e).
   - An approved online application submitted through the PGMS and approved by the CDE.

3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.

4. Funds awarded under Perkins V shall be used to **supplement, and shall not supplant,** non-federal funds expended to carry out CTE program activities.

5. The LEA must meet all federal statutes and regulations applicable to Perkins V in its administration of the program.

6. Perkins V requires grant recipients to submit annual Perkins Indicators data by the designated deadlines via CALPADS for Section 131 applicants and Section 132 ROP applicants, and via CASAS for Section 132 Adult Education applicants. Final reimbursement for the grant period will not be paid until the data are submitted to the CDE. The CDE may request that all Perkins V funds for the program year be returned for failure to adhere to the Perkins V data requirements.

7. All Perkins V funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by **June 30**. Any funds left unclaimed after **September 30**, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed**.

8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.

9. While interest earned up to $500 per year may be retained by the grantee for administrative expense, interest earned in excess of that amount must be remitted to the federal government pursuant to Title 2, CFR Section 200.305.

10. Any single expenditure of $10,000 or greater (not including taxes, shipping, and installation) is considered a capital outlay and requires prior written CDE approval, separate from their entry into the Strategic Spending Plan (budget) in PGMS.

11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through PGMS. Filing a second quarter claim and fourth-quarter claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:
    - First quarter (July 1–September 30): due before or on October 31
    - Second quarter (October 1–December 31): due before or on January 31
    - Third quarter (January 1–March 31): due before or on April 30
    - Fourth quarter/Final (April 1–June 30): due before or on July 31

12. A budget revision is required through PGMS for new expenditures (an expenditure that does not fit all of the descriptors of a line item of the approved budget, in letter and in spirit, between and

including object code and original narrative) or if the sum of expenditures for any object code as a whole, year-to-date, will be exceeded by 10 percent or more of the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 10 percent may not be approved for payment when a claim is submitted.

13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.

14. Federal regulations governing the Perkins V will overrule any errors inadvertently made by the CDE.

Perkins Coordinator Signature:

Printed Name: Janice Lohse

Title: Teacher / CTE Coordinator

Signature: J. Lohse

Date: 6/10/26

Agenda Item Number: 13. i	**Date:** 6/12/2026
Agenda Item Description: Course Approval 2026-27	
Background: "California K–12 and County Office of Education school districts providing adult education must have their courses approved by their local board and on record with the California Department of Education (California Education Code Sections 51056 and 52506). Courses may be selected from the Approved Course List below. Adult schools must submit annually through the **Course Approval System** on the California Adult Education Online Application and Reporting site (login required). Course submittals are due each year **before** the beginning of the program year. They may be revised and resubmitted for approval during the year as needed."	
Status: Pending Board Approval	
Fiscal Impact: Required by CDE to receive WIOA funding	
Educational Impact: Courses that Hamilton Adult School will offer to adult education students (concurrent and adult).	
Recommendation: Approve 2026-27 Adult Ed Courses	

California Adult Education Online Application and Reporting

(/MyHome)

Home (/MyHome) / Course Approval System Home (/StateProgram/Courses) / Select Fiscal Ye

Course Approval System Navigation

Home (/StateProgram/Courses)

Information and Procedures (/StateProgram/Courses/CourseApprovalInfo)

Select Courses (/StateProgram/Courses/SelectFiscalYear?src=Select)

Review Course List (/StateProgram/Courses/SelectFiscalYearForReview)

Request Approval (/StateProgram/Courses/ApprovalMenu)

Approval Letters (/StateProgram/Courses/ApprovalLetters)

Review Courses for Fiscal Year 2026–27

You have selected 30 courses.

Course Name	Course Number	Year Course Outline Approved	Edit
Basic English	2102	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=4&parentId=1)
Basic Mathematics	2402	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=4&parentId=1)

Course Name	Course Number	Year Course Outline Approved	Edit
Algebra 1	2403	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Art Appreciation	2816	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Art History	2803	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Biology	2603	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Computer Literacy	2450	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Consumer Mathematics	2401	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)

Course Name	Course Number	Year Course Outline Approved	Edit
Earth Science	2618	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Economics	2701	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
English 10	2131	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
English 11	2132	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
English 12	2133	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
English 9	2130	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
General Mathematics	2400	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
General Science	2611	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Geometry	2413	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)

Course Name	Course Number	Year Course Outline Approved	Edit
Government	9972	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Health	2535	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Life Science	2621	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Physical Science	2610	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Science Elective	2698	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Social Science Elective	2798	2026	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
United States History	2709	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
World History: Survey	2711	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=5&parentId=1)
Course Name	**Course Number**	**Year Course Outline Approved**	**Edit**

Course Name	Course Number	Year Course Outline Approved	Edit
Career Exploration	9978	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=22&parentId=1)
General Elective	9979	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=22&parentId=1)
Government and History (Citizenship Preparation)	9995	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=22&parentId=1)
Work Readiness	9977	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=22&parentId=1)

Course Name	Course Number	Year Course Outline Approved	Edit
ESL MultiLevel	9986	2025	Edit (/StateProgram/Courses/SelectAcademicCourses?fy=202627&recId=6&parentId=1)

Select More Courses (/StateProgram/Courses/SelectProgramArea?fy=202627)

Submit Course List to CDE for Approval (/StateProgram/Courses/RequestApproval?fy=202627)

Site Map (/Support/SiteMap) | Accessibility (/Info/Accessibility)

For technical support please contact Adult Ed Support (/Support/ContactOTAN) at the Outreach and Technical Assistance Network (OTAN). Support is also available by telephone at 916-228-2580, from 8:00 a.m. - 4:00 p.m., Monday through Friday. This website is maintained by the staff of OTAN. Visit our website at https://www.otan.us (https://www.otan.us)

CSBA POLICY GUIDE SHEET

Board Policy 5131.2 – Bullying

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. Policy also updated to reference NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE addressing discrimination, and reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying," which encourages district families to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Administrative Regulation 5131.2 – Bullying

Regulation updated to expand the definition of "cyberbullying" to reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying." Regulation also updated to add additional measures to prevent bullying as provided in NEW U.S. SURGEON GENERAL GUIDANCE by developing a strategic plan for school connectedness and social skills with benchmark tracking, implementing socially based educational techniques, creating a supportive school environment that fosters belonging, and building social connection into health education courses. Additionally, regulation updated to include digital and media literacy skills in student instruction, as provided in NEW U.S. SURGEON GENERAL GUIDANCE, expand the responsibilities of staff as role models for students, and reflect **NEW LAW (AB 2879, 2022)** which requires a social media platform to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying. Regulation additionally updated to reflect **NEW LAW (AB 1165, 2023)** which encourages the district to have a student who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, and the victim, to engage in a restorative justice practice suitable to address the needs of both of the students, engage the perpetrator in a culturally sensitive program, and to regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

Board Policy 4119.21/4219.21/4319.21 - Professional Standards

Policy updated to add, to the philosophical paragraph, the Governing Board's desire to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students, and to expand upon the expectations for district employee conduct. Additionally, policy updated to reflect NEW LAW (SB 848, 2025) which prohibits inappropriate conduct between district employees, adult volunteers, and contractors and among and between adults employed, volunteering, or under contract with the district. In addition, policy updated to clarify that inappropriate employee conduct includes (1) engaging in any conduct that endangers or threatens to endanger students, staff, or others, and (2) other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated in conjunction with the accompanying administrative regulation.

Administrative Regulation 0450 - Comprehensive Safety Plan (OPTION 2)

Regulation updated to reflect **NEW LAW (SB 848, 2025)** which (1) expands the list of persons who may cooperate in the review of the comprehensive school safety plan (CSSP) to include the district's public entity risk pool joint powers authority or insurance provider, (2) adds child neglect to the reporting procedures required to be included in the CSSP, (3) requires, when the CSSP is next reviewed and updated, or by no later than July 1, 2026, that the CSSP includes procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses, (4) adds a sex offense that has occurred on campus to acts that the principal is authorized to notify parents/guardians and employees of, and (5) expands the definition of "violent crime." Additionally, regulation updated to reflect **NEW LAW (SB 98, 2025)**, which requires, when a CSPP is next reviewed and updated, but no later than March 1, 2026, to include procedures specifically designed to notify parents/guardians and district staff when the school confirms the presence of immigration enforcement on a school site. In addition, regulation updated to reflect **NEW LAW (AB 962, 2025)** which authorizes districts to prohibit a student from possessing or using a smartphone in the case of an emergency or in response to a perceived threat of danger, if the prohibition is explicitly addressed in the district's CSSP.

Board Policy 6164.2 - Guidance/Counseling Services (OPTION 1)

Policy updated to reflect **NEW LAW (AB 278, 2023)** which establishes the Dream Resource Grant Program with the goal of creating Dream Resource Centers at schools that serve students in grades 9-12, and NEW LAW (SB 223, 2023) which provides flexibility for pupil personnel services holders to receive authorization to provide child welfare and attendance services by either completing a Commission on Teacher Credentialing (CTC)-approved program of supervised field experience, or a CTC-approved program of professional preparation offered by a local educational agency. Additionally, policy updated to clarify that (1) guidance counseling regarding school programs and career, vocational, or higher education opportunities may not be differentiated based on any protected category specified in law or board policy, and that (2) the district may not use testing or other materials that permit or require impermissible or unlawful differential treatment of students, unless such different materials cover the same occupations and interest areas and the use of such materials is essential to the elimination of bias and discrimination. In addition, policy updated to reflect NEW LAW (AB 1173, 2023) which requires a district that serves students in any of grades 9-12 that is planning to hold a college or career fair to notify each community college district that has overlapping jurisdiction of the date, time, and location of the fair, and provide an opportunity for the community college district to participate. Policy also updated to reflect NEW LAW (AB 665, 2023) which aligns a section of the Family Code with a related Health and Safety Code section which allows a minor age 12 or older to consent to outpatient mental health counseling or treatment services without parent/guardian consent if, in the opinion of a school psychologist or other professional person, the minor is mature enough to participate intelligently in the services, without having to establish that the minor would present a danger of serious physical or mental harm to themself or others without the mental counseling or treatment services or that the minor is an alleged victim of incest or child abuse; however the child's parent/guardian is required to be involved unless the professional person determines after consulting with the minor that it would be inappropriate. Policy also updated to delete the requirement for school counselors to assist in the development of the comprehensive safety plan since this is not required by law, but maintained the requirement for school counselors to assist in the development of the disaster preparedness plan, which is part of the comprehensive safety plan.

Board Policy 0410 - Nondiscrimination in District Programs and Activities

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. Policy also updated to reflect **NEW LAW (AB 3074, 2024)** which prohibits public schools, except public schools operated by an Indian tribe or a tribal organization, from using the term "Redskins" as a school or athletic team name, mascot, or nickname, and, beginning July 1, 2026, prohibits public schools, other than those operated by an Indian tribe or a tribal organization, from using any derogatory Native American term for school or athletic team names, mascots, or nicknames without the written consent of a local federally recognized Indian tribe.

Contact: Superintendent, 620 Canal St, Hamilton City, CA 95951
(530) 826-3261, jpowell@husdschools.org

Board Policy 4119.11/4219.11/4319.11 - Sexual Harassment

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4030 - Nondiscrimination in Employment to keep material related to discrimination, including sex discrimination, together. In addition, policy updated to add general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved from the accompanying administrative regulation. Policy also updated to align those who are included as "employees" for purposes of the policy and accompanying administrative regulation with analogous language in related sample Board policies and administrative regulations.

Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4030 - Nondiscrimination in Employment to keep material related to discrimination, including sex discrimination, together. In addition, regulation updated to delete general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved to the accompanying Board policy. Regulation also updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination or harassment includes discrimination or harassment not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, regulation updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for sexual harassment in the course of employment. In addition, regulation updated to delete examples of actions that may constitute sexual harassment as it is nuanced regarding when the action(s) amount to sexual harassment.

Contact: Superintendent, 620 Canal St, Hamilton City, CA 95951
(530) 826-3261, jpowell@husdschools.org

Board Policy 5145.3 - Nondiscrimination/Harassment

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. Policy also updated to make permissive, when a student has been suspended or other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation the (1) engagement of a victim and perpetrator in restorative justice practices, (2) engagement of the perpetrator in culturally sensitive programs, and (3) regular checks on the victim to ensure the victim is not in danger of suffering from any long-lasting mental health issues, as these measures are encouraged rather than required by state law.

Administrative Regulation 5145.3 - Nondiscrimination/Harassment

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to reflect **NEW LAW (SB 939, 2024)** which requires districts to ensure that specified resources related to neurodiversity are readily accessible in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. In addition, regulation updated to delete material related to Title IX sexual harassment, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 5145.7 - Sexual Harassment to keep material related to sexual harassment, including Title IX sexual harassment, together. Regulation also updated to add section "Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students," which was moved from Administrative Regulation 5145.7 - Sexual Harassment and updated in accordance with various provisions of state and federal law and related court cases.

Board Policy 5145.7 - Sexual Harassment

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title

IX regulations, and include in Board Policy and Administrative Regulation 5145.3 - Nondiscrimination/Harassment to keep material related to discrimination, including sex discrimination, together. In addition, policy updated to add general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved from the accompanying administrative regulation.

Board Policy 1312.2 - Complaints Concerning Instructional Materials

Policy updated to reflect **NEW LAW (SB 153, 2024)** which prohibits the Governing Board from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination in accordance with specified state law.

Administrative Regulation 1312.2 - Complaints Concerning Instructional Materials

Regulation updated to reference **NEW LAW (SB 153, 2024)** which prohibits the Governing Board from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination in accordance with specified state law.

Board Policy 1240 - Volunteer Assistance

Policy updated to align with law the list of characteristics for which harassment of a volunteer is prohibited. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which provides that a volunteer who is over 18 years of age who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee is a mandated reporter and subject to the requirements of The Child Abuse and Neglect Reporting Act, including, but not limited to, notification, training and reporting requirements.

Administrative Regulation 1240 - Volunteer Assistance

Regulation updated in conjunction with the accompanying Board policy.

Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures

Regulation updated to more closely align with the California Department of Education's federal program monitoring instrument.

Administrative Regulation 4112.5/4212.5/4312.5 - Criminal Record Check

Regulation updated to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC.

Board Policy 5141.4 - Child Abuse Prevention and Reporting

Policy updated to reflect that the Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which authorizes any instructional program on child abuse offered by the district to include, in addition to instruction on sexual abuse and human trafficking prevention, instruction on sexual assault,. In addition, policy updated to clarify that parent(s)/guardian(s) have the right to excuse their child from all or part of abuse, including sexual abuse, and human trafficking prevention education, and assessments related to that education, in accordance with law and Board policy. Policy also updated to reflect the requirement that districts that issue student identification cards for students in grades 7-12 have printed on them (1) the 988 Suicide and Crisis Lifeline, (2) the National Domestic Violence Hotline, and (3) as required by **NEW LAW (AB 727, 2025)** The Trevor Project's LGBTQ+ suicide hotline, and may have printed on them a quick response (QR) code that links to the county's mental health resources website.

Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting

Regulation updated to reflect **NEW LAW (SB 848, 2025)** which (1) adds to the definition of "mandated reporter" a Governing Board member, or volunteer who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee, (2) requires volunteers to be provided mandated reporter training within six weeks of commencing volunteer services, and (3) adds specified training and notice requirements.

Contact: Glenn County Child Welfare Services, (530) 934-1429

Board Policy 5145.6 - Parent/Guardian Notifications

Policy updated in conjunction with the accompanying exhibit, which is reviewed and updated annually.

Board Policy 3515 - Campus Security

Policy Updated to reflect The Department of Homeland Security's, "Behavioral Threat Assessment and Management in Practice," guide.

Administrative Regulation 3515 - Campus Security

Regulation updated to emphasize that a campus security plan be developed for each school site. Additionally, regulation updated to reference (1) **NEW LAW (AB 2715, 2024)** which authorizes the Governing Board to hold a closed session meeting with law enforcement or security personnel on matters posing a threat to security, including a threat to critical infrastructure controls or critical infrastructure information relating to cybersecurity, (2) **NEW LAW (AB 1858, 2024)** which requires districts to comply with specified requirements if a district's comprehensive school safety plan (CSSP) includes procedures to prepare for active shooters or other armed assailants by conducting a drill, and (3) the requirement for CSSPs to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at a district school, an activity sponsored by the school, or on a school bus serving the school. In addition, regulation updated to reflect **NEW LAW (AB 2565, 2024)** which requires districts that undertake an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building, to install interior locks on each door of any room with an occupancy of 5 or more persons in that school building.

Board Policy 5144 - Discipline

Policy updated to reflect **NEW LAW (SB 291, 2023)** which, beginning with the 2024-25 school year, prohibits a school staff member from denying a student's recess unless the student's participation poses an immediate threat to the physical safety of the student or one or more of the student's peers. Additionally, policy updated to clarify that the Governing Board may, but is not required, to review approved discipline rules for consistency with Board policy and state law. In addition, policy updated to include interventions and supports to students as a priority in determining appropriate discipline.

HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, May 27, 2026
www.husdschools.org

5:30 p.m.	Public session for purposes of opening the meeting only
5:30 p.m.	Closed session to discuss closed session items listed below (For Board Only)
6:30 p.m.	Reconvene to open session

Hamilton Unified School District Board Meetings are open to the public.

1.0 OPENING BUSINESS: 5:33 p.m.

a. Call to order and roll call

___X__Hubert "Wendell" Lower, President
Absent Rod Boone, Clerk
___X___Gabriel Leal
___X__Vanessa Ortiz
__X__Ray Odom

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. None

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

a. Government Code Section 54956.8, Conference with Real Property Negotiators
Property:
Agency Negotiators: Dr. Jeremy Powell, Superintendent; Kristen Hamman, Chief Business Official
Under Negotiation: Price and Terms of Payment

b. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.

c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.

Report out action taken in closed session. Nothing to report out of closed session.

5.0 PUBLIC SESSION/FLAG SALUTE: Mr. Lower lead the flag salute.

6.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mrs. Ortiz 2nd by Mr. Leal Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

7.0 COMMUNICATIONS/REPORTS:

a. Board Member Comments/Reports
b. ASB President and Student Council President Reports
   i. Hamilton High School – Selina Villegas
      1. Isabella Lozano presented.
   ii. Hamilton Elementary School – Ariana Chavez
      1. Ms. Chavez introduced the 2026-27 Student Council.

c. District Reports (written)
    i. Technology Report by Frank James
    ii. Nutrition Services Report by Erendida Moreno
    iii. Operations Report by Alan Joksch
    iv. Community Schools and Family Engagement by Rachel Sanchez
    v. Human Resources & State and Federal Programs by Jolene Towne
d. Principal and Dean of Student Reports (written)
    i. Ulises Tellechea, Hamilton Elementary School Principal
        1. Mr. Tellechea presented.
    ii. Maria Reyes, District Dean of Students
        1. Mrs. Reyes presented.
    iii. Cris Oseguera, Hamilton High School Principal
        1. Mr. Oseguera presented.
    iv. Silvia Robles, Adult School
e. Chief Business Official Report by Kristen Hamman (written)
f. Superintendent Report by Jeremy Powell (written)
    i. Dr. Powell presented.

8.0 PRESENTATIONS:

a. IT Department Presentation
    i. Mr. James and Mr. Watson presented.
b. HUSD Dual Language Education Master Plan
    i. Mrs. Sawyer presented.

9.0 CORRESPONDENCE:

a. None

10.0 INFORMATION ITEMS:

a. HUSD Enrollment History for 6 years
    i. Dr. Powell reviewed.
b. Bond Status: Fund 21 Update
    i. Dr. Powell reviewed.
c. New & Current Staff Bios
    i. Dr. Powell reviewed.
d. LCAP/Strategic Planning
    i. Dr. Powell reviewed.

11.0 DISCUSSION ITEMS:

a. None

12.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon**.**
None.

13.0 ACTION ITEMS:

a. Adopt Resolution 25-26-108: Order of Election

Motion to adopt Resolution 25-26-108 by Mr. Odom 2nd by Mr. Leal — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

b. Approve the 2024-25 Measure F Bond Building Fund Audit Report

Motion to approve report by Mr. Leal 2nd by Mrs. ortiz — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

c. Approve Updated 2025-2026 HUSD Extended Learning Opportunities Plan Update

Motion to approve plan update by Mrs. Ortiz 2nd by Mr. Odom — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

d. Approve California State Preschool Program Self Evaluation Fiscal Year 2025-26

Motion to approve self evaluation by Mrs. Ortiz 2nd by Mr. Leal — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

e. Approve HUSD Dual Language Education Master Plan

Motion to approve plan by Mr. Leal 2nd by Mr. Odom — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

f. Approve Purchase and Installation of a New Watchfire Marquee Sign at HES

Motion to approve by Mrs. Ortiz 2nd by Mr. Leal — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

g. Approve EA/AA Proposal to Work Modified Schedules During Non-Student Summer of 2026

Motion to approve by Mrs. Ortiz 2nd by Mr. Leal — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

h. Approve Hamilton High School Football Senior Trip

Motion to approve by Mrs. Ortiz 2nd by Mr. Leal — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

14.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended**.**

a. Minutes from Regular Board Meeting on April 22, 2026
b. Quarterly Report on Williams Uniform Complaints
c. Warrants and Expenditures
d. Interdistrict Transfers (new only; elementary students reapply annually).
   i. Out

1. Hamilton Elementary School
    a. None
2. Hamilton High School
    a. None

ii. In

1. Hamilton Elementary School
    a. None
2. Hamilton High School
    a. None

e. Personnel Actions as Presented:

New Hires:	Tanya LeDonne	Medical/Health Occupations CTE Teacher	HHS
	Nathalia Mendoza	Multiple Subject Teacher	HES
	Bettyjo Wright	Middle School Science Teacher	HES
	Crystal Ward	Alternative Education Teacher	Ella Barkley

Resignations/Retirement/Release/Position Change: None

Motion to approve consent agenda by Mr. Odom 2nd by Mr. Leal — Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: ABSENT	Ortiz: AYE
Odom: AYE	

15.0 ADJOURNMENT:

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell
HUSD Superintendent

Checks Dated 05/18/2026 through 06/12/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40383562	05/20/2026	ABSOLUTE HEATING & AIR INC				
			01-8150-0-0000-8100-5630-800-000-00000	8100-5630 HVAC & DIST REPAIRS		957.00
40383563	05/20/2026	BEACON ATHLETICS				
			01-0000-0-1110-1000-4400-100-006-00000	4400-006-NEW FENCING FOR BASEBALL FIELD		2,941.87
40383564	05/20/2026	BUSWEST - NORTH				
			01-0000-0-0000-3600-4300-000-000-00000	3600-4300/5630 BUS PARTS-MAINT DEPT OPEN		1,136.18
40383565	05/20/2026	CALIFORNIA WATER SERVICE CO				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE		124.46
40383566	05/20/2026	CORNELL DISTRIBUTING				
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4700/049 MILK/DAIRY CAFES	1,637.06	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4700/049 MILK/DAIRY CAFES	806.00	2,443.06
40383567	05/20/2026	DAWSON LANDSCAPING				
			01-2600-0-1110-1000-5890-800-000-00000	2600 ELOP -VALVE FOR PLANTER BEDS FOR ASCH GARDEN		1,000.00
40383568	05/20/2026	EAGLE ARCHITECTS				
			12-7814-0-0000-8500-6170-000-411-00000	FD 12 STATE PRESCH SHADE STRUCTURE		2,200.00
40383569	05/20/2026	EWELL EDUCATIONAL SERVICES INC				
			01-6387-0-3800-1000-5200-100-000-00000	6387-5200-100 CTEIG EWELL REGIST	581.00	
				6387-5200-100-ADDED ON FEB AFTER INVOICE W/PAID IN DEC	95.00	676.00
40383570	05/20/2026	GLENN COUNTY OFFICE OF ED BUSINESS				
			01-0000-0-0000-2700-5825-000-000-00000	OPEN PO FOR GCOE FINGERPRINTING OF NEW EMPLOYEES-APRIL 2026		276.00
40383571	05/20/2026	GLENN COUNTY ROAD SHOP				
			01-0000-0-0000-3600-5630-000-000-00000	3600-5630 BUS REPAIRS		3,044.45
40383572	05/20/2026	GOLD STAR FOODS				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	214.92	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	2,511.56	2,726.48
40383573	05/20/2026	HAMILTON CITY COMMUNITY SVC				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 SEWER-WATER QRTLY FEES	747.20	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590 SEWER-WATER QRTLY FEES	1,001.58	
			01-0000-0-0000-8100-5590-300-000-00000	8100-5590 SEWER-WATER QRTLY FEES	79.49	

Checks Dated 05/18/2026 through 06/12/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40383573			01-0000-0-0000-8100-5590-800-000-00000	8100-5590 SEWER-WATER QRTLY FEES	2,384.70	
			11-6391-0-4110-8100-5590-000-000-00000	8100-5590 SEWER-WATER QRTLY FEES	79.49	4,292.46
40383574	05/20/2026	HILLYARD INC				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES		2,662.81
40383575	05/20/2026	HUNT & SONS LLC				
			01-0000-0-0000-3600-4392-000-000-00000	3600.4392 DIESEL FUEL		1,286.34
40383576	05/20/2026	INDUSTRIAL POWER PRODUCTS				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT SUPPLIES AND REPAIRS		979.89
40383577	05/20/2026	NORCAL FOOD EQUIPMENT INC				
			13-5310-0-0000-3700-5630-000-000-00000	13-5310-3700-5630 CAFE EQUIP REPAIRS-REPLACE		924.66
40383578	05/20/2026	PRIMO BRANDS				
			01-0000-0-0000-8100-4300-000-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	37.03	
			01-0000-0-1110-1000-4300-000-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	21.16	
			01-0000-0-1110-1000-4300-100-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	31.74	
			01-0000-0-1110-1000-4300-800-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	59.64	
			01-0000-0-3200-1000-4300-300-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	15.87	165.44
40383579	05/20/2026	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	2,551.77	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	185.77	2,737.54
40383580	05/20/2026	QUILL CORPORATION				
			01-0000-0-0000-7300-4300-000-000-00000	4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES		381.25
40383581	05/20/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	484.42	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	2,227.56	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	186.48	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	400.69	3,299.15
40383582	05/20/2026	WAXIE SANITARY SUPPLY				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 OPEN FOR MAINT		183.72

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Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40383583	05/20/2026	WELLS FARGO VENDOR FINANCIAL SERVICES				
			01-0000-0-1110-1000-5620-000-000-00000	5620 COPIER LEASES-5/27 to 6/26 2026	139.76	
			01-0000-0-1110-1000-5620-100-000-00000	5620 COPIER LEASES-5/27 to 6/26 2026	649.80	
			01-0000-0-1110-1000-5620-800-000-00000	5620 COPIER LEASES-5/27 to 6/26 2026	747.86	
			01-0000-0-3200-1000-5620-300-000-00000	5620 COPIER LEASES-5/27 to 6/26 2026	120.91	
			11-6391-0-4110-1000-5620-000-000-00000	5620 COPIER LEASES-5/27 to 6/26 2026	230.46	
			12-6105-0-1110-1000-5620-000-000-00000	5620 COPIER LEASES-5/27 to 6/26 2026	120.91	2,009.70
40383584	05/20/2026	WEST MITSUBISHI R & R SALES				
			01-0000-0-0000-8100-5630-000-000-00000	8100-5630 OPEN FOR VEHICLE SERVICE		1,407.71
40383585	05/20/2026	KNIGHT, KENDYL R				
			01-0000-0-1110-1000-1110-100-000-00000	NET PAY ONLY LTS		834.59
40383586	05/20/2026	ROTHCHILD-BRUNO, CHAYSE M				
			01-0000-0-1110-1000-1110-100-000-00000	NET PAY ONLY LTS		756.24
40383775	05/27/2026	CALIFORNIA'S VALUED TRUST H/W				
			01- -- - -9571- - -	9572 STAFF H & W INSURANCE	31,144.51	
			01- -- - -9572- - -	9572 STAFF H & W INSURANCE	102,383.42	133,527.93
40383776	05/27/2026	LESLIE ANDERSON-MILLS				
			01-0000-0-1110-1000-3701-000-000-00000	1110-1000-3701 L ANDERSON H&W PAYOUT		791.67
40383777	05/27/2026	STANDARD				
			01- -- - -9572- - -	9572- STANDARD EE INS		410.93
40383778	05/27/2026	ABSOLUTE HEATING & AIR INC				
			01-8150-0-0000-8100-5630-800-000-00000	8100-BLOWER MOTOR REPLACEMENT FOR ELEM		2,050.00
40383779	05/27/2026	AT&T				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY PHONE SERVICE	64.28	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590 MONTHLY PHONE SERVICE	96.43	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590 MONTHLY PHONE SERVICE-ELEM	148.00	308.71
40383780	05/27/2026	AWARDS COMPANY				
			01-0000-0-1110-1000-4300-100-000-00000	4300-100 Oseguera award for the year		164.04
40383781	05/27/2026	BOB'S PLUMBING CO				
			01-0000-0-0000-8100-5890-000-000-00000	ANNUAL BACKFLOW TESTING		225.00
40383782	05/27/2026	FASTRAK				
			01-0000-0-1110-1000-5200-000-000-00000	TOLLS FOR DIST TRAVEL	14.00	
				TOLLS FOR DIST TRAVEL-(FIRTH FIELD TRIP 4/17)	14.00	28.00

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40383783	05/27/2026	GLENN COUNTY OFFICE OF ED BUSINESS				
			01-6770-0-1110-1000-5890-100-000-00000	6770-5890-100 RECORDING HS STUDENTS STUDIO 129		100.00
40383784	05/27/2026	GLENN COUNTY ROAD SHOP				
			01-0000-0-0000-3600-5630-000-000-00000	3600-5630 BUS REPAIRS		4,379.80
40383785	05/27/2026	GOLD STAR FOODS				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	266.68	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	3,062.51	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	171.15	3,500.34
40383786	05/27/2026	HILLYARD INC				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES		1,423.60
40383787	05/27/2026	MISSION UNIFORM & LINEN				
			01-7816-0-3800-1000-5890-100-000-00000	7816-5890-100 OPEN FOR LINEN SERVICE	27.42	
			13-5310-0-0000-3700-5890-000-000-00000	13-5310-3700-5890 CAFE LINEN	228.26	255.68
40383788	05/27/2026	NAPA AUTO PARTS				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES OPEN		7.57
40383789	05/27/2026	PGE				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY POWER/GAS	3,138.05	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590 MONTHLY POWER/GAS	4,707.09	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590 MONTHLY POWER/GAS	7,810.79	15,655.93
40383790	05/27/2026	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	3,026.64	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	148.42	3,175.06
40383791	05/27/2026	SPORTS ENDEAVORS SOCCER.COM				
			01-2600-0-1110-1000-4300-800-000-00000	2600 Soccer.com - D. Nall soccer uniforms		443.00
40383792	05/27/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	186.49	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	880.60	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	93.24	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	144.37	1,304.70
40383793	05/27/2026	WESTLAKE ACE HARDWARE				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 OPEN FOR MAINT-BATTERIES FOR FIRE ALARM		128.66
40383991	06/03/2026	AWARDS COMPANY				
			01-0000-0-1110-1000-4300-100-000-00000	4300-100 Oseguera award for the year		44.11

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40383992	06/03/2026	BSN SPORTS COM			
		01-2600-0-1110-1000-4300-100-702-00000	2600-4300-702 VBALL CAMP SUMMER 06/17 TO 06/18/26		1,126.63
40383993	06/03/2026	CALIFORNIA ASSN SCHOOL COUN			
		01-0000-0-1110-3110-5200-100-000-00000	CASC CONFERENCE 2026-LANGAN	704.00	
			CASC CONFERENCE 2026-REYES	704.00	1,408.00
40383994	06/03/2026	COLLEGE BOARD			
		01-4127-0-1110-1000-5890-100-000-00000	4127-5890 2026 SPRING AP TESTS		1,900.00
40383995	06/03/2026	COMANCHE CREEK FARMS			
		01-7816-0-3800-1000-4300-100-000-00000	7816-4300-100 BRAVE FARMER PRODUCE		128.00
40383996	06/03/2026	ELKIN, DAVE			
		01-0000-0-1110-4100-5200-100-000-00000	MEALS FOR SENIOR TRIP 5/28-5/29		117.00
40383997	06/03/2026	FLORA FRESH			
		01-6387-0-3800-1000-4300-100-000-00000	0350-052 & 6387-4300-100 FLORAL CLASS OPEN		1,692.76
40383998	06/03/2026	GOLD STAR FOODS			
		13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	213.11	
		13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	2,902.34	
		13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	264.19	3,379.64
40383999	06/03/2026	HERFF JONES LLC			
		01-0000-0-1110-1000-4300-100-000-00000	4300-100 HS GRAD DIPLOMAS-(5)		28.27
40384000	06/03/2026	HILLYARD INC			
		01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES		1,997.77
40384001	06/03/2026	OFFICE DEPOT INC			
		01-0000-0-0000-7300-4300-000-000-00000	OPEN FOR DIST SUPPLIES	39.65	
		01-0000-0-1110-1000-4300-100-000-00000	OPEN FOR DIST SUPPLIES	25.73	
		01-0000-0-1110-1000-4300-800-000-00000	4300-800 ELEM Open PO	228.84	
		01-1100-0-1110-1000-4300-100-016-00000	Bocast: Math department	125.16-	169.06
40384002	06/03/2026	PARAMEX SCREENING SERVICE			
		01-0000-0-0000-3600-5890-000-000-00000	3600-5890 2700-5300 DOT SCREEN & MEMBERSHIP		79.00
40384003	06/03/2026	PROPACIFIC FRESH			
		13-5310-0-0000-3700-4300-000-000-00000	13-5310/5320-3700-4700	72.50	
		13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	2,251.65	
		13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	136.19	2,460.34
40384004	06/03/2026	ROMANO, JONATHAN D			
		01-0000-0-1110-4100-5200-100-000-00000	MEALS FOR SENIOR TRIP 5/28-5/29		117.00

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40384005	06/03/2026	SONGBIRD LANDSCAPE SUPPLY				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 LANDSCAPE MATERIALS		60.69
40384006	06/03/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	232.14	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	918.33	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	93.24	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	62.35	1,306.06
40384007	06/03/2026	THE CERAMIC SHOP				
			01-6770-0-1110-1000-4400-100-000-00000	CERAMIC KILN + ACCESSORIES		7,021.38
40384332	06/10/2026	MARQUEZ, MARIA G				
			01-0000-0- - -9201- - -	RETURNED ACH 5/8/26		65.17
40384333	06/10/2026	SIMON, RUSSELL V				
			01-0000-0-0000-0000-8699-000-000-00000	NET PAY FROM STALE DATED COACH CHCK		1,063.88
40384334	06/10/2026	ACCURATE PLUMBING				
			13-5310-0-0000-3700-5630-000-000-00000	8100-5630 MAINT OPEN PLUMBING REPAIRS		688.00
40384335	06/10/2026	ADVANCED INTEGRATED PEST MANAGEMENT				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY PEST CONTROL SERVICE		450.00
40384336	06/10/2026	AT&T				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY PHONE SERVICE		42.45
40384337	06/10/2026	AWARDS COMPANY				
			01-0000-0-1110-1000-4300-100-000-00000	4300-100 Oseguera award for the year		553.34
40384338	06/10/2026	BRUCE ARNOLD DIAZ				
			01-0000-0-0000-2700-5890-100-000-00000	100/800 LED LIGHT UP NUMBERS HHS/HES GRADUATIONS	112.50	
			01-0000-0-0000-2700-5890-800-000-00000	100/800 LED LIGHT UP NUMBERS HHS/HES GRADUATIONS	112.50	225.00
40384339	06/10/2026	CALIFORNIA WATER SERVICE CO				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	202.77	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	260.48	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	1,879.17	2,342.42

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40384340	06/10/2026	CARRIER, COURTNEY				
			01-0000-0-0000-2700-5200-000-000-00000	MILES FOR MEETING IN RED BLUFF 06/12		57.35
40384341	06/10/2026	COMCAST-INTERNET SERVICE				
			01-0000-0-0000-2700-5990-000-000-00000	2700-5990 INTERNET SERVICES-AUG 2025-JUNE 2026		31,256.90
40384342	06/10/2026	COX, ADRIANA E				
			01-6266-0-1110-1000-5200-800-000-00000	MEALS FOR ADTLE CONFERENCE IN SAN DIEGO		153.00
40384343	06/10/2026	DUENAS, JOCELYNE M				
			01-6266-0-1110-1000-5200-800-000-00000	MEALS FOR ADTLE CONFERENCE IN SAN DIEGO		153.00
40384344	06/10/2026	GOLD STAR FOODS				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	405.09	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	6,368.95	
			13-5320-0-0000-3700-4300-000-049-00000	13-5310-3700-4300/4700	18.49	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	242.15	7,034.68
40384345	06/10/2026	GRAINGER				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT SUPPLIES OPEN		323.30
40384346	06/10/2026	HILLYARD INC				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES		212.97
40384347	06/10/2026	HUNT & SONS LLC				
			01-0000-0-0000-3600-4392-000-000-00000	3600.4392 DIESEL FUEL		816.87
40384348	06/10/2026	LEARNING PLUS ASSOCIATES				
			01-3010-0-1110-1000-4200-800-000-00000	Learning Plus Associates-U. Tellechea		3,001.11
40384349	06/10/2026	LLAMAS, MARIA J				
			01-6266-0-1110-1000-5200-800-000-00000	MEALS FOR ADTLE CONFERENCE IN SAN DIEGO		153.00
40384350	06/10/2026	LOHSE, JANICE E				
			01-6387-0-3800-1000-5200-100-000-00000	MEALS FOR CATA CONFERENCE		377.00
40384351	06/10/2026	MARTIN, ANDREW P				
			01-6387-0-3800-1000-5200-100-000-00000	MEALS FOR CATA CONF 06-20 TO 06/26		377.00
40384352	06/10/2026	MENDOZA, NATHALIA				
			01-6266-0-1110-1000-5200-800-000-00000	MEALS FOR ADTLE CONFERENCE IN SAN DIEGO		153.00
40384353	06/10/2026	MERCADO-PARRA, ALEXIA				
			01-6266-0-1110-1000-5200-800-000-00000	MEALS FOR ADTLE CONFERENCE IN SAN DIEGO		153.00

Checks Dated 05/18/2026 through 06/12/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40384354	06/10/2026	MILLER GLASS INC				
			01-0000-0-0000-3600-5630-000-000-00000	8100-5630 GLASS REPAIRS		240.00
40384355	06/10/2026	MISSION UNIFORM & LINEN				
			01-7816-0-3800-1000-5890-100-000-00000	7816-5890-100 OPEN FOR LINEN SERVICE	27.71	
			13-5310-0-0000-3700-5890-000-000-00000	13-5310-3700-5890 CAFE LINEN	194.26	221.97
40384356	06/10/2026	MJB WELDING SUPPLY				
			01-6387-0-3800-1000-5890-100-000-00000	0350-4300-053 & 6387-4300-100 AG-WELDING		13.64
40384357	06/10/2026	NUSO LLC				
			01-0000-0-0000-2700-5990-000-000-00000	2700-5990-000/100/800 NUSO PHONE SERVICES	83.53	
			01-0000-0-0000-2700-5990-100-100-00000	2700-5990-000/100/800 NUSO PHONE SERVICES	125.31	
			01-0000-0-0000-2700-5990-800-800-00000	2700-5990-000/100/800 NUSO PHONE SERVICES	258.79	467.63
40384358	06/10/2026	ORLAND HARDWARE				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES OPEN	525.44	
			01-0350-0-3800-1000-4300-100-053-00000	6387-4300-100 & 0350-4300-053 ANDY MARTIN	644.33	
			01-6387-0-3800-1000-4300-100-000-00000	6387 CTEIG OPEN PO SOIL AND PLANT SCIENCE SUP	79.83	
				6387-4300-100 & 0350-4300-054 ASHLEY H SUPPLIES	999.01	
			11-6391-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES OPEN	139.95	2,388.56
40384359	06/10/2026	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310/5320-3700-4700	40.00	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	4,752.28	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	421.04	5,213.32
40384360	06/10/2026	QUILL CORPORATION				
			01-0000-0-1110-1000-4300-000-000-00000	4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	82.93	
			01-0000-0-1110-1000-4300-100-000-00000	4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	124.40	207.33
40384361	06/10/2026	STEELE, MATTHEW C				
			01-6387-0-3800-1000-5200-100-000-00000	MEALS NOT INCLUDED IN DC TRIP		121.00
40384362	06/10/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	356.46	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	1,555.63	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 05/18/2026 through 06/12/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40384362			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	186.48	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	325.87	2,424.44
40384363	06/10/2026	T MOBILE				
			01-0000-0-1110-1000-5890-000-000-00000	5890 75 STUDENT HOT SPOTS 25-26		180.00
40384364	06/10/2026	TELLECHEA, ULISES				
			01-6266-0-1110-1000-5200-800-000-00000	MEALS FOR ADTLE CONFERENCE IN SAN DIEGO		153.00
40384365	06/10/2026	THORPE, ASHLEY I				
			01-6387-0-3800-1000-5200-100-000-00000	MEALS FOR CATA CONF 06-20 TO 06/26		377.00
				Total Number of Checks	95	292,023.66

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	79	246,212.86
11	ADULT EDUCATION	3	449.90
12	CHILD DEVELOPMENT	2	2,320.91
13	CAFETERIA	17	43,039.99
	Total Number of Checks	95	292,023.66
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**292,023.66**

Includes checks for only Bank Account COUNTY

[signature] 6/12/26
Prepared by Date

Authorized by Date

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

ISSUED TO	27-	DATE	VENDOR	AMOUNT REQUESTED	BUDGET
ALAN JOKSCH	001	7/1/2026	LARKIN AUTO ELECTRIC	$ 1,600.00	MAINT
KATHRYN HELLAND	002	7/1/2026	WASTE MANAGEMENT	$ 38,500.00	DIST
KATHRYN HELLAND	003	7/1/2026	AT&T	$ 3,924.48	DIST
EREN MORENO	004	7/1/2026	GAGER DISTRIBUTING INC	$ 1,000.00	CAFÉ
EREN MORENO	005	7/1/2026	MISSION UNIFORM & LINEN	$ 5,500.00	CAFÉ
KATHRYN HELLAND	006	7/1/2026	PRIMO	$ 4,800.00	DIST
EREN MORENO	007	7/1/2026	PROPACIFIC FRESH	$ 93,411.00	CAFÉ
JOLENE TOWNE	008	7/1/2026	STANDARD	$ 5,136.00	DIST
ALAN JOKSCH	009	7/1/2026	GRAINGER	$ 5,000.00	MAINT
ALAN JOKSCH-AG	010	7/1/2026	LES SCHWAB (SHARED)	$ 10,500.00	MAINT AG-051
ALAN JOKSCH	011	7/1/2026	JOHNNY'S LOCK & SAFE	$ 1,500.00	MAINT
ALAN JOKSCH	012	7/1/2026	HILLYARD INC	$ 28,500.00	MAINT
KATHRYN HELLAND	013	7/1/2026	GLOBAL OFFICE INC	$ 10,200.00	DIST
KATHRYN HELLAND	014	7/1/2026	HAMILTON CITY COMMUNITY SVC	$ 25,800.00	DIST
MIKE WATSON	015	7/1/2026	T-MOBILE	$ 2,160.00	DIST
KATHRYN HELLAND	016	7/1/2026	PG&E	$ 238,696.00	DIST
ALAN JOKSCH	017	7/1/2026	ORLAND HARDWARE	$ 6,000.00	MAINT
ALAN JOKSCH	018	7/1/2026	NAPA AUTO PARTS	$ 3,500.00	MAINT
KATHRYN HELLAND	019	7/1/2026	WELLS FARGO-COPIER LEASE	$ 24,116.40	DIST
EREN MORENO	020	7/1/2026	CORNELL DISTRIBUTING	$ 20,000.00	CAFÉ
ALAN JOKSCH	021	7/1/2026	BUSWEST - NORTH	$ 8,000.00	MAINT
KATHRYN HELLAND	022	7/1/2026	CALIFORNIA WATER SERVICE CO	$ 31,000.00	DIST
JOLENE TOWNE	023	7/1/2026	DANNIS WOLIVER KELLEY	$ 40,000.00	DIST
KATHRYN HELLAND	024	7/1/2026	FP MAILING SOLUTIONS	$ 2,400.00	DIST
EREN MORENO	025	7/1/2026	GOLD STAR	$ 235,750.00	CAFÉ
ALAN JOKSCH	026	7/1/2026	WESTLAKE ACE HARDWARE CHICO	$ 3,000.00	MAINT
ALAN JOKSCH	027	7/1/2026	US SPECIALTY COATINGS	$ 3,000.00	MAINT
JOLENE TOWNE	028	7/1/2026	CALSTRS-JEM	$ 600.00	DIST
ALAN JOKSCH	029	7/1/2026	WEST COAST PAPER	$ 1,000.00	MAINT
ALAN JOKSCH	030	7/1/2026	INDUSTRIAL POWER PRODUCTS	$ 1,250.00	MAINT

ALAN JOKSCH	**031**	7/1/2026	PARAMEX SCREENING SERVICE	$	1,200.00	MAINT
ALAN JOKSCH	**032**	7/1/2026	GUY RENTS (EQUIPMENT RENTALS)	$	3,000.00	MAINT
JOLENE TOWNE	**033**	7/1/2026	LESLIE ANDERSON-MILLS	$	9,500.00	DIST
ALAN JOKSCH	**034**	7/1/2026	MILLER GLASS INC	$	3,500.00	MAINT
ALAN JOKSCH	**035**	7/1/2026	ABSOLUTE HEATING & AIR INC	$	5,000.00	MAINT
ALAN JOKSCH	**036**	7/1/2026	GLENN COUNTY ROAD SHOP	$	15,000.00	MAINT
ALAN JOKSCH	**037**	7/1/2026	VOLTAGE SPECIALISTS	$	1,200.00	MAINT
EREN MORENO	**038**	7/1/2026	CALIFORNIA DEPARTMENT OF ED- COMMODITIES	$	1,000.00	CAFÉ
MIKE WATSON	**039**	7/1/2026	COMCAST-INTERNET SERVICE	$	10,250.00	TECH
ALAN JOKSCH	**040**	7/1/2026	ADVANCED INTEGRATED PEST CONTROL	$	6,720.00	MAINT
ALAN JOKSCH	**041**	7/1/2026	PONCI'S WELDING	$	5,000.00	MAINT
ALAN JOKSCH	**042**	7/1/2026	ACCULARM SECURITY SYSTEMS	$	3,000.00	MAINT
ALAN JOKSCH	**043**	7/1/2026	HUNT & SONS INC	$	32,000.00	MAINT
JOLENE TOWNE	**044**	7/1/2026	CALIFORNIA'S VALUED TRUST H/W	$	1,425,000.00	DIST
EREN MORENO	**045**	7/1/2026	NORCAL FOOD EQUIPMENT INC	$	10,000.00	CAFÉ
KRISTEN HAMMAN	**046**	7/1/2026	CHRISTY WHITE ASSOCIATES	$	20,000.00	DIST
ALAN JOKSCH	**047**	7/1/2026	HAYDEN FIRE PROTECTION (INSPECTIONS/EQUIP)	$	3,000.00	MAINT
KATHRYN HELLAND	**048**	7/1/2026	NUSO LLC	$	5,500.00	DIST
KRISTEN HAMMAN	**049**	7/1/2026	CAL STRS	$	22,568.63	DIST
ALAN JOKSCH	**050**	7/1/2026	PAPE MACHINERY	$	500.00	MAINT
KATHRYN HELLAND	**051**	7/1/2026	FASTRAK	$	150.00	DIST
ALAN JOKSCH	**052**	7/1/2026	CHICO SPRINKLER INC	$	1,000.00	MAINT
JOLENE TOWNE	**053**	7/1/2026	GLENN CO OFFICE OF ED (FINGERPRINTING)	$	1,000.00	DIST
ALAN JOKSCH	**054**	7/1/2026	DIESEL EMISSIONS SERVICE	$	500.00	MAINT
ALAN JOKSCH	**055**	7/1/2026	SHAWN BOWLING- BUS DRIVER TRAINER	$	8,000.00	MAINT
ALAN JOKSCH	**056**	7/1/2026	ACCURATE PLUMBING	$	5,000.00	MAINT
ALAN JOKSCH	**057**	7/1/2026	PLATT ELECTRIC SUPPLY INC	$	500.00	MAINT
ALAN JOKSCH	**058**	7/1/2026	FERGUSON ENTERPRISES LLC	$	1,500.00	MAINT
ALAN JOKSCH	**059**	7/1/2026	SONGBIRD LANDSCAPE SUPPLY	$	2,500.00	MAINT
ALAN JOKSCH	**060**	7/1/2026	WAXIE SANITARY SUPPLY	$	3,000.00	MAINT
JOLENE TOWNE	**061**	7/1/2026	EDJOIN	$	800.00	DIST
ALAN JOKSCH	**062**	7/1/2026	VOLTAGE SPECIALISTS	$	800.00	MAINT
EREN MORENO	**063**	7/1/2026	US BANK CHGS- CAFÉ FOOD AND SUPPLIES	$	3,500.00	CAFÉ

MIKE WATSON	**064**	7/1/2026	AERIES ANNUAL SUBSCRIPTION ATTENDANCE	$	28,000.00	TECH
ALAN JOKSCH-AG	**065**	7/1/2026	CORNING FORD (SHARED)	$	14,000.00	MAINT AG-051
JOLENE TOWNE	**066**	7/1/2026	ACSA ANNUAL DUES	$	5,850.00	DIST
KATHRYN HELLAND	**067**	7/1/2026	COSTCO ANNUAL MEMBERSHIP	$	180.00	DIST
KRISTEN HAMMAN	**068**	7/1/2026	GOLDEN STATE RISK MANAGEMENT	$	366,000.00	DIST
KATHRYN HELLAND	**069**	7/1/2026	CALIFORNIA SCHOOL BOARD ASSOCIATION DUES	$	6,500.00	DIST
KRISTEN HAMMAN	**070**	7/1/2026	CASBO ANNUAL MEMBERSHIP	$	1,750.00	DIST
MIKE WATSON	**071**	7/1/2026	COMER COMMUNICATIONS	$	100.00	TECH
COURTNEY CARRIER	**072**	7/1/2026	CALIFORNIA SCHOOL BOARD ASSOCIATION GAMUT	$	4,500.00	DIST
MIKE WATSON	**073**	7/1/2026	SYNAPSE TECHNOLOGIES INC	$	4,190.00	TECH
JOLENE TOWNE	**074**	7/1/2026	FRONTLINE TECHNOLOGIES INC	$	7,000.00	DIST
MIKE WATSON	**075**	7/1/2026	INFINITY COMMUNICATIONS & CONS	$	6,300.00	TECH
MIKE WATSON	**076**	7/1/2026	ZOHO CORPORATION	$	550.00	TECH
KRISTEN HAMMAN	**077**	7/1/2026	HEARTLAND SCHOOL SOLUTIONS	$	4,900.00	CAFÉ
MIKE WATSON	**078**	7/1/2026	FOLLETT SCHOOL SOLUTIONS INC	$	1,768.32	TECH
KRISTEN HAMMAN	**079**	7/1/2026	BANK OF NEW YORK MELLON	$	825.00	DIST
EREN MORENO	**080**	7/1/2026	SYSCO	$	44,500.00	DIST
MIKE WATSON	**081**	7/1/2026	GENESIS TECH ADOBE SUBSCRIPTIONS	$	2,632.00	TECH
MIKE WATSON	**082**	7/1/2026	IT SAVVY-SOFTWARE RENEWALS	$	39,949.00	TECH
MIKE WATSON	**083**	7/1/2026	FINALSITE	$	2,760.00	TECH
MIKE WATSON	**084**	7/1/2026	GAYNOR TELESYSTEMS-NEC PHONE SYSTEMS	$	3,500.00	TECH
MIKE WATSON	**085**	7/1/2026	US BANK CHGS-TECH DEPT OPEN	$	10,000.00	TECH
MIKE WATSON	**086**	7/1/2026	ACCULARM SECURITY SYSTEMS-SYSTEM MAINT	$	3,600.00	TECH
AG DEPT	**087**	7/1/2026	GLENN COUNTY PUBLIC WORKS-DUMP FOR AG	$	1,000.00	CTEIG
AG DEPT	**088**	7/1/2026	EWELL EDUCATIONAL SERVICES INC	$	4,000.00	CTEIG
AG DEPT	**089**	7/1/2026	VALLEY ROCK AG GRAVEL	$	500.00	CTEIG
ALAN JOKSCH	**090**	7/1/2026	US BANK CHGS MAINT FUEL, AMAZON, SUPPLIES	$	20,000.00	MAINT
AG DEPT	**091**	7/1/2026	NORTHSTATE SCREENPRINT	$	5,000.00	AIG
AG DEPT	**092**	7/1/2026	ORLAND VET	$	1,500.00	AIG
AG DEPT	**093**	7/1/2026	CARLS FEED	$	1,500.00	AIG
ANDY MARTIN	**094**	7/1/2026	MJB WELDING	$	4,000.00	CTEIG-053
SYLVIA ROBLES	**095**	7/1/2026	US BANK CHGS ADULT ED SUPPIES AND EVENTS	$	6,000.00	ADULT ED

ASHLEY THORPE	**096**	7/1/2026	ORLAND HARDWARE ASHLEY	$	3,000.00	CTEIG-054
JANICE LOHSE	**097**	7/1/2026	FLORA FRESH-FLORA SUPPLY	$	5,000.00	CTEIG-052
JANICE LOHSE	**098**	7/1/2026	GREENHOUSE MEGASTORE	$	1,000.00	0350-052
AG DEPT	**099**	7/1/2026	US BANK AG FUEL AND CAR WASHES	$	5,000.00	AIG
KATHRYN HELLAND	**100**	7/1/2026	OFFICE DEPOT DIST OPEN	$	12,700.00	DIST
ANDY MARTIN	**101**	7/1/2026	CORNING LUMBER	$	2,000.00	CTEIG-053
ANDY MARTIN	**102**	7/1/2026	GERLINGER STEELE	$	3,500.00	CTEIG-053
ANDY MARTIN	**103**	7/1/2026	ORLAND HARDWARE-ANDY MARTIN	$	2,000.00	CTEIG-053
ASHLEY THORPE	**104**	7/1/2026	US BANK-ASHLEY LAB SUPPLIES	$	3,000.00	CTEIG-054
KATHRYN HELLAND	**105**	7/1/2026	QUILL DIST OPEN	$	8,200.00	DIST
AG DEPT	**106**	7/1/2026	ORLAND HARDWARE	$	1,000.00	AIG
JANICE LOHSE	**107**	7/1/2026	US BANK LOHSE HOBBY LOBBY	$	1,000.00	0350-052
SYLVIA ROBLES	**108**	7/1/2026	OFFICE DEPOT ADULT ED OPEN	$	5,000.00	ADULT ED
ANDY MARTIN	**109**	7/1/2026	WILBUR ELLIS-ANDY MARTIN	$	2,000.00	CTEIG
ANDY MARTIN	**110**	7/1/2026	DOUBLE DIAMOND STEEL FOR METAL	$	3,500.00	CTEIG-053
AG DEPT	**111**	7/1/2026	US BANK-FOR FFA MEMBER FIELD DAYS	$	4,000.00	CTEIG
AG DEPT	**112**	7/1/2026	US BANK-BANQUET AWARDS AND SUPPLIES	$	4,000.00	CTEIG
JANICE LOHSE	**113**	7/1/2026	MCHITCHISON-6387 PLANTS	$	3,000.00	CTEIG
JANICE LOHSE	**114**	7/1/2026	ORLAND HARDWARE-CTEIG	$	2,000.00	CTEIG
JANICE LOHSE	**115**	7/1/2026	US BANK-LAB SUPPLIES 6387	$	1,000.00	CTEIG
AG DEPT	**116**	7/1/2026	US BANK-BRAVE FARMER SUPPLES	$	35,000.00	CDFA/CTEIG
AG DEPT	**117**	7/1/2026	COMANCHE CREEK-BRAVE FARMER PRODUCE	$	8,000.00	CDFA
AG DEPT	**118**	7/1/2026	US BANK-WEBSTAURANT STORE	$	5,000.00	CDFA
KRISTEN HAMMAN	**119**	7/1/2026	ACTUARIAL RETIREMENT-GASB75	$	4,000.00	7200-5890
ALAN JOKSCH	**120**	7/1/2026	CHICO ELECTRIC	$	3,000.00	MAINT
ALAN JOKSCH	**121**	7/1/2026	WEST MITSUBISHI	$	5,000.00	MAINT
ALAN JOKSCH	**122**	7/1/2026	SHERWIN WILLIAMS	$	4,000.00	MAINT
KRISTEN HAMMAN	**123**	7/1/2026	US BANK-OPEN 26/27 FOR BUSINESS DEPT MTGS	$	350.00	7300-5200
MIKE WATSON	**124**	7/1/2026	DELL-OPEN FOR LAPTOP BATTERIES	$	1,000.00	TECH
JANICE LOHSE	**125**	7/1/2026	FLORAL FRESH-ADULT ED CLASSES FOR 2026/2027	$	4,000.00	ADULT ED
JANICE LOHSE	**126**	7/1/2026	US BANK-OPEN FOR HOTELS FOR CTEIG 26/27	$	25,000.00	CTEIG
JANICE LOHSE	**127**	7/1/2026	MISSION UNIFORM & LINEN-FOR BRAVE FARMER 26/27	$	1,000.00	CDFA

$ 3,237,136.83

CREATED BY: KATHRYN HELLAND	**APPROVED BY:**
SIGNATURE:	**SIGNATURE:**
DATE:	**DATE:**

Capturing Kids' Hearts
Powered by Flippen Group

CAPTURING KIDS' HEARTS ▸ SERVICE AGREEMENT

CAPTURE *Hearts*. IMPACT *Culture*. SEE *Change*.

Created by:

Angie Shoffner
Capturing Kids' Hearts

Prepared for:

Jeremy Powell
Hamilton Unified School District

Date: March 5, 2026

SERVICE AGREEMENT

Hamilton Unified School District("Client" or "you")
620 Canal Street
Hamilton City, California 95951

Thank you for selecting The Flippen Group, LLC, dba Capturing Kids' Hearts ("**CKH**" or "**we**") to serve your organization. Our goal is to provide you with products and services that will both motivate and empower your organization to advance to a new level of success. Please take a moment to review the information below, and then sign and return this form to confirm this Master Services Agreement ("**Agreement**"). We look forward to serving you.

Section 1: Our Commitment

The Agreement itself is between CKH and you, the above-identified Client, although most of the benefits of this Agreement are available to many of your representatives/participants as well. Once accepted by you, this Agreement governs our relationship with regard to all of the **"Products and Services"** as defined in this Agreement, or that may later be mutually agreed upon between the parties with reference to this Agreement; many if not all of which involve training events to be conducted by CKH's representatives (**"Consultants" or "Strategists"**). In addition, this Agreement together with the Terms of Use associated with our **"Websites"** governs our relationship over the numerous resources and products that are and will be made available to you during the "**Term**" of this Agreement (collectively, "**Resources**"). Once your acceptance of this Agreement is confirmed, the pricing applicable to you for all such Products and Services and for your access to many of the Resources ("**Access**") become enforceable.

SERVICE AGREEMENT

Section 2: Products and Services

Leadership Solutions	Proposed Timeline	Quantity	Solutions Price	Solutions Subtotal
Capturing Kids' Hearts® District By Design Onboarding Call 1:1 onboarding call for the superintendent and their district strategist	Summer 2026	1	$0.00	$0.00
Capturing Kids' Hearts® Recharged* Full-day to include half-day training session for up to 60 participants from the same campus, plus three hours of one-on-one consulting. *Prerequisite: Capturing Kids' Hearts® 1 Training (at least 80% of the participants have attended Capturing Kids' Hearts® 1 Training)	Fall 2026	1	$7,300.00	$7,300.00
Capturing Kids' Hearts® Culture Shapers Half-day experience for up to 100 non-teaching faculty and staff.	Fall 2026	1	$5,800.00	$5,800.00
Campus Traction Visit One-day campus visit involving group and one-on-one sessions with campus administrators and/or Process Champions Team.	Spring 2027	1	$4,550.00	$4,550.00

SERVICE AGREEMENT

CKH District Premium Equips a district leadership team with the support to implement the Capturing Kids' Hearts® Process with great fidelity across the district. Includes access to a strategist, district-wide reporting, recurring leadership team huddles, and great resources to support implementation at the district and campus level, including CKH Campus Premium as a campus-specific subscription	2026-2027 School Year	1	$3,500.00	$3,500.00
CKH Campus Premium A campus specific subscription that provides comprehensive ongoing support to leaders and staff who have completed Capturing Kids' Hearts® 1 Training	2026-2027 School Year	3	$0.00	$0.00

Grand Total **$21,150.00**

ADDITIONAL CHARGES (where applicable):

TRAVEL EXPENSES:
Travel fees for each training event or other service provided by CKH under this Agreement are included in the grand total. Unless otherwise agreed in advance, such travel fees inside the Continental United States will be included on the invoice and billed at the rate of $1,300.00 for one-day events, $2,000.00 for two-day events, and $2,350.00 for three-day events (per Consultant). Each additional consecutive day for durations in excess of three days will be billed at $350.00 per day (per Consultant).

FACILITY EXPENSES:
Client (at a minimum) will be responsible for securing facilities/meeting space with adequate square footage, comfortable seating, and light refreshments for all attendees for any training event. Facilities and all related costs will be at Client's expense.

Section 3: Investment

AGREEMENT:
By entering this Agreement, you agree to engage CKH as your provider for our Resources and all the Products and Services as outlined in the accompanying Products and Services section or that may later be mutually agreed between the parties with reference to this Agreement, each of which is incorporated into this Agreement in its entirety by this reference.

Until accepted by you this Agreement and its rates and other pricing terms are non-binding and will expire in 30 calendar days following March 5, 2026. To accept and receive the benefits of this Agreement, your signature and acceptance can only be confirmed by CKH upon our receipt of the signed return of this Agreement on or before, April 4, 2026.

PAYMENT TERMS:
The fees for each of the Products and Services and for your Access to Resources shall be determined based on the applicable Products and Services section as well as the other terms of this Agreement. In the case of Products and Services involving scheduled events, the fees (including travel, if applicable) will be billed when the corresponding Products and Services are provided or rendered.

Subscription(s) services shall commence upon the signing of this agreement or July 1, 2026 for the 2026-2027 school year(s) (whichever occurs later) through June 30, 2027. Unless terminated in writing, subscription service(s) will automatically renew on July 1st annually at current rates. Should subscription costs increase by more than 20% over this agreement, the Client will be given 60 days' notice of the rate increase.

Purchase Orders for each scheduled item that is part of the Products and Services section, must be submitted to CKH at least 45 days prior to the scheduled event.

Invoices are due upon receipt. Please make all checks payable to Capturing Kids' Hearts.

SURCHARGES & TAXES:
For Products or Services sold or accessed or Services performed in jurisdictions where taxes, including sales tax, apply to the corresponding transactions under this Agreement, Client shall be responsible for payment of such taxes or for reimbursement of the payment of such taxes when they are paid by or for CKH.

Section 4: Policies

SCHEDULING:
CKH will need someone designated in Client organization to work with on scheduling and event planning needs.

CKH will contact you upon confirmed signing of this Agreement to begin setting up dates for Products and Services to be rendered on the applicable Products and Services section.

Confirmation of all scheduled dates of service will be made via email and is subject to cancellation terms as listed in this Agreement.

CKH may need to communicate with the Client's members/Participant(s) via e-mail to communicate pertinent details about events or products they are attending/experiencing. These e-mail addresses are not shared with any third-party organizations and are only used for the events they are attending. These email addresses are NOT used for soliciting purposes.

FACILITIES/EVENT SET-UP:
You and CKH will mutually agree upon the location of any event as part of the Products and Services section, which should be resolved at least 30 days prior to a scheduled service. CKH will provide event-specific details for any scheduled service (including square footage requirements, AV needs, schedule, and other logistics to be coordinated). Should any of those details need to be altered, prior approval by CKH would be needed.

RECORDING/MEDIA:
Video and/or audio taping of events is strictly prohibited without prior written approval by CKH.
Media representatives are not allowed to attend events without prior written approval by CKH.

DEPOSITS and CANCELLATIONS:

- No deposit is required.
- CKH requires a cancellation notice of 90 days prior to any scheduled date of service. A cancellation notice received inside the 90-day window will result in the full contractual fee being assessed as of the date of cancellation. To the extent not offset by duplicate expenses incurred by CKH, the fee charged for such cancellation may be credited to the event once that event is rescheduled, although any amounts paid for Products or Services that are unused by your organization within the 12 months following the date of signature of this Agreement will be forfeited.
- Nonrefundable travel expenses that Capturing Kids' Hearts has incurred as a result of the Client rescheduling or cancelling a service will be passed through to your organization.
- In the event an assigned CKH Consultant/Strategist is subject to illness, travel delay, or unavoidable emergencies, the event can be rescheduled/restructured/reassigned.
- Force Majeure: Except with regard to payment obligations, neither party shall be liable to the other for any failure or delay in performing its obligations under this Agreement where such failure or delay is as a result of Acts of God (including fire, flood, earthquake, storm, hurricane or other natural disasters), pandemics, epidemics, war, invasion, act of foreign enemies, hostilities (whether war is declared or not), civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, government sanction, blockage, embargo, labor dispute, strike, lockout or interruption or failure of electricity or telephone service, and no other Party will have a right to terminate this Agreement in such circumstances. Any Party asserting Force Majeure as an excuse shall have the burden of proving that reasonable steps were taken (under the circumstances) to minimize delay or damages caused by foreseeable events, that all non-excused obligations were substantially fulfilled, and that the other Party was timely notified of the likelihood or actual occurrence which would justify such an assertion so that other prudent precautions could be contemplated.

RESOURCES:

During the course of providing the Products and Services, participants will be provided with various Resources, some of which shall be distributed by hand or by email to participants during or in preparation or follow-up to particular events, and others of which shall be accessed through websites operated by CKH (**Websites**"). For the purpose of accessing some or all of the Resources used during our provision of the Products and Services, you will be required to create an account through one or more of the Websites. In the process, you will be required to accept the Terms of Use for the Websites, which will govern your rights and obligations with respect to the content accessed through those Websites, to the extent such Terms of Use are consistent with this Agreement.

NONDISCRIMINATION REQUIREMENTS:
CKH is complying with all applicable federal nondiscrimination laws and regulations, including but not limited to: Title VI of the Civil Rights Act of 1964 (42 U.S.C. §2000d), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. §12131 et seq.), and the Age Discrimination Act of 1975 (42 U.S.C. §6101 et seq.) CKH does not discriminate against any program participant, employee, or applicant for services on the basis of race, color, national origin, sex, disability, or age, and shall ensure that federal funds are not used for any program or activity that engages in such discrimination.

Section 5: Intellectual Property

COPYRIGHTS & TECHNOLOGY RIGHTS
CKH's intellectual property is a crucial part of providing training materials and consulting services to its clients, and CKH could not continue its work if its clients did not honor and respect CKH's intellectual property rights. All copyrights and other forms of intellectual property protection pertaining to the Resources, including without limitation all content and functionality on or of the Websites, as well as all text, graphics, images, logos, icons, audio, video, tables, algorithms, analytics, reports, and dynamic content associated with the Resources, whether prearranged or created or modified during the course of providing the Products and Services, as well as the selection, arrangement and "look and feel" of all the foregoing, (excluding personal data belonging to you or your authorized users) are the exclusive property of CKH or its licensors. **None of our work or work product is done on a "work for hire" basis, and all our material and work product is owned exclusively by CKH and is subject to one or more of the following: copyright, trademark, patent, license, or trade secret.** Intellectual property and learning/know-how that may be developed while working with any client shall remain the property of CKH. By entering into this Agreement, you are expressly acknowledging and agreeing to the matters set forth in this paragraph and you are agreeing that none of the training materials, notebooks, videos, presentations, processes or concepts may be used by you, for any purpose, without the express advance written consent of CKH. All textual, dramatic, audio, and/or visual Resources are protected by U.S. and international copyright laws. All rights not expressly granted are reserved.

TRADEMARKS:
The trademarks, service marks, designs, and logos displayed on or in conjunction with the Products, Services, Resources or Websites (collectively, the **Trademarks**") are the registered and unregistered trademarks of CKH and its licensors. You agree that you will obtain advance written consent from CKH before referring to or attributing any information to CKH or its licensors in any public medium (e.g., signage, press releases, websites, etc.) for advertising or promotion purposes, or for the purpose of informing or influencing any third party, understanding that such consent may be denied for any or no reason. You also agree that you will not use or reproduce any Trademark of, or imply any endorsement by or relationship with, CKH or its licensors.

USE OF RESOURCES:
Capturing Kids' Hearts grants individual participants of training a limited, non-exclusive, revocable, and non-transferable license for the Term of this Agreement to view, access, download, display, and otherwise use specific Capturing Kids' Hearts Resources for their personal and classroom use only. Resources are made available to participants based upon their completed training and provided during training or through site content of Websites.

SERVICE AGREEMENT

Access to Resources for participants is based upon both their completion of specific training(s) with Capturing Kids' Hearts and the contractual relationship between Capturing Kids' Hearts and the Client, the organization of which the participant is a current member. The relationship with a Client is documented in the products listed in the Products and Services Section and determines the varying levels of access to Resources based upon the training, products or subscriptions purchased. If the participant is no longer part of the Client's organization, the participant will no longer have access to the resources.

APPLICABLE RESTRICTIONS & REQUIREMENTS:
Any unauthorized use of Resources is prohibited and may violate copyright, trademark, patent, and other applicable laws or regulations and could result in criminal or civil penalties. All Resources are made available for use by you only to the extent that such use complies with all Applicable Restrictions & Requirements. For these purposes, "**Applicable Restrictions & Requirements**" means any and all of the following: (i) the provisions of this Agreement; (ii) the Terms of Use associated with the Websites; (iii) any other CKH agreements or Products and Services that may be applicable to you; (iv) any written instructions or restrictions provided to you by CKH; and (v) any instructions or restrictions printed on or otherwise accompanying any copies of the Resources that are provided to you, or that appear on Websites that are associated with such Resources. To be clear, except to the extent expressly permitted in writing as part of the Applicable Restrictions & Requirements, your rights do not include rights to do any of the following (collectively, "**Prohibited Actions**"), all of which you are prohibited from doing without CKH's express prior written consent: (i) reproduce, modify, translate, aggregate, distribute, sell, commercially exploit, transmit, post, make derivatives of, or publicly disclose any of the Resources, or any portion thereof, in any way not expressly permitted in writing by CKH; (ii) remove, redact, or omit any and all copyright and other proprietary notices displayed on the Resources or on any permitted copies thereof; (iii) use of any data mining, robots or similar data gathering or extraction methods in connection with the Resources or the Websites; (iv) download (other than page caching) of any portion of the Resources or the Websites except to the extent expressly authorized during provision of the Products and Services; (v) reverse engineer or access the Resources or the Websites in order to develop or use any competitive website, content, app, product or service; (vi) use any of the Websites, Products or Resources other than for their intended purposes; (vii) resell any Resources or other Products delivered or otherwise acquired by you during the course of the Services or otherwise through the Websites; (viii) store, transport or use any Products or Resources in an unsafe or reckless manner or in any manner prohibited by law or regulation; or (ix) use any of the Resources in any manner not permitted by law or regulation. CKH may also impose additional reasonable limits on the scope of your access to and use of the Resources, including limits on time or number of materials accessed or machines used to access such Resources, in part to prevent unauthorized third-party access to or use of such Resources.

AUTHORIZED INSTRUCTION AND REINFORCEMENT:
Only individuals who are officially certified by CKH and maintain active certification status are authorized to deliver "formal instruction", training, or facilitation of CKH content.

As a clarification, CKH's Process Champions Implementation Visits, Campus and District Traction Visits, subsequent trainings, etc., are structured to provide educators already trained in CKH-1 more tools to help coach educators from their school already trained in CKH-1 on the general principles and concepts of CKH, the CKH Process and associated CKH tools. For these educators who experience Process Champions or other consultative visits/trainings, they may reference, model, or reinforce the principles of CKH in the normal course of meetings, conversations, coaching sessions, or daily interactions, provided that such reinforcement does not constitute formal instruction or initial CKH training.

Clarification of "Formal Instruction"
"Formal instruction" refers to structured teaching sessions, workshops, or trainings (such as but not limited to Capturing Kids' Hearts 1 or 2, Process Champions, Leadership Blueprint, etc.) designed to educate others on the core methodologies, frameworks, or practices of CKH.
Brand Protection Note
Uncertified individuals or Client's designated CKH Process Champions may not represent themselves as certified facilitators, nor may they create or distribute instructional materials to support their role as a Process Champion or to reinforce the teaching of CKH.

CONFIDENTIALITY:

This Agreement and its various terms (including the pricing, combination of services and solutions, and other terms of all associated Products and Services section) as well as metrics, observations and personal information about Client's participants that may be contained or reflected in Deliverables (collectively, "**Confidential Information**") shall be treated as confidential by Client and shall not be disclosed to any third parties throughout the Term of this Agreement and for five (5) years thereafter. However, notwithstanding the foregoing, Client may disclose such Confidential Information in compliance with judicial or other governmental orders or open records requests, provided that (i) Client shall give CKH at least ten business days advance written notice before so disclosing in response to such orders or requests, and (ii) Client shall reasonably cooperate with CKH to accommodate any requests from CKH to secure protective orders or to limit the scope of responses to the extent legally permissible.

Section 6: Disclaimers

Client accepts and must accept all of the Resources, Access, Products and Services, including any work products, results or deliverables produced thereby (collectively, "**Deliverables**"), "AS IS" and with all faults and errors. CKH HEREBY DISCLAIMS ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, THAT MIGHT RELATE TO THE RESOURCES, ACCESS, SERVICES OR ANY DELIVERABLES, EXCEPT FOR ANY SPECIFIC WARRANTIES THAT MAY BE EXPRESSLY PROVIDED IN THE TERMS OF THIS AGREEMENT, IF ANY. The entire risk as to the functionality, operation, and results is with the Client, and neither CKH nor any of its Consultants or other representatives assumes any risk or obligation in connection therewith. CKH hereby disclaims any and all liability, risk, obligation, or responsibility for decisions made or actions taken by Client after use of the Products, Resources, Access, Services, or any Deliverables. CKH shall in no way be responsible or liable for CLIENT'S use of (1) the Resources, Access, Products, Services, or Deliverables, (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. CKH does not guarantee or warrant any particular result or success as a result of the use of the Resources, Access, Products, Services, or Deliverables. Instead, the Resources, Access, Products, Services, and Deliverables should be considered tools to assist the Client, but they should not be treated as a singular solution.

In no event shall CKH or any of its Consultants or other representatives be liable for or responsible for any indirect, incidental, or consequential damages or injuries related to Client's or its representative's use of: (1) the Resources, Access, Products, Services or Deliverables; (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. The maximum possible liability of CKH shall not exceed the lesser of (a) the amount that the Client paid for the Resources, Access, Products, Services, or Deliverables that directly relate to the claim giving rise to such liability or (b) the full retail cost of those same Resources, Access, Products, Services or Deliverables.

No information shared by CKH verbally or in writing can be constituted to be professional advice, such as medical, legal, financial, psychological, business, or counseling advice. Diagnosing medical or psychological conditions cannot be done through a coaching process and should only be done by licensed professionals.

Section 7: Entirety & Interpretation

Once accepted, this Agreement together with the Terms of Use associated with our Websites represents the entire agreement, and supersedes any and all previous understandings, between you and CKH as pertains to our Products and Services and your Access to Resources. To be valid and enforceable, any amendment or modification to this Agreement, which may be in the form of a subsequent Products and Services Amendment that expressly invokes this Agreement, must be in a writing and signed by the respective authorized representatives to be bound thereby. This Agreement shall be construed, interpreted, and enforced exclusively under the laws and venue applicable in College Station, Brazos County, Texas. Section and paragraph headings have been included in this Agreement in hopes of facilitating ease of reference, but such headings shall not affect the interpretation of this Agreement. In the event of any inconsistency that cannot be reasonably resolved between this Agreement and an applicable Products and Services, the Products and Services section shall control for purposes of resolving the inconsistency, and a more recent Products and Services section shall control over inconsistent terms in Products and Services section(s). To the extent of any inconsistency that cannot be reasonably resolved between this Agreement and the Terms of Use associated with our Websites, this Agreement shall control throughout the Term, while the Terms of Use will control after the Term. You also agree that this Agreement will not be construed against CKH by virtue of having drafted it.

Section 8: Acceptance & Term

To indicate your acceptance of this Agreement without changes, the Client should have its authorized representative sign where indicated below and return the signed Agreement to Capturing Kids' Hearts via email to angie.shoffner@capturingkidshearts.org. Once returned, the date of your authorized representative's signature shall be treated as the effective start date of this Agreement. The enforceable term of this Agreement ("**Term**") shall extend until all services on the Products and Services section are from the Effective Date, unless sooner terminated, except that the Term shall be automatically extended through the last day of your Subscription Access, including any and all Renewal Terms for such Access.

Either party to this Agreement may terminate this Agreement at any point during the Term by providing ninety days' written notice to the other in the event that such other party materially breaches any provision of this Agreement, unless that other party cures such breach during those ninety days. All unpaid payment obligations and all rights and obligations under Intellectual Property of this Agreement shall survive any termination of this Agreement.

Section 9: Confirmation

On behalf of the Client, the undersigned individual hereby confirms that they have read and understand all the terms and conditions of this Agreement, and, as the contact person and authorized representative of the Client for all purposes of this Agreement, will endeavor to see that all policies and related details are understood and completed by all Client involved parties in the planning of the Products and Services. The undersigned individual applies their signature to this Agreement on behalf of their respective party for the purposes of entering into a legally binding contractual relationship between CKH and Client.

If you have any questions or need additional assistance, please do not hesitate to contact us.

Hamilton Unified School District

By:

Printed Name:
Client's Authorized Representative

Title:

Date:

Contact Information:

SERVICE AGREEMENT

Capturing Kids' Hearts
Attn: Angie Shoffner
angie.shoffner@capturingkidshearts.org
1199 Haywood Drive
College Station, TX 77845
Phone: 800-316-4311
Fax: 877-941-4700

DANNIS WOLIVER KELLEY
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SAN DIEGO
750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO
2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

EAST BAY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

FRESNO
1690 W. Shaw Avenue
Suite 220
Fresno, CA 93711
TEL 559.388.5802
FAX 559.388.5803

www.DWKesq.com

June 4, 2026

VIA EMAIL

Dr. Jeremy Powell
Superintendent
Hamilton Unified School District
620 Canal Street
Hamilton, CA 95951

Re: 2026-2028 Agreement for Professional Services

Dear Dr. Powell:

Dannis Woliver Kelley (DWK) is honored to serve as your trusted legal counsel. We stand with you to support your core mission of educating and preparing children and young adults to be responsible, mindful citizens. We are especially pleased to share that 2026 marks DWK's 50th Anniversary as California's leading education law firm! This milestone belongs not just to us but also to you: the clients, educators, and leaders who have trusted us with your mission for five decades.

Our current Agreement for Professional Services expires on June 30, 2026. Attached is our proposed Agreement for the 2026–2027 and 2027–2028 school years. Our rate ranges have remained unchanged since 2024. Under the attached Agreement, the top end of our attorney classification rate ranges will increase by up to seven percent (7%). One attorney's rate, Gregory Dannis, will increase by three percent (3%) for the 2026–2027 school year and by an additional five percent (5%) for the 2027–2028 school year. Non-attorney rates, including law clerk and paralegal rates, will also increase.

We agree to maintain these rate ranges for the full two-year term of the Agreement, meaning there will be no changes to the billing ranges during that period. Individual attorney and non-attorney hourly rates, however, may be adjusted within the approved ranges during the term of the Agreement.

Once the Agreement is approved by the governing board, please sign it, insert the date of Board approval and return to the undersigned via email.

We look forward to continuing to serve you in the coming school years and to building on our mutually rewarding partnership. We also hope to see you at one of the many educational and social events we have planned in 2026. Whether you connect with us in a convention hall, a digital classroom, or elsewhere, you can expect a little extra "Golden Anniversary" spirit throughout the year.

Best regards,

Matthew P. Juhl-Darlington

MJD:jm

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on June 4, 2026, by and between the Hamilton Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2026, through and including June 30, 2028, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of governing board action approving this Agreement are hereby ratified by said governing board approval.

Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice. Nothing in this Agreement and nothing in Attorney's statements to District should be construed as a promise or guarantee about the outcome of any matter.

DISTRICT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney at the following hourly rates: two hundred seventy-five dollars ($275) to four hundred twenty dollars ($420) for Shareholders and Of Counsel; two hundred fifty-five dollars ($255) to three hundred thirty-five dollars ($335) for Special Counsel; two hundred five dollars ($205) to two hundred ninety-five dollars ($295) for Associates; one hundred forty dollars ($140) to two hundred five dollars ($205) for Law Clerks (up to $245 if licensed in another state); one hundred forty dollars ($140) to two hundred thirty dollars ($230) per hour for Paralegals; two hundred five dollars ($205) to three hundred thirty-five dollars ($335) for Legal Investigations Specialists; and four hundred fifteen dollars ($415) to four hundred ninety-five dollars ($495) for Shareholder Emeritus. Rates for individual attorneys, paralegals, law clerks, and legal investigations specialists may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services to be provided with the exception of Greg Dannis whose hourly rate shall be $500 for the 2026–2027 school year and $525 for the 2027–2028 school year.

Agreements for fees for legal services at other than the hourly rates set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to District and shall apply to all services rendered after such notice is given.

Time is billed in minimum increments of one-tenth (.1) of an hour, except the first entry for any day will be billed at a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for a District matter, or while attending meetings with or for District, it may be necessary for Attorney to concurrently work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the District and Attorney.

OTHER CHARGES. District agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at $0.10 per page), postage (only charged if in excess of $1.00), and computerized legal research and electronic record storage and review platforms (i.e., Westlaw, e-discovery). District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified. Any discount received on such services is passed along to District by Attorney.

District further agrees to pay third parties, indirectly through Attorney, for other costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. District will reimburse Attorney for such costs or may, upon agreement of District and Attorney, advance payment to Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date pursuant to the payment instructions provided on Attorneys' invoice.

ARBITRATION OF FEE DISPUTE. In order to avoid litigation in the event of any dispute concerning billings, it is agreed that any such dispute shall be submitted exclusively to binding arbitration before the American Arbitration Association. The arbitrator shall determine the rights and obligations of District and Attorney according to the substantive and procedural laws of California. District acknowledges that by agreeing to arbitration, District is giving up the right to a jury trial. Judgement on any arbitration award may be entered by any court of competent jurisdiction.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will comply with any applicable fingerprinting, background check, vaccine, or testing requirements.

CONSENT TO USE OF ELECTRONIC COMMUNICATION, GENERATIVE ARTIFICIAL INTELLIGENCE (AI) AND CLOUD SERVICES. To provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using electronic communication services. Because electronic communication continues to evolve, there may be risks in communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such use of electronic communication services with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services. The Firm may also utilize Generative AI tools to facilitate certain legal services. Such tools are used solely as aids and do not replace legal judgment. The Firm will follow applicable confidentiality standards where Client data is processed by third-party AI providers. By entering into this Agreement, District is consenting to such use of the tools identified herein.

FILE RETENTION. Attorney will retain files related to representation of District for a minimum period of seven (7) years after the conclusion of the Attorney's services for District. During this period, Attorney may retain such files exclusively in digital format and may destroy original paper documents provided by the District after they are digitized unless the District requests the return of originals in writing. At the expiration of the seven (7)-year period, Attorney may destroy such files, including paper or digital copies, unless District notifies Attorney in writing that District wishes to take possession of them. Attorney agrees to provide a digital copy of all files related to representation of District upon District's request, excluding Attorney's internal files (e.g., administrative records and attorney work product, including drafts, notes, internal memoranda, and research prepared for Attorney's internal use) which are the Attorney's property.

PRIVACY NOTICE OF COLLECTION OF PERSONAL INFORMATION. Attorney respects the District's privacy and aims to be transparent with District. For this reason, Attorney has adopted a privacy policy that describes all the information Attorney collects from or about District employees in the course of providing the District with legal services, as well as how Attorney uses this information and how long Attorney will retain it. Attorney's privacy policy, which also describes the District's rights as a consumer under applicable law, is accessible on Attorney's website at https://www.dwkesq.com/ccpa/. The terms and disclosures of this privacy policy are incorporated herein, and the signature on the agreement below confirms that District has read or will read Attorney's privacy policy. If the District has any questions regarding Attorney's privacy policy or its rights, the District should email Attorney at DataSecurity@dwkesq.com.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

HAMILTON UNIFIED SCHOOL DISTRICT

______________________________ ______________
Dr. Jeremy Powell Date
Superintendent

DANNIS WOLIVER KELLEY

______________________________ June 4, 2026
Matthew P. Juhl-Darlington Date
Attorney at Law

At its public meeting of______________, 2026, the District's governing board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary School	11765626007447		

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

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

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

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

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

- Schoolwide Program

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

Table of Contents

Plan Description

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

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

- Schoolwide Program

The School Plan for Student Achievement (SPSA) aligns with Hamilton Unified School District's (HUSD) LCAP. Hamilton Elementary School (HES) will prioritize goals from the LCAP and continue with implementation of the Multi-Tiered Support Systems (MTSS) for behavior, academics, and the social-emotional learning success for all students. This is an integrated, comprehensive approach focusing on instruction, student centered learning, individualized student needs, and data to drive improvement efforts. The creation of the SPSA is guided by the input of stakeholders from the HUSD community including parents, community members, classified staff, certificated teachers and administrators.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The HES School Site Council (SSC) meets regularly on the second Tuesday of each month. Our School Site Council is composed of parents and school staff. At the SSC meetings, we review and update the SPSA and discuss other school related topics. The SPSA is reviewed in sections at a time at School Site Council meetings. During the review, SSC members are able to give input and suggestions. SPSA updates and reviews are also presented at English Language Advisory Committee meetings. The SPSA is also reviewed and approved by the district's school board.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Science

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

Even though we are in the Yellow for ELA and Math we have 4 student sub groups in the orange: English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

Other Needs

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

Our suspension rate is Yellow but there is a student sub group is in the Red therefore we need to continue to improve our overall school climate.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	0.49%	0.51%	0.51%	2	2	2
Asian	1.98%	2.04%	1.79%	8	8	7
Hispanic/Latino	93.58%	92.62%	94.37%	379	364	369
White	1.98%	2.54%	1.53%	8	10	6
Not Reported	1.98%	2.29%	1.79%	8	9	7
			Total Enrollment	405	393	391

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Transitional Kindergarten	12	23	26
Kindergarten	39	26	36
Grade 1	34	28	25
Grade 2	50	34	29
Grade3	51	49	34
Grade 4	46	53	48
Grade 5	47	47	50
Grade 6	43	45	50
Grade 7	41	45	49
Grade 8	54	43	44
Total Enrollment	405	393	391

Conclusions based on this data:

1. The school maintains a predominantly Hispanic/Latino student population, consistently representing over 92% of the total enrollment. There has been a small increase in our White and Asian Student Population.
2. There is a significant and inverse trend occurring in the earliest grade levels. While Transitional Kindergarten (TK) enrollment has nearly doubled, jumping from 12 students in 23-24 to 23 students in 24-25—Kindergarten enrollment has experienced a sharp decline, dropping from 49 students to just 26 over the same three-year period.

This suggests a potential shift in how local families are utilizing early education programs or a change in cohort sizes entering the system.

3. Despite fluctuations in individual grades, the Total Enrollment remains remarkably stable, hovering around the 390–400

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	181	159	162	44.7%	40.5%	41.4%
Fluent English Proficient (FEP)	77	79	83	19.0%	20.1%	21.2%
Reclassified Fluent English Proficient (RFEP)	50	54		12.3%	13.7%	

Conclusions based on this data:

1. The total number of English Learners (EL) dropped from a high of 181 (44.7%) in 23-24 to 159 (40.5%) in 24-25.
2. After a slight dip in the 23-24 school year, the Reclassified Fluent English Proficient (RFEP) numbers saw a strong recovery in 24-25.
3. The percentage of students identified as Fluent English Proficient (FEP) increased from 19.0% to 20.1% over the last year. When combined with the RFEP data, this indicates that over one-third (33.8%) of the student population is now identified as English proficient (FEP + RFEP), showing a positive trend in overall campus language acquisition.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44	52	49	43	50	49	43	50	49	97.7	96.2	100
Grade 4	48	46	52	45	44	51	45	44	51	93.8	95.7	98.1
Grade 5	42	46	47	40	46	45	40	46	45	95.2	100	95.7
Grade 6	38	44	47	37	43	46	37	43	46	97.4	97.7	97.9
Grade 7	49	42	44	48	41	43	48	41	43	98.0	97.6	97.7
Grade 8	43	55	46	42	53	45	42	53	45	97.7	96.4	97.8
All Grades	264	285	285	255	277	279	255	277	279	96.6	97.2	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2356.	2326.	2352.	4.65	2.00	2.04	9.30	12.00	8.16	25.58	14.00	36.73	60.47	72.00	53.06
Grade 4	2400.	2381.	2402.	6.67	0.00	1.96	15.56	11.36	5.88	17.78	27.27	37.25	60.00	61.36	54.90
Grade 5	2428.	2420.	2429.	5.00	13.04	4.44	20.00	17.39	17.78	17.50	15.22	26.67	57.50	54.35	51.11
Grade 6	2462.	2471.	2491.	0.00	6.98	10.87	16.22	20.93	21.74	40.54	30.23	32.61	43.24	41.86	34.78
Grade 7	2477.	2458.	2501.	4.17	2.44	4.65	16.67	19.51	27.91	31.25	12.20	27.91	47.92	65.85	39.53
Grade 8	2479.	2466.	2472.	2.38	1.89	2.22	4.76	9.43	11.11	42.86	32.08	37.78	50.00	56.60	48.89
All Grades	N/A	N/A	N/A	3.92	4.33	4.30	13.73	14.80	15.05	29.02	22.02	33.33	53.33	58.84	47.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.33	4.00	2.04	69.77	48.00	65.31	27.91	48.00	32.65
Grade 4	11.11	0.00	1.96	46.67	65.91	64.71	42.22	34.09	33.33
Grade 5	7.50	8.70	2.22	60.00	52.17	57.78	32.50	39.13	40.00
Grade 6	5.41	2.33	8.70	59.46	53.49	56.52	35.14	44.19	34.78
Grade 7	2.08	4.88	0.00	70.83	51.22	81.40	27.08	43.90	18.60
Grade 8	2.38	3.77	0.00	52.38	39.62	55.56	45.24	56.60	44.44
All Grades	5.10	3.97	2.51	60.00	51.26	63.44	34.90	44.77	34.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.33	0.00	0.00	39.53	40.00	53.06	58.14	60.00	46.94
Grade 4	2.22	0.00	0.00	42.22	52.27	62.75	55.56	47.73	37.25
Grade 5	5.00	4.35	4.44	40.00	39.13	57.78	55.00	56.52	37.78
Grade 6	0.00	16.28	10.87	45.95	39.53	50.00	54.05	44.19	39.13
Grade 7	6.25	2.44	4.65	50.00	48.78	55.81	43.75	48.78	39.53
Grade 8	4.76	1.89	2.22	45.24	37.74	46.67	50.00	60.38	51.11
All Grades	3.53	3.97	3.58	43.92	42.60	54.48	52.55	53.43	41.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.98	0.00	2.04	74.42	66.00	69.39	18.60	34.00	28.57
Grade 4	4.44	2.27	7.84	75.56	70.45	68.63	20.00	27.27	23.53
Grade 5	2.50	8.70	8.89	77.50	52.17	68.89	20.00	39.13	22.22
Grade 6	5.41	6.98	10.87	72.97	67.44	73.91	21.62	25.58	15.22
Grade 7	6.25	4.88	6.98	75.00	58.54	67.44	18.75	36.59	25.58
Grade 8	4.76	1.89	2.22	69.05	73.58	62.22	26.19	24.53	35.56
All Grades	5.10	3.97	6.45	74.12	64.98	68.46	20.78	31.05	25.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
Grade 3	2.33	6.00	8.16	72.09	58.00	55.10	25.58	36.00	36.73
Grade 4	4.44	4.55	7.84	68.89	59.09	64.71	26.67	36.36	27.45
Grade 5	5.00	10.87	2.22	62.50	50.00	57.78	32.50	39.13	40.00
Grade 6	2.70	6.98	10.87	70.27	67.44	67.39	27.03	25.58	21.74
Grade 7	4.17	2.44	4.65	60.42	58.54	69.77	35.42	39.02	25.58
Grade 8	4.76	3.77	4.44	66.67	67.92	68.89	28.57	28.30	26.67
All Grades	3.92	5.78	6.45	66.67	60.29	63.80	29.41	33.94	29.75

Conclusions based on this data:

1. The school saw a major positive shift in the 24-25 school year. The percentage of students "Not Meeting Standard" dropped sharply from 58.8% to 47.3% (a 11.5% decrease).
2. Despite improvements, Writing continues to be the most challenging domain for students. At the "All Grades" level, 41.9% of students are still "Below Standard" in Writing, which is significantly higher than in Listening (25.1%) or Research/Inquiry (29.8%). This confirms that while general literacy is improving, producing clear and purposeful writing remains a primary instructional priority.
3. The 24-25 data shows notable success in the Listening and Research/Inquiry domains. 70% of students are "above standard" or "Near Standard" in Research/Inquiry, suggesting that students are becoming increasingly proficient at investigating and analyzing information.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45	52	49	43	52	49	43	52	49	95.6	100	100
Grade 4	48	46	52	48	45	51	48	45	51	100.0	97.8	98.1
Grade 5	42	46	47	41	46	46	41	46	46	97.6	100	97.9
Grade 6	38	44	47	38	43	46	38	43	46	100.0	97.7	97.9
Grade 7	49	42	44	49	42	43	49	42	43	100.0	100	97.7
Grade 8	43	55	46	42	55	46	42	55	46	97.7	100	100
All Grades	265	285	285	261	283	281	261	283	281	98.5	99.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2387.	2394.	2386.	6.98	7.69	12.24	18.60	21.15	14.29	34.88	28.85	22.45	39.53	42.31	51.02
Grade 4	2434.	2403.	2408.	4.17	2.22	1.96	20.83	11.11	9.80	39.58	35.56	29.41	35.42	51.11	58.82
Grade 5	2400.	2414.	2430.	2.44	4.35	2.17	7.32	10.87	8.70	9.76	19.57	21.74	80.49	65.22	67.39
Grade 6	2450.	2440.	2477.	5.26	9.30	6.52	5.26	13.95	26.09	26.32	18.60	19.57	63.16	58.14	47.83
Grade 7	2423.	2441.	2447.	4.08	4.76	0.00	2.04	0.00	11.63	18.37	19.05	25.58	75.51	76.19	62.79
Grade 8	2409.	2427.	2439.	2.38	3.64	2.17	0.00	3.64	13.04	9.52	14.55	6.52	88.10	78.18	78.26
Grade 11															
All Grades	N/A	N/A	N/A	4.21	5.30	4.27	9.20	10.25	13.88	23.37	22.61	21.00	63.22	61.84	60.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	9.80	14.29	44.19	54.90	32.65	46.51	35.29	53.06
Grade 4	6.25	6.67	3.92	56.25	33.33	37.25	37.50	60.00	58.82
Grade 5	0.00	0.00	0.00	19.51	32.61	39.13	80.49	67.39	60.87
Grade 6	5.26	6.98	4.35	31.58	23.26	45.65	63.16	69.77	50.00
Grade 7	4.08	2.38	2.33	30.61	35.71	37.21	65.31	61.90	60.47
Grade 8	2.38	1.82	2.17	11.90	25.45	21.74	85.71	72.73	76.09
Grade 11									
All Grades	4.60	4.61	4.63	32.95	34.40	35.59	62.45	60.99	59.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.30	11.54	6.12	48.84	50.00	40.82	41.86	38.46	53.06
Grade 4	4.17	4.44	1.96	56.25	48.89	39.22	39.58	46.67	58.82
Grade 5	2.44	13.04	0.00	31.71	39.13	45.65	65.85	47.83	54.35
Grade 6	5.26	2.33	8.70	36.84	51.16	52.17	57.89	46.51	39.13
Grade 7	2.04	0.00	2.33	34.69	47.62	44.19	63.27	52.38	53.49
Grade 8	0.00	3.64	4.35	38.10	47.27	34.78	61.90	49.09	60.87
All Grades	3.83	6.01	3.91	41.38	47.35	42.70	54.79	46.64	53.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.65	9.62	8.16	76.74	57.69	55.10	18.60	32.69	36.73
Grade 4	6.25	2.22	3.92	64.58	57.78	58.82	29.17	40.00	37.25
Grade 5	2.44	2.17	4.35	41.46	56.52	56.52	56.10	41.30	39.13
Grade 6	5.26	6.98	15.22	44.74	39.53	54.35	50.00	53.49	30.43
Grade 7	2.04	2.38	4.65	48.98	57.14	46.51	48.98	40.48	48.84
Grade 8	2.38	1.82	2.17	45.24	40.00	52.17	52.38	58.18	45.65
All Grades	3.83	4.24	6.41	54.02	51.24	54.09	42.15	44.52	39.50

Conclusions based on this data:

1. The school achieved a notable increase in overall math proficiency during the 24-25 school year. The percentage of students who "Met" or "Exceeded" Standard rose to 18.15%, up from 15.55% the previous year. This 2.6% gain represents a steady positive trend in students reaching grade-level benchmarks over the last three years.
2. The Communicating Reasoning domain is currently the school's strongest area in Mathematics. In the 24-25 school year, 60.5% of students performed at "Above Standard" or "At/Near Standard," which is the highest performance across all math claims

3. Despite improvements in overall scores, Concepts and Procedures continues to be the area of greatest instructional need.

School and Student Performance Data

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

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

ELPAC Results

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1433.0	1401.9	1376.6	1455.6	1420.6	1390.8	1380.3	1358.2	1343.3	29	17	14
1	1418.8	1381.3	1412.5	1471.1	1386.3	1435.8	1365.8	1376.0	1388.6	22	20	12
2	1447.6	1411.0	1444.1	1449.8	1426.8	1437.1	1444.9	1394.7	1450.5	27	24	20
3	1479.5	1463.9	1471.0	1484.5	1463.9	1475.0	1473.9	1463.3	1466.2	24	29	24
4	1489.7	1490.4	1498.1	1489.5	1493.0	1495.4	1489.5	1487.2	1500.3	26	23	28
5	1486.1	1522.7	1516.8	1471.3	1524.0	1514.2	1500.2	1521.1	1519.0	15	21	18
6	1510.3	1506.3	1517.4	1496.9	1498.1	1506.6	1523.4	1513.8	1527.8	16	16	16
7	1518.1	1504.1	1501.7	1506.2	1507.5	1487.2	1529.3	1500.2	1515.7	16	17	12
8	*	1504.1	1545.0	*	1487.7	1539.9	*	1520.1	1549.4	8	15	15
All Grades										183	182	159

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.24	5.88	0.00	44.83	35.29	28.57	20.69	29.41	50.00	17.24	29.41	21.43	29	17	14
1	4.55	0.00	0.00	27.27	20.00	16.67	45.45	25.00	41.67	22.73	55.00	41.67	22	20	12
2	0.00	0.00	0.00	33.33	25.00	21.05	44.44	37.50	57.89	22.22	37.50	21.05	27	24	19
3	12.50	3.45	12.50	33.33	27.59	25.00	33.33	37.93	29.17	20.83	31.03	33.33	24	29	24
4	11.54	21.74	7.14	34.62	34.78	42.86	34.62	21.74	32.14	19.23	21.74	17.86	26	23	28
5	0.00	19.05	27.78	26.67	38.10	22.22	46.67	33.33	44.44	26.67	9.52	5.56	15	21	18
6	6.25	25.00	12.50	43.75	31.25	43.75	25.00	12.50	25.00	25.00	31.25	18.75	16	16	16
7	18.75	11.76	0.00	37.50	35.29	50.00	18.75	29.41	16.67	25.00	23.53	33.33	16	17	12
8	*	6.67	26.67	*	40.00	26.67	*	13.33	20.00	*	40.00	26.67	*	15	15
All Grades	10.38	9.89	10.13	34.97	31.32	31.01	32.79	28.02	35.44	21.86	30.77	23.42	183	182	158

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.48	11.76	7.14	34.48	35.29	50.00	13.79	23.53	21.43	17.24	29.41	21.43	29	17	14
1	45.45	15.00	16.67	22.73	25.00	16.67	18.18	5.00	50.00	13.64	55.00	16.67	22	20	12
2	7.41	12.50	10.53	48.15	37.50	26.32	29.63	16.67	31.58	14.81	33.33	31.58	27	24	19
3	29.17	24.14	33.33	45.83	24.14	25.00	8.33	27.59	8.33	16.67	24.14	33.33	24	29	24
4	42.31	43.48	28.57	26.92	26.09	46.43	11.54	13.04	17.86	19.23	17.39	7.14	26	23	28
5	6.67	38.10	38.89	53.33	38.10	44.44	20.00	14.29	11.11	20.00	9.52	5.56	15	21	18
6	25.00	31.25	37.50	37.50	31.25	37.50	25.00	18.75	12.50	12.50	18.75	12.50	16	16	16
7	43.75	23.53	25.00	25.00	52.94	33.33	6.25	11.76	8.33	25.00	11.76	33.33	16	17	12
8	*	40.00	40.00	*	13.33	20.00	*	6.67	20.00	*	40.00	20.00	*	15	15
All Grades	30.60	26.37	27.22	36.07	31.32	34.18	15.85	15.93	18.99	17.49	26.37	19.62	183	182	158

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	0.00	3.23	17.65	7.14	74.19	58.82	71.43	22.58	23.53	21.43	31	17	14
1	0.00	0.00	0.00	4.17	15.00	0.00	20.83	15.00	41.67	75.00	70.00	58.33	24	20	12
2	7.41	0.00	0.00	14.81	16.67	26.32	22.22	20.83	42.11	55.56	62.50	31.58	27	24	19
3	0.00	3.45	4.17	0.00	6.90	20.83	78.57	51.72	37.50	21.43	37.93	37.50	14	29	24
4	0.00	8.70	3.57	5.88	21.74	14.29	35.29	34.78	46.43	58.82	34.78	35.71	17	23	28
5	0.00	4.76	11.11	5.56	23.81	22.22	55.56	52.38	44.44	38.89	19.05	22.22	18	21	18
6	0.00	12.50	6.25	37.50	12.50	25.00	31.25	37.50	43.75	31.25	37.50	25.00	16	16	16
7	0.00	0.00	0.00	31.25	23.53	25.00	37.50	35.29	33.33	31.25	41.18	41.67	16	17	12
8	*	0.00	20.00	*	26.67	20.00	*	26.67	26.67	*	46.67	33.33	*	15	15
All Grades	1.64	3.30	5.06	19.67	17.58	18.35	41.53	37.36	43.04	37.16	41.76	33.54	183	182	158

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	24.14	17.65	0.00	65.52	64.71	85.71	10.34	17.65	14.29	29	17	14
1	50.00	20.00	25.00	36.36	25.00	66.67	13.64	55.00	8.33	22	20	12
2	18.52	16.67	36.84	70.37	62.50	47.37	11.11	20.83	15.79	27	24	19
3	16.67	24.14	20.83	62.50	55.17	54.17	20.83	20.69	25.00	24	29	24
4	42.31	52.17	14.29	34.62	30.43	75.00	23.08	17.39	10.71	26	23	28
5	0.00	28.57	11.11	93.33	57.14	88.89	6.67	14.29	0.00	15	21	18
6	12.50	18.75	6.25	68.75	56.25	68.75	18.75	25.00	25.00	16	16	16
7	18.75	11.76	8.33	50.00	70.59	66.67	31.25	17.65	25.00	16	17	12
8	*	13.33	33.33	*	46.67	46.67	*	40.00	20.00	*	15	15
All Grades	23.50	23.63	17.72	59.56	51.65	66.46	16.94	24.73	15.82	183	182	158

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	37.93	11.76	7.14	44.83	58.82	64.29	17.24	29.41	28.57	29	17	14
1	54.55	10.00	8.33	31.82	65.00	58.33	13.64	25.00	33.33	22	20	12
2	14.81	8.33	5.26	66.67	58.33	52.63	18.52	33.33	42.11	27	24	19
3	45.83	13.79	37.50	37.50	55.17	29.17	16.67	31.03	33.33	24	29	24
4	34.62	39.13	53.57	46.15	34.78	25.00	19.23	26.09	21.43	26	23	28
5	13.33	52.38	66.67	46.67	38.10	27.78	40.00	9.52	5.56	15	21	18
6	25.00	43.75	56.25	62.50	37.50	25.00	12.50	18.75	18.75	16	16	16
7	56.25	41.18	50.00	18.75	47.06	16.67	25.00	11.76	33.33	16	17	12
8	*	40.00	53.33	*	20.00	26.67	*	40.00	20.00	*	15	15
All Grades	37.16	27.47	39.24	43.17	47.25	34.81	19.67	25.27	25.95	183	182	158

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.45	0.00	0.00	86.21	76.47	78.57	10.34	23.53	21.43	29	17	14
1	0.00	5.00	0.00	22.73	30.00	41.67	77.27	65.00	58.33	22	20	12
2	3.70	4.17	0.00	55.56	50.00	57.89	40.74	45.83	42.11	27	24	19
3	4.17	0.00	4.17	41.67	48.28	37.50	54.17	51.72	58.33	24	29	24
4	0.00	0.00	3.57	50.00	52.17	57.14	50.00	47.83	39.29	26	23	28
5	6.67	9.52	11.11	40.00	61.90	50.00	53.33	28.57	38.89	15	21	18
6	12.50	0.00	0.00	50.00	37.50	37.50	37.50	62.50	62.50	16	16	16
7	18.75	5.88	0.00	31.25	47.06	41.67	50.00	47.06	58.33	16	17	12
8	*	13.33	20.00	*	26.67	33.33	*	60.00	46.67	*	15	15
All Grades	6.56	3.85	4.43	47.54	48.35	48.73	45.90	47.80	46.84	183	182	158

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.24	17.65	7.14	41.38	29.41	42.86	41.38	52.94	50.00	29	17	14
1	0.00	0.00	0.00	45.45	45.00	33.33	54.55	55.00	66.67	22	20	12
2	0.00	0.00	5.26	66.67	37.50	63.16	33.33	62.50	31.58	27	24	19
3	8.33	3.45	4.17	66.67	72.41	66.67	25.00	24.14	29.17	24	29	24
4	23.08	17.39	3.57	42.31	65.22	82.14	34.62	17.39	14.29	26	23	28
5	6.67	19.05	16.67	66.67	66.67	77.78	26.67	14.29	5.56	15	21	18
6	18.75	18.75	31.25	68.75	56.25	68.75	12.50	25.00	0.00	16	16	16
7	12.50	5.88	0.00	68.75	70.59	75.00	18.75	23.53	25.00	16	17	12
8	*	0.00	0.00	*	73.33	93.33	*	26.67	6.67	*	15	15
All Grades	10.38	8.79	7.59	57.38	57.69	68.99	32.24	33.52	23.42	183	182	158

Conclusions based on this data:

1. The school has made notable progress in moving students out of the lowest performance level. The percentage of students at Level 1 (Beginning) across all grades dropped 10 percentage points.
2. Students continue to perform better in Oral Language (Listening and Speaking) than in Written Language. Approximately 61.4% of students are scoring at Level 3 or 4 in Oral Language, compared to only 23.4% in Written Language.
3. While oral skills are improving, literacy domains represent the greatest challenge for reclassification. In the Reading Domain, 46.84% of students remain at the "Beginning" level, with almost no students (4.43%) reaching the "Well Developed" stage. The Writing Domain has similar results but are showing more growth.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
393	**91.3%**	**40.5%**	**0.0%**
Total Number of Students enrolled in Hamilton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	159	40.5%
Foster Youth	0	0.0%
Homeless	29	7.4%
Socioeconomically Disadvantaged	359	91.3%
Students with Disabilities	55	14%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	0	0.0%
American Indian	2	0.5%
Asian	8	2%
Filipino	0	0.0%
Hispanic	364	92.6%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	10	2.5%

Conclusions based on this data:

1. The school serves an exceptionally high percentage of Socioeconomically Disadvantaged students, totaling 91.3% (359 students).

2. Beyond the primary demographic groups, there is a significant presence of Students with Disabilities (14%)

3. The school’s ethnic makeup remains heavily concentrated, with Hispanic students accounting for 92.6% of total enrollment.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress Yellow		

Conclusions based on this data:

1. The school has achieved a consistent Yellow performance level across all major academic categories, including English Language Arts, Mathematics, and English Learner Progress.
2. Chronic Absenteeism is the school's strongest metric, currently sitting at the Green performance level. This suggests that the school's current attendance initiatives and school culture are effectively keeping students engaged and in the classroom/

3. The Suspension Rate is currently at the Yellow level, aligning with the school's academic performance. This indicates a stable school climate where disciplinary actions are not disproportionately high, but it also highlights a "Conditions & Climate" area where further implementation of Positive Behavioral Interventions and Supports (PBIS) could help elevate the school to a higher performance tier.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
69.8 points below standard	85.8 points below standard	89 points below standard
Increased 19.7 points	Increased 19.5 points	Increased 19.8 points
271 Students	141 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	104.3 points below standard	74.4 points below standard
	Maintained 0.3 points	Increased 18.1 points
	28 Students	237 Students

Students with Disabilities	African American	American Indian
Orange 129 points below standard Increased 33.8 points 47 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	Orange 73.3 points below standard Increased 18.1 points 251 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. While the school's overall performance remains in the Yellow or Orange categories, every single student group with reported data showed significant growth. The school as a whole increased by 19.7 points, moving closer to the standard.
2. The Students with Disabilities group showed the most significant improvement of any subgroup, increasing by 33.8 points. Although they remain 129 points below standard (placing them in the Orange category).
3. Both the English Learners and Socioeconomically Disadvantaged groups are currently in the Orange performance level. While both groups increased by approximately 18-19 points, they remain significantly below standard (85.8 points and 74.4 points respectively).

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
93.7 points below standard	98.2 points below standard	165.3 points below standard
Increased 11.4 points	Increased 15.5 points	Maintained -2.4 points
273 Students	143 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	108.8 points below standard	96.5 points below standard
	Increased 6.6 points	Increased 13.3 points
	29 Students	239 Students

Students with Disabilities

Orange

157.3 points below standard

Increased 39.3 points

47 Students

African American

No Performance Color

0 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Filipino

No Performance Color

0 Students

Hispanic

Orange

96.7 points below standard

Increased 12.5 points

253 Students

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Conclusions based on this data:

1. The school as a whole achieved a "Yellow" performance level, marked by a solid increase of 11.4 points.
2. The Students with Disabilities group demonstrated the highest rate of improvement of any subgroup, with a remarkable increase of 39.3 points. Although this group remains at an "Orange" performance level (157.3 points below standard)
3. Despite showing growth, the English Learners (up 15.5 points), Socioeconomically Disadvantaged (up 13.3 points), and Hispanic (up 12.5 points) groups all remain in the "Orange" performance category.

School and Student Performance Data

Academic Performance
Science

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
42.9 science points	39.6 science points	39.9 science points
Maintained 0.5 points	Maintained 0.1 points	15 Students
89 Students	45 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	41.3 science points
	9 Students	Maintained -0.7 points
		72 Students

Students with Disabilities	African American	American Indian
No Performance Color 34.2 science points Increased 2.9 points 13 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	Orange 41.6 science points Maintained 0.2 points 83 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Overall, the school's performance in Science is categorized at the Orange level, with an average score of 42.9 points.
2. Overall, the school's performance in Science is categorized at the Orange level, with an average score of 42.9 points.
3. The Students with Disabilities subgroup showed the most positive trend in Science, with an increase of 2.9 points. Although this group does not yet have a performance color assigned due to the small cohort size (13 students).

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Yellow	No Performance Color
42.7 making progress.	43.5 making progress.
Number Students: 143 Students	Number Students: 23 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.7%	42.7%	0%	42.7%

Conclusions based on this data:

1. The school is currently at the Yellow performance level for English Learner Progress, with 42.7% of the 143 students in this cohort making progress toward English language proficiency.
2. A deeper dive into the student results reveals a balanced split in performance: 42.7% of students successfully progressed at least one ELPI level, while an identical 42.7% maintained their previous level. While maintaining a level is better than a decrease, the high percentage of students "maintaining" suggests a need for more aggressive instructional interventions to move these students into the "progressed" category.
3. 14.7% of the English Learner population decreased by one ELPI level. Keeping this "regression" rate low is a success for the school's ELD program, as it suggests that the majority of students (85.3%) are either holding their ground or moving forward in their English language development.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
6.9% Chronically Absent	5.6% Chronically Absent	0% Chronically Absent
Declined 0.6	Maintained -0.4	Declined 3.6
403 Students	180 Students	30 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Green	Yellow
Fewer than 11 students - No Data for Privacy	4.7% Chronically Absent	7.8% Chronically Absent
	Maintained -0.3	Maintained 0.1
2 Students	43 Students	357 Students

Students with Disabilities	African American	American Indian
Green 7.4% Chronically Absent Declined 7.4 68 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students	Green 6.4% Chronically Absent Declined 0.9 374 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Conclusions based on this data:

1. The school has achieved a Green performance level for Chronic Absenteeism, with an overall rate of 6.9%.
2. The Students with Disabilities subgroup showed the most dramatic improvement on campus. Their chronic absenteeism rate declined by 7.4 points, dropping to 7.4%
3. While the school is performing well overall, the Socioeconomically Disadvantaged group represents the highest percentage of chronically absent students at 7.8% (placing them in Yellow). Additionally, the English Learner group is also in the Yellow category at 5.6%.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
4.2% suspended at least one day	4.4% suspended at least one day	3.3% suspended at least one day
Declined 1.6%	Increased 1.9%	Declined 7.4%
406 Students	182 Students	30 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	7% suspended at least one day	3.9% suspended at least one day
	Increased 7%	Declined 1.5%
2 Students	43 Students	360 Students

Students with Disabilities

Yellow

5.7% suspended at least one day

Declined 9%

70 Students

African American

No Performance Color

0 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Filipino

No Performance Color

0 Students

Hispanic

Yellow

3.7% suspended at least one day

Declined 1.2%

377 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Conclusions based on this data:

1. The school’s overall suspension rate is at the Yellow performance level and has shown significant improvement. The rate declined from 5.8% to 4.2% (a 1.6% decrease) over the last year.
2. The Students with Disabilities subgroup demonstrated the most dramatic improvement in the school. This group's suspension rate saw a massive 9% decline, dropping to 5.7%.
3. Homeless Students: This group is in the Red category with a 7% suspension rate, representing a 7% increase and the English Learners: This group is in the Orange category with a 4.4% suspension rate, following a 1.9% increase.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Hamilton Unified School District will enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from Low Socio-Economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling.

Identified Need

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

While CAASPP ELA and Math scores showed an upward trend in 2024-25, over 60% of students still do not meet standards in Mathematics, and Writing remains a significant barrier in ELA.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	47.3% Not Met	Decrease to 40% or lower
CAASPP Math	18.15% Met/Exceeded	Increase to 23% or higher
ELA Writing Claim	41.9% Below Standard	Decrease to 35% or lower
ELPAC Level 4	5.06% (Written Lang)	Increase to 10% or higher

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Implement a school-wide, vertically aligned writing initiative aligned to the California Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC) ELA/Literacy Writing Claim. Instruction will emphasize grade-appropriate writing applications and progressively build students' ability to produce clear, organized, and evidence-based writing across content areas. At the TK–5 level, instruction will focus on sentence development, structured paragraph construction, the use of text evidence, and responding to reading through writing. Students will engage in routine opportunities to explain thinking, cite evidence, and develop coherent written responses aligned to SBAC expectations for written expression and	All students (with a targeted tracking for English Learners and Low Socio-Economic student groups).	18,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	language conventions. Integrate the Imagine Learning Español platform to provide targeted, adaptive academic instruction and literacy support in Spanish, reinforcing core language skills. At the 6th–8th grade level, the focus will shift toward multi-paragraph text-dependent analysis, argumentative and informational writing that require students to analyze complex texts, organize claims and evidence, elaborate using academic language, and demonstrate command of conventions consistent with the SBAC full-write performance tasks. Teachers will utilize weekly PLC (Professional Learning Community) data cycles to review assessments, adjust pacing and deploy tier 2 re-teaching interventions for students falling behind on essential standards. Professional development will be provided to teachers on shared writing rubrics, calibration protocols, and the progression of writing standards across grade levels to ensure consistency in instructional expectations and scoring practices. Teachers will collaboratively analyze student writing samples using SBAC-aligned criteria to strengthen instructional alignment, improve rigor, and address identified deficits within the ELA Writing Claim.		
1.2	Integrated ELA/ELD Writing Framework & Sentence Frames: Focus on the use of academic language scaffolds, interactive writing walls, and progressive sentence/paragraph frames to support English Learners (specifically targeting the ELPAC Level 4 Written Language outcome) and struggling writers in structuring text-dependent responses. Provide professional development for teachers on utilizing integrated ELD strategies within the core ELA writing block.	English Learners and students scoring "Below Standard"	10,000 Title I
1.3	Mathematical Concepts and Procedures: Establish a school-wide focus on improving core mathematical concepts and procedural fluency. Utilize site-wide supplemental math tools (Freckle, Happy Numbers, Desmos) to provide targeted, adaptive practice. Teachers will utilize weekly PLC (Professional Learning Community) data cycles to review formative assessments, adjust pacing, and deploy immediate Tier 2 re-teaching interventions for students falling behind on essential standards.	All Students	8,000 Title I
1.4	Tier 2 and 3 Intervention: Utilize assessment data to group students by specific skill deficits. Use evidence-based, hands-on intervention materials and targeted digital tools to scaffold learning for students. Utilize the Renaissance platform for assessment and analysis.	Students scoring "Below Standard"	25,000 Title I
1.5	Data-Driven PLC Collaboration, Training, and Common Formative Assessments: Provide structured release time for Collaborative Teams to meet in Professional Learning Communities (PLCs) and provide targeted professional development for	All Students	10,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	adminstrators and staff on effective PLC protocols. Teachers will design short, common formative assessments aligned with pacing guides, analyze student work samples (specifically math multi-step problems and writing prompts), and immediately adjust core instruction based on the results. Utilize the Renaissance platform for assessment and analysis.		
1.6	Parent & Family Academic Engagement Nights: Host targeted Family Literacy and Math Nights designed to share actionable strategies with parents. Provide families with bilingual take-home resources, learning games, and training on how to access and utilize resources at home to increase student math fluency and writing practice outside the classroom.	All Students	5,000 Title I
1.14			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate and Student Well-Being HES will foster a safe, inclusive, and supportive school environment that promotes students' social-emotional well-being, strengthens relationships for all students. HES will ensures access to responsive supports for students impacted by trauma and mental health and social emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HUSD strives to cultivate a welcoming, safe, and engaging atmosphere at each school site, where the social and emotional needs of students are prioritized. This environment will foster a strong sense of connection to the school and positive school culture, with additional support provided for students who have experienced trauma and/or mental health issues.

Identified Need

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

While academic progress is rising, local survey data and attendance patterns indicate a need to address student mental health, anxiety, and trauma-informed care. Chronic absenteeism remains a challenge for specific student subgroups, and a baseline percentage of students report needing stronger peer-to-peer and staff connections. To maximize academic success, the school must proactively address barriers to attendance and provide immediate, responsive social-emotional tier support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	6.9% Chronically Absent	Decrease by 2% or lower overall
California Healthy Kids Survey (CHKS) - School Connectedness	57% of Middle School Students Agree or Strongly Agree to general school connectedness	75% or higher of students reporting high connectedness
SWIS Behavioral Data	69 total major referral up to date	Reduce total Major Referrals by 15% or more

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Tier 1 School-Wide Social Emotional Learning (SEL): Implement a school-wide, research-based SEL curriculum (e.g., Second Step, Character Strong) taught weekly in all classrooms. Conduct school-wide assemblies and establish a "Positive Behavioral Interventions and Supports" (PBIS) reward system to reinforce positive school culture and inclusive relationships. Align our PBIS rewards	All	6230 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	system by explicitly teaching the behavioral expectations required for students to earn incentives, ensuring a cohesive approach to positive student behavior.		
2.2	Tier 2 & Tier 3 Targeted Behavior, Mental Health & Trauma Supports: Deploy a dedicated Counselor, Social Worker, Wellness Coach or contracted mental health professionals to provide small-group interventions and individual check-ins for students identified via trauma indicators or staff referrals. Align our PBIS rewards system by explicitly teaching the behavioral expectations required for students to earn incentives, ensuring a cohesive approach to positive student behavior.	Targeted Students	2000 Title I
2.3	Attendance Intervention & Truancy Outreach: Establish an Attendance Review Team to monitor chronic absenteeism. Implement a tier-based communication plan including automated parent alerts, positive attendance challenges, and bilingual home visits conducted.	All Students (With a specific focus on chronically absent subgroups)	
2.5			
2.7			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family and Community Engagement
HES will strengthen partnerships with families and the community by creating meaningful opportunities for engagement, building capacity for families to support student learning, and promoting consistent, two-way communication.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

HUSD will engage parents, families, and community members as essential partners in the educational journey of students, emphasizing the critical role parents play in their children's academic success.

Identified Need

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

While parent attendance is high at traditional school performances and social celebrations, local survey data shows lower participation in academic workshops, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings. There is a verified need to bridge the gap between home and school by providing targeted, capacity-building workshops for families (particularly for our English Learner and low-income student subgroups) and establishing more consistent, accessible, two-way communication channels.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Family Attendance at Academic Workshops	30-60 parents	increase attendance by 25%
Annual Parent Survey Engagement Rate	84 parents completed the CHKS	receive 100 or more completed surveys
ELAC / SSC Parent Representation & Attendance	Bare minimum quorum achieved	Maintain full roster representation with 100% meeting quorums met

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Academic Parent Capacity-Building Workshops: Host a series of bilingual family workshops (e.g., Literacy/Math Nights) designed to provide parents with actionable strategies and tools to support student learning at home.	All Students	2000 Title I .
3.2	Enhanced Multi-Platform Communication: Streamline and maximize school-to-home messaging by utilizing a wide variety of communication platforms to reach all families. Ensure all critical school announcements, newsletters, and teacher-parent updates are distributed digitally via ParentSquare and school	All Students	9000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	communication apps, displayed publicly on the school marquee, and provided in physical, translated print materials for families without reliable digital access. All multi-platform communications will be distributed in both English and Spanish to ensure equity and accessibility.		
3.3	Utilize staff to perform targeted outreach, personal phone calls, bilingual invitations and child care to increase parent participation in school leadership committees such as SSC and ELAC, ensuring diverse parent voices are represented in school decision-making.	All Students	4000 Title I
3.4			.

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Language Development
HES will create a climate and culture that is assets-oriented and embraces the languages and cultures of students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Hamilton Unified School District will enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from Low Socio-Economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling.
Goal #2: HUSD strives to cultivate a welcoming, safe, and engaging atmosphere at each school site, where the social and emotional needs of students are prioritized. This environment will foster a strong sense of connection to the school and positive school culture, with additional support provided for students who have experienced trauma and/or mental health issues.

Identified Need

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

A review of the California School Dashboard and local ELPAC data indicates that while our English Learner (EL) population shows strong oral language skills, a significant performance gap remains in Written Language (Reading and Writing claims). Furthermore, there is a critical need to increase the percentage of EL students making annual progress toward English proficiency on the ELPAC to meet reclassification (RFEP) targets. Core instruction must consistently integrate assets-oriented, culturally responsive strategies alongside systematic Designated and Integrated ELD to ensure equitable academic access.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Overall Progress (Dashboard ELPI)	47.2% progressed at least one ELPI Level	Increase by 7% or more making annual progress
Culturally Responsive Climate Survey	New tracking structured tracking	80% or more of EL students report feeling their culture is valued at school

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Assets-Oriented & Culturally Responsive School Culture: Implement school-wide cultural heritage celebrations, multilingual campus signage, and showcase student-led cultural presentations to build an assets-oriented environment.	All Students (with an emphasis on English Learners).	4000 Title I
4.2	Develop sociocultural competence through the implementation of Principle 1 of the English	English learners	4000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Learner Roadmap and Ellevation modules. Provide professional development for all staff on culturally responsive teaching practices that value and leverage students' primary languages as assets for learning.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

English Language Development
HES will ensure the intellectual quality of instruction and meaningful access for English learners during integrated ELD.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Hamilton Unified School District will enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from Low Socio-Economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling.

Identified Need

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

While performance data shows that English Learners are building basic interpersonal communication skills, California School Dashboard and local benchmark data indicate a significant gap in academic literacy across core content areas (ELA, Math, and Science). To achieve true equity and access, core instruction must deliberately incorporate high-quality, integrated ELD strategies. Teachers need targeted professional development to effectively scaffold complex academic texts and facilitate rigorous, text-dependent academic academic discussions for English Learners during core instruction.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Integrated ELD Walkthrough Data	New tracking implementation	75% or higher evidence of academic language scaffolds during core walkthroughs
CAASPP ELA Performance (EL Subgroup)	English Learners on average were 85.8 points below standard	Increase the percentage of EL students meeting standard by 5% or more
Ellevation Benchmark Assessment Completion	New tracking implementation	100% of designated classrooms will complete benchmarks on schedule

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Comprehensive Integrated & Designated ELD Framework: Provide standards-based and research-based instruction that supports the linguistic demands of academic content and tasks through the implementation of Principle 2 of the English Learner Roadmap and Ellevation modules. Deliver targeted staff development focused on high-quality instructional scaffolding, and equip classrooms with specialized materials and student		7000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	supports to ensure meaningful academic access during both integrated and designated ELD instruction.		
5.2	Administer Ellevation Benchmark assessments in order to support instructional planning and strengthen outcomes for English learners.		Title III

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$204,433
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$114,230.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$114,230.00

Subtotal of additional federal funds included for this school: $114,230.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $114,230.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	114,230.00

Expenditures by Budget Reference

Budget Reference	Amount
	36,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	114,230.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,000.00
Goal 2	8,230.00
Goal 3	15,000.00
Goal 4	8,000.00
Goal 5	7,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ulises Tellechea	Principal
Maria Llamas	Classroom Teacher
Jenny Firth	Classroom Teacher
Maricela Almaraz	Classroom Teacher
Rosa Rivera	Other School Staff
Maritza Vera	Parent or Community Member
Rosa Vargas	Parent or Community Member
Azucena Vargas	Parent or Community Member
Sara Lozano	Parent or Community Member
Cristal Barron	Parent or Community Member
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Community Schools Director

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

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

This SPSA was adopted by the SSC at a public meeting on 5/26/26.

Attested:

	Principal, Ulises Tellechea on 5/26/26
	SSC Chairperson, Maria Llamas on 5/26/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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