

Sequoia Union Board of Trustees
Regular Board Meeting
June 12, 2025 at 6:00 p.m.

A special meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA.

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

1. CALL TO ORDER at 6:00 pm

2. FLAG SALUTE

3. APPROVAL OF AGENDA

Amended to add items 10.5, 10.6, 10.7, 10.8, 10.9

4. COMMENTS FROM THE PUBLIC

Board Policy #9323 allows members of the public to address the Board regarding any agenda item or other item within the subject matter jurisdiction of the Board. Individual speakers are allowed three minutes to address the Board. The Board shall limit the total time for public input on each item to 20 minutes. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Board members may engage in limited discussion of non-agenda items or issues raised during public comments, to briefly ask clarifying questions, make a brief announcement, report on their own activities, or to refer the matter to staff.

5. STUDENT/STAFF/PUBLIC ACKNOWLEDGEMENT

5.1 RFEP Student Acknowledgement

6. CORRESPONDENCE

7. PUBLIC HEARING

7.1 Public Hearing for the LCAP District and LCFF Budget Overview for Parents

7.2 Public Hearing for the LCAP Charter and LCFF Budget Overview for Parents

7.3 Public Hearing for the 2025-2026 Sequoia Union District and Charter Proposed Budget

8. **ACTION ITEMS**

8.1 Interdistrict Transfers OUT

8.2 Interdistrict Transfers IN

8.3 Awning for Cafeteria

9. **DISCUSSION & REPORTS**

9.1 New Construction and Modernization Discussion & Report by Consultant, Luke Smith

10. **CONSTRUCTION/MODERNIZATION ITEMS**

10.1 Bul#25/RFI 56 - Existing Opening Infill Framing

10.2 Bul#26/RFI 57 - Existing Window Framing

10.3 Bul#25/RFI 58 - Existing Partition Wall Framing Members & Plumbing

10.4 Bul#22/RFI 63 - Building 2 Dry Rot at Eaves and Fascia

10.5 Bul#24/RFI 54/55 - Building Insulation

10.6 Bul#3 - Replace domestic water shut off valve

10.7 Bul#21/RFI 33 - Replace existing door frame at Door 27

10.8 Bul#27/RFI 65 - Provide thermostat control wire and conduit

10.9 Bul#28/RFI 61 - Provide trap primer in girl's restroom

11. **SUPERINTENDENT**

11.1 Superintendent Report

12. **HUMAN RESOURCES**

12.1 Hire 6th grade Teacher David Bivona - Step 3 Salary \$60,764.61

12.2 Hire 2nd Grade Teacher Shawna Young - Step 3 Salary \$60,764.61

12.3 SETA Contract Agreement

13. **BUSINESS**

13.1 Business Report

14. **MAINTENANCE OPERATIONS AND TRANSPORTATION**

14.1 Update:

15. **AG Farm Business**

15.1 Update:

- 16. CONSENT AGENDA:** Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the members of the Governing Board shall be deemed to have been considered in full and adopted as recommended.

16.1 Approve the Minutes of the Regular Board Meeting 3-6-2025.

16.2 Approve the Minutes of the Regular Board Meeting 4-10-2025.

16.3 Approve the Minutes of the Regular Board Meeting 5-8-2025.

17. ORGANIZATIONAL BUSINESS

17.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

18. BOARD CALENDAR

19. CLOSED SESSION

Personnel

19.1 Public Employee Discipline/Dismissal/Release (Certificated) (GC 54947)

19.2 Public Employee Performance Evaluation (Superintendent) (GC 54957)

19.3 Conference with Labor Negotiator (GC 54957.6)

Agency Representative: Superintendent/Principal.

A. Student Matters

B. Legal Matters

19.5 Anticipated Litigation (GC 54956.9) update: 1 potential cases

20. OPEN SESSION: OTHER ACTION ITEMS

Consideration of items from closed session

21. ADJOURNMENT



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

STUDENT/STAFF/PUBLIC ACKNOWLEDGEMENT

5.1 RFEP Student Acknowledgement

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

PUBLIC HEARING

7.1 Public Hearing for the LCAP District and LCFF Budget Overview for Parents

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

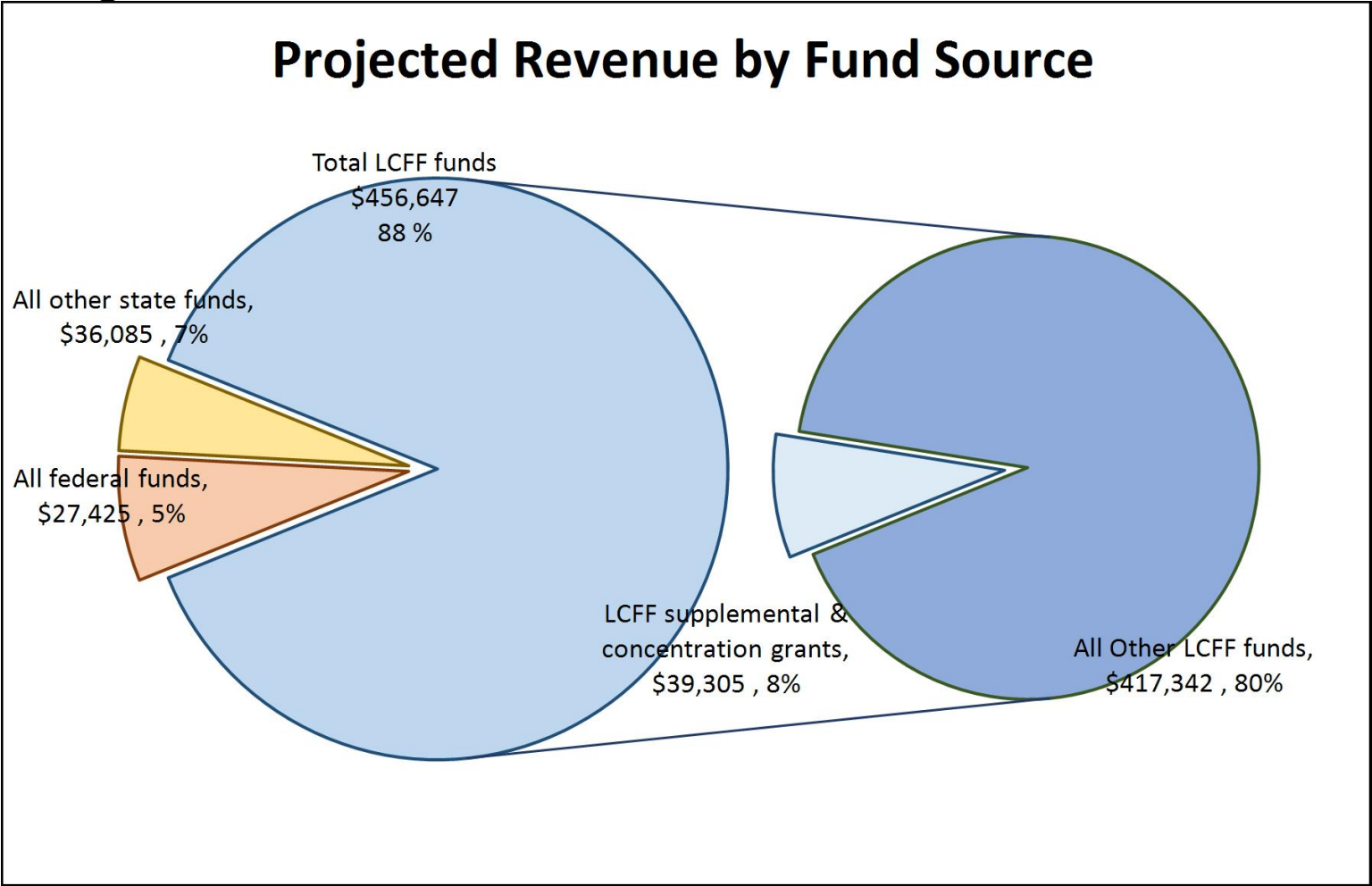


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union Elementary School District
CDS Code: California
School Year: 2025-26
LEA contact information:
Scott Pickle, Ed.D.
Superintendent/Principal
spickle@sequoiaunion.org
(559) 564-2106

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 2025-26 School Year

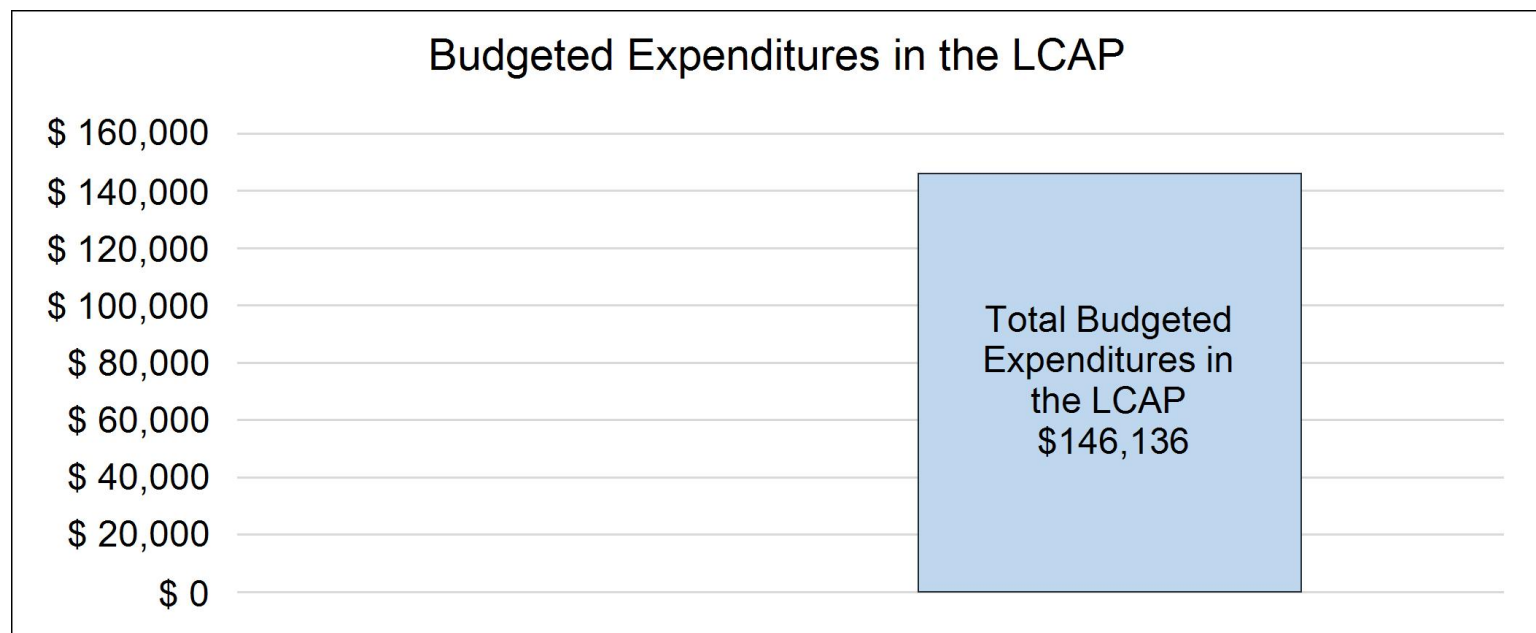


This chart shows the total general purpose revenue Sequoia Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary School District is \$520,157, of which \$456,647 is Local Control Funding Formula (LCFF), \$36,085 is other state funds, \$0.0 is local funds, and \$27,425 is federal funds. Of the \$456,647 in LCFF Funds, \$39,305 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 Sequoia Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

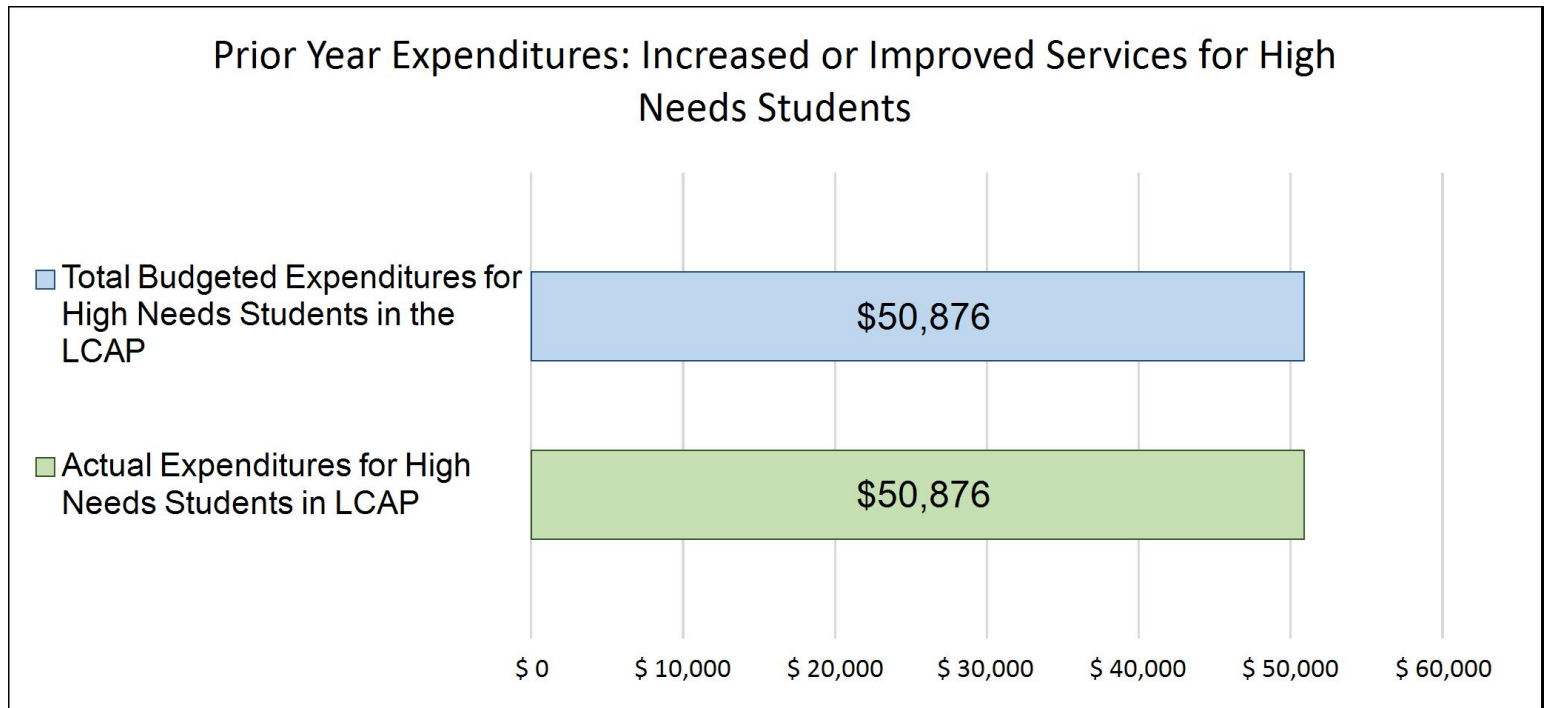
The text description of the above chart is as follows: Sequoia Union Elementary School District plans to spend \$ for the 2025-26 school year. Of that amount, \$146136 is tied to actions/services in the LCAP and \$-146,136 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sequoia Union Elementary School District is projecting it will receive \$39,305 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary School District plans to spend \$ 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 2024-25



This chart compares what Sequoia Union Elementary 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 Sequoia Union Elementary 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 2024-25, Sequoia Union Elementary School District's LCAP budgeted \$50,876 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary School District actually spent \$50,876 for actions to increase or improve services for high needs students in 2024-25.



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
Sequoia Union Elementary School District	Scott Pickle, Ed.D. Superintendent/Principal	spickle@sequoiaunion.org (559) 564-2106

Plan Summary [2025-26]

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.

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus has a rich history and serves as the center of the small agricultural community of Lemon Cove. Many local families have had multiple generations attend our school, and roughly half of our staff either attended Sequoia Union themselves, or had children matriculate through the district. Typical enrollment for the Elementary School fluctuates in size from 30 to 45 students depending on the year. Currently 27% of the student body comes from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community.

Sequoia Union enjoys active parent volunteer groups including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$40,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The with the renewal of the district's charter school in 2020, Sequoia Union Elementary School District adopted an agricultural focus; in 2023 the district realized the long held goal of hiring a credentialed agricultural teacher and in 2025 a farm manager. Students at Sequoia Union Elementary have the opportunity to take both Agricultural Biology as their main science course and an agriculture elective. In 2024 a junior high chapter of FFA was chartered and FFA members participated in both local and state wide FFA conferences and competitions. Development of our school farm have continued this year with fencing and irrigation plans in place and the purchase of a brand new tractor. The district has begun writing grants as part of the farm development process and plans to develop a three course CTE agricultural pathway

for middle school students. The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands-on learning on the farm site with option of a deeper dive into agricultural education for middle school students. Surveys of educational partners continue to show that this type of active, experiential instruction is valued by our parents and community partners.

The Elementary School serves a population that is currently 44.4% socioeconomically disadvantaged and 2.8% English Learners. Demographically the Elementary School is made up of 50% White/Caucasian and 38.9% Hispanic.

For the purposes of this LCAP the total enrollment, allocated funds and actions are for the 8th Grade only; the Elementary School and the Charter have separate LCAPs and are funded as separate entities.

Reflections: Annual Performance

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

Sequoia Union Elementary improved overall academic performance in English Language Arts from 2023 to 2024 according to the California School Dashboard. Scores in English Language Arts were "green" on the Dashboard and went up by 3.9 points overall. Scores in Mathematics were "orange" and declined by 13.6 points overall. Because the enrollment numbers for the Elementary School are so low, performance colors are not available for specific student groups.

In the area of academic engagement, with chronic absenteeism increase by 9.4% placing the school in the "orange" category. Though the Dashboard an increase of 9.4% in the suspension rate, our local data collected from surveys indicates an improvement of the climate and conditions from 2023 to 2024.

Surveys of parents on behalf of students show an increase in the number of students who gave a positive answer when asked "Would you say you like school" from 61% in 2023, 51% in 2024, to 80% in 2025. Also, 80% of parents reported that "My child feels like they belong at the school". The number of parents who report that school staff welcomes their suggestions has increased from 54% to 76%. Staff report a better culture and climate in that 73% agree with the statement, "Our school fosters a respectful, inclusive, environment." 66% agree or strongly disagree that they are "optimistic about the direction of the school", and there has been an increase from only 20% in 2024 to 66% in 2025 that their colleagues have a positive attitude.

This data reveals that the significant changes made have contributed to changing the culture in the district. The fourth goal that was added to the three year cycle of the LCAP will continue to allow us to serve campus culture. Actions associated with this goal will include initiatives to address student needs such as character education and discipline programs, as well as conferences and professional development for teachers that will specifically provide training in how to change school culture. It is clear from staff and parent feedback that the addition of a new administrator has helped to address many of the areas in need of improvement - student discipline, communication with parents, staff management.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Administrators, Certificated Bargaining Unit	<p>Teachers were invited to engage with the LCAP process in the following ways:</p> <p>Teachers were asked to take a the annual LCAP/Climate and Culture survey: 70% participation rate among teachers. The survey provided multiple opportunities for open ended comments and feedback.</p> <p>An all staff meeting was held on March 19, 2025 where teachers were presented with basic information about LCAP and the budget, then asked to review and/or make suggestions for revisions of goals and actions. Teachers were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to input were held on March 12th and May 21st.</p>
School Staff (other school classified staff), No Classified Bargaining Unit exists	<p>School staff were invited to engage with the LCAP process in the following ways:</p> <p>School staff were asked to take a the annual LCAP/Climate and Culture survey: 71% participation rate among staff. The survey provided multiple opportunities for open ended comments and feedback.</p>

Educational Partner(s)	Process for Engagement
	<p>An all staff meeting was held on March 19, 2025 where staff members were presented with basic information about LCAP and the budget, then asked to review and/or make suggestions for revisions of goals and actions. Staff were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to input were held on March 12th and May 21st.</p>
Parents and Families	<p>Parents and Families were invited to engage with the LCAP process in the following ways:</p> <p>Parents were asked to take a the annual LCAP/Climate and Culture survey. Though the participation rate was not as high as that of the staff surveys, the data collected was informative. The survey provided multiple opportunities for open ended comments and feedback.</p> <p>A parent meeting to discuss and elicit feedback for LCAP/Budget from parents was held on March 19, 2024</p> <p>School Site Council meetings dedicated to input were held on March 12th and May 21st.</p>
Parents With Students Receiving Special Services, Including Parents of English Learners	<p>Parents with students receiving special services, including parents of English Learners, were invited to engage with the LCAP process in the following ways:</p> <p>In addition to the surveys administered to Parents and Families, a survey asking about satisfaction with special services was sent to all parents whose students receive those services. This survey also allowed for open ended comments.</p> <p>The LCAP was the main topic of discussion at the ELA committee. The district Superintendent also responds in writing to comments shared by members of ELAC/DELAC and the PAC.</p>

Educational Partner(s)	Process for Engagement
Students	Students were invited to engage with the LCAP process. Small classroom meetings were held to solicit input and respond to feedback.

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

In scheduled and posted meetings, the parents and community were afforded the opportunity for input. Surveys were used solicit information and guidance. Input gathered was used to design new Action(s) within 3.9 (Conunseling/Social Services, 2.6 (After School Sports Program), and 3.8 (School Nurse LVN). Parents and staff strongly supported the need to continue to address student health and well-being. Students and parents appreciate the opportunities for students to participate in sports programs and are encourage by the new communication..

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This is a long standing goal in the LEA's LCAP, as we are focused on academic achievement with overall achievement levels at 45.24% of all students meeting or exceeding standard in ELA and 47.62% of all students meeting standard in Math. However, only 25% of Socioeconomically Disadvantaged students met or exceeded standard in ELA and 18.75% met or exceeded standard in Math. Additionally, 23.07% of Socioeconomically Disadvantaged students met or exceeded standard in ELA and 15.38% met or exceeded standard in Math. Achievement in Science was also an area in which percentages of students meeting or exceeding standard were low. Educational partners shared a need to continue with actions addressing the academic needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Grade 8 on the CAASPP	CAASPP Performance 22-23 All students: 45.24% met/exceeded for ELA 47.62 % met/ exceeded for Math 40.48% met/exceeded for Science English Learners:	CAASPP Performance 23-24 All students: 59.38% met/exceeded for ELA 34.38% met/exceeded for Math		CAASPP Performance 25-26 All Students 2025-2026 45% will meet or exceed standard for ELA 43% will meet or exceed standard for Math	Overall: ELA increased by 14% in 23-24 Math decreased 13% in 23-24 Both Hispanic and Socioeconomically Disadvantaged increased significantly in both ELA and Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Hispanic 23.07% met/exceeded for ELA 15.38% met/exceeded for Math 15.38% met/exceeded for Science</p> <p>Socioeconomically Disadvantaged 25% met/exceeded for ELA 18.75% met/exceeded for Math 12.5% met/exceeded for Science</p>	<p>Science was not reported on dashboard</p> <p>English Learners: In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>Hispanic 38.46% met/exceeded for ELA 23.08% met/exceeded for Math Not reported for Science</p> <p>Socioeconomically Disadvantaged 55% met/exceeded for ELA 25% met/exceeded for Math Not reported for Science</p>		<p>41% will meet or exceed standard for Science</p> <p>English Learners 2025-2026 12% will meet or exceed standard for ELA 12% will meet or exceed standard for Math 12% will meet or exceed standard for Science</p> <p>Hispanic/Latino Students 2025-2026 28% will meet or exceed standard for ELA 17% will meet or exceed standard in Math 13% will meet or exceed the standard for Science</p> <p>Socioeconomically Disadvantaged 2025-2026 30% will meet or exceed standard for ELA</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					24% will meet or exceed standard for Math 20% will meet or exceed the standard in Science	
1.2	Grade 8 ELPAC proficiency	In order to protect student privacy, data is suppressed because fewer than 11 students tested. (22-23)	In order to protect student privacy, data is suppressed because fewer than 11 students tested. (23-24)		LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4)	
1.3	Grade 8 reclassification of English Language Learners	Only one English Learner was Reclassified Fluent English Proficient for the 2022-2023 school year constituting 3%.	No students were reclassified Fluent English Proficient for the 2023-2024 school year		LEA wide English Learners will be Reclassified Fluent English Proficient for the 2025-2026 school year for a reclassification rate of 10%	In 24-25, the reclassification rate was 25%.
1.4	Progress toward English proficiency as measured by the ELPAC for 8th grade students only	In order to protect student privacy, data is suppressed because fewer than 11 students tested. (22-23)	In order to protect student privacy, data is suppressed because fewer than 11 students tested. (23-24)		LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4, Well Developed) Level 1 Minimally Developed 25-26: 7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Level 2 Somewhat Developed 25-26: 39%	
					Level 3 Moderately Developed 25-26: 39%	
1.5	Locally administered benchmark assessment performance for 8th grade students only	<p>iReady Diagnostic Overall Placement Fall 23 to Spring 24</p> <p>*Mid/Above Grade Level Reading Fall 29% Spring 39% Math Fall 6% Spring 13%</p> <p>*Early on Grade Level Reading Fall 13% Spring 19% Math Fall 16% Spring 26%</p> <p>*One Grade Level Below Reading Fall 26% Spring 6% Math Fall 45% Spring 29%</p> <p>*Two Grade Levels Below Reading Fall 3% Spring 3% Math</p>	<p>Local benchmark analysis Acellus</p> <p>Reading Fall 39% Spring 42%</p> <p>Math Fall 8% Spring 17%</p>		<p>Sequoia Union Elementary Overall Placement Fall 26 to Spring 27</p> <p>*Mid/Above Grade Level Reading Fall 32% Spring 42% Math Fall 9% Spring 16%</p> <p>*Early on Grade Level Reading Fall 16% Spring 22% Math Fall 19% Spring 29%</p> <p>*One Grade Level Below Reading Fall 23% Spring 3%</p>	Benchmarks given through Acellus reported improvement in both Math and Language Arts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Fall 10% Spring 6%</p> <p>*Three or More Grade Levels Below Reading Fall 29% Spring 32% Math Fall 23% Spring 26%</p>			<p>Math Fall 42% Spring 26%</p> <p>*Two Grade Levels Below Reading Fall 2% Spring 2% Math Fall 9% Spring 5%</p> <p>*Three or More Grade Levels Below Reading Fall 26% Spring 29% Math Fall 20% Spring 23%</p>	
1.6	8th Grade Benchmark growth of students identified for intervention with the Student Success Center	<p>76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year.</p> <p>43% of students who received services met their annual typical growth goals for the 23-24 school year, moving up one or more grade levels from the fall</p>	<p>In order to protect student privacy, data is suppressed because fewer than 11 students tested. (23-24)</p> <p>Fewer than 11 students were served by the Student Services Center.</p>		<p>79% of students served by the Student Success Center will show growth from the fall LEA ELA benchmark to the spring benchmark during the 26-27 school year.</p> <p>46% of students who receive services will meet their annual typical growth goals for</p>	Student Success Center was available for students in need.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>assessment to the spring assessment.</p> <p>10% of students who received services during the 22-23 school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels.</p>			<p>the 26-27 school year, moving up one or more grade levels from the fall assessment to the spring assessment.</p> <p>13% of students who receive services during the 26-27 school year will improve their ELA scores on the LEA benchmark assessment by two or more grade levels.</p>	
1.7	Students enrolled in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs	In 23-24 100% of students in grade 8 are enrolled in a broad course of study.	In 24-25 100% of students in grade 8 are enrolled in a broad course of study.		In 26-27 100% of students in grades 8 will be enrolled in a broad course of study.	All students were enrolled in a broad course of study meeting the goal.
1.8	Annual LEA survey of parents - questions about programs for unduplicated pupils and students with exceptional needs	83% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services or accommodations their student receives.	80% of parents surveyed in 24-25 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction about the school valuing "students from all		86% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with the services or	Parents state positive satisfaction with their role in educational decisions that impact their student.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.	backgrounds" and the "school supports their child's academic needs" with the needed services or accommodations. 100% of parents surveyed in 24-25 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.		accommodations their student receives. 100% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with their role in educational decisions that impact their student.	
1.9	Teacher Credential Status	23-24 All teachers are fully credentialed.	24-25 All teachers are fully credentialed.		26-27 All teachers will be fully credentialed.	24-25 All teachers are fully credentialed meeting the goal.
1.10	Appropriate assignment of teachers in the subject areas and for the pupils they are teaching	23-24 All teachers are appropriately assigned.	24-25 All teachers are appropriately assigned.		26-27 All teachers will be appropriately assigned.	24-25 All teachers are appropriately assigned meeting the goal.
1.11	Implementation of State Board Academic Content and Performance	23-24 100% implementation of State Board Academic	24-25 100% implementation of		26-27 100% implementation of	In 24-25, 100% implementation of State Board

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards, including ELD Standards, for all students	Content and Performance Standards were implemented, including ELD Standards, for all students.	State Board Academic Content and Performance Standards were implemented, including ELD Standards, for all students.		State Board Academic Content and Performance Standards will continue to be implemented, including ELD Standards, for all students.	Academic Content and Performance Standards were implemented, including ELD Standards, for all students.

Goal Analysis [2024-25]

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.

In year one of the LCAP, our goal was for all students to complete a broad course of study and meet graduation requirements. We planned to carry this out through a multifaceted approach to enhance academic achievement and prepare students for post-secondary education and careers. Planned actions included aligning curriculum with state standards, providing targeted interventions for struggling students, offering career technical education programs, and facilitating college readiness activities and courses to meet this goal. In year two, we changed the goal slightly to incorporate a focused concentration on a broad course of study to support students in reaching this goal. ACHS implemented additional courses and support courses to reach this goal.

Despite the substantive differences between the planned actions and their implementation, the outcomes were remarkably positive. The implementation, which aimed to meet specific targets over three years, exceeded expectations. For instance, the graduation rate surpassed the target of 98% set in the first year, reaching 98.7% over the three years. Similarly, the percentage of students meeting the college and career readiness goal increased from 10% in the first year to 21.5% by the end of three years, far exceeding expectations. These unexpected outcomes underscore the effectiveness of the implemented strategies and the commitment of ACHS to student success.

Overall, the goal of ensuring all students complete a broad course of study and meet requirements upon graduation was successfully met through continued actions and a steadfast commitment to student achievement at ACHS over the last three years. The substantive differences between planned actions and actual implementation demonstrate the dedication of educators and students to academic excellence and readiness for college and career success.

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.

In the past three years, ACHS has changed its budgeted expenditures and planned percentages of improved services compared to the estimated actual expenditures and percentages. One notable change was removing a part-time Response to Intervention (RTI) teacher due

to difficulty finding a qualified candidate. This resulted in reallocating funds towards other initiatives to support student success. Specifically, additional funding was directed towards adding instructional aides and tutors from the College of the Sequoias, which tremendously impacted the goal's success. These additional resources provided much-needed support to students, helping them achieve their academic goals and ensuring they are prepared for college and careers.

Despite the changes in budgeted expenditures, ACHS has remained steadfast in its commitment to existing initiatives. For instance, the support for credit recovery has continued to be a top priority. Teachers funded under this goal continue to play a crucial role in supporting students behind in credits. Similarly, the funding for the school counselors based on this goal has remained unchanged. Their support significantly impacts the individual plans of each student, facilitating access to a broad course of study and aiding in meeting graduation requirements to be college and career-ready. This unwavering commitment to these initiatives underscores ACHS's dedication to student success.

While material differences were between the budgeted and estimated actual expenditures and the planned and estimated actual percentages of improved services, these changes were positive and contributed to the goal's success. The reallocation of funds towards additional support services and the continued commitment to existing initiatives reflect ACHS's dedication to ensuring all students receive the necessary resources and support to thrive academically and beyond.

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

Over the past three years, ACHS has demonstrated remarkable effectiveness in achieving its LCAP goals, particularly in ensuring that students complete a broad course of study and meet graduation requirements to be prepared for college or a career. Despite initial differences between planned actions and their implementation, the outcomes have been overwhelmingly positive. For example, the graduation rate surpassed the targeted 98%, reaching an impressive 98.7% over the three years. Similarly, the percentage of students meeting the college and career readiness goal soared from 10% in the first year to an outstanding 21.5% by the end of the third year, far exceeding expectations. These exceptional results underscore the effectiveness of ACHS's strategies and its unwavering commitment to student success.

During this period, ACHS's decision-making process was marked by a collaborative and transparent approach. The school adapted its budgeted expenditures and planned improved service percentages to align with its goals and address evolving needs. Notably, the decision to remove a part-time Response to Intervention (RTI) teacher due to recruitment challenges was made in consultation with all educational partners. This led to the reallocation of funds to other initiatives aimed at supporting student success. Additional resources were directed towards adding instructional aides and tutors from the College of the Sequoias, resulting in a significant positive impact on goal achievement. The ongoing support and involvement of educational partners throughout this process have been instrumental in shaping and refining the LCAP, ensuring that initiatives remain responsive to student needs and effective in achieving desired outcomes.

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

As we prepare for the 2024-25 LCAP, ACHS remains committed to maintaining the successful actions that have propelled our students toward academic and post-secondary success. While we may make minor adjustments to budget allocations to ensure the sustainability of

our initiatives, our focus remains on building upon the achievements of the past three years and responding effectively to student needs. Through a thorough analysis of the Dashboard data, we will refine our metrics, concentrating on the essential data that directly supports our overarching goal. Our actions have yielded positive results, and we are confident in their continued effectiveness. However, we recognize the importance of addressing areas of concern highlighted by the Dashboard, particularly regarding suspension rates. To this end, we plan to enhance our efforts by adding an RTI teacher and a full-time RTI aide dedicated to supporting student attendance and retention, thereby mitigating suspension rates and advancing our goal of ensuring all students complete a broad course of study. As we progress, ACHS remains steadfast in its commitment to preparing every student for academic and post-secondary success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Success Center	This action will allow for staff salaries for a site-wide intervention program to provide comprehensive targeted support for students who demonstrate need based on state and local assessment data in ELA and Math. The Certificated Student Success Center Staff member will collaborate with the ELD Coordinator for ELD	\$13,773.00	Yes
1.2	ELD Coordinator	Staff to coordinate pull out English Language Development Instruction and to coordinate ELPAC testing for English Language Learners.		Yes
1.3	English Language Development Training	Training provided to our teaching staff by the TCOE Title III ELD Consortium in effective strategies to assist English language acquisition in the classroom.	\$0.00	No
1.4	Local Benchmark Assessment Program	Renaissance STAR assessment system to help determine placement and measure progress in the LEA's intervention program.	\$1,035.00	Yes
1.5	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas.	\$18,858.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Off-Site Professional Development and Conferences	Professional development and conferences to continue to develop staff expertise in their assigned grade level/subject matter and increase overall organizational capacity.	\$1,778.00	No
1.7	Learning Director I & II	These positions will assist teachers and Administration with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will provide support to teachers and Administration in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments.	\$2,983.00	No
1.8	Imagine Learning Online Learning Platform	Comprehensive online learning platform for use with independent study students. Imagine Learning provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$1,606.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students through the providing of extra-curricular and co-curricular opportunities that engage students in learning and builds connectedness to school thus increasing their full-growth potential and encouraging life-long learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Due to the lowered average daily attendance at 91.26% and the higher Chronic absenteeism, it is identified that the need to work with students and parents in this area is greater. Chronic absenteeism for Sequoia Union Elementary School for the 22-23 school year was 8.5% (White - 6.1%, Hispanic - 15.1%, Socioeconomically Disadvantaged - 15%). As the annual student survey indicated, only 55% of student respondents shared that they "often" or Almost all the time" like school. The percentage of parents who responded (per survey results) that their child likes coming to school was only 78%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA)	Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 22-23 school year was 91.26.	Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 23-24 school year was 91.26.		Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 25-26 school year will be 94%	
2.2	Chronic Absenteeism	Chronic absenteeism for Sequoia Union Elementary School for	Chronic absenteeism for Sequoia Union Elementary School		Chronic absenteeism for Sequoia Union Elementary School	Chronic absenteeism increased in all categories except

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the 22-23 school year was 8.5%</p> <p>White - 6.1%</p> <p>Hispanic - 15.1%</p> <p>Socioeconomically Disadvantaged - 15%</p>	<p>for the 23-24 school year was 18.9%</p> <p>White - 5.9%</p> <p>Hispanic - 31.3%</p> <p>Socioeconomically Disadvantaged - 28.6%</p>		<p>for the 25-26 school year will be 5.9%</p>	<p>white students where it dropped slightly.</p>
2.3	Suspension rates for all students and all subgroups on the California School Dashboard	<p>Total suspension rate for Sequoia Union Elementary School for 22-23 according to the California School Dashboard - 12% of students suspended at least one day.</p> <p>6.3% of Hispanic students were suspended at least one day.</p> <p>8.7% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>15.2% of white students were suspended at least one day.</p>	<p>Total suspension rate for Sequoia Union Elementary School for 23-24 according to the California School Dashboard - 22.5% of students suspended at least one day.</p> <p>27.8% of Hispanic students were suspended at least one day.</p> <p>34.8% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>16.7% of white students were</p>		<p>Total suspension rate for Sequoia Union Elementary School for 25-26 according to the California School Dashboard will be - 9% of students suspended at least one day.</p> <p>3% of Hispanic students will be suspended at least one day.</p> <p>6% Socioeconomically Disadvantaged will be suspended at least one day.</p> <p>13% of white students will be</p>	<p>The suspension rate increased in all categories.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suspended at least one day.		suspended at least one day.	
2.4	Expulsion rate for all students and all subgroups	Expulsion rate for Sequoia Union Elementary for the 22-23 school year is 0%.	Expulsion rate for Sequoia Union Elementary for the 23-24 school year is 5%.		Expulsion rate for Sequoia Union Elementary for the 25-26 school year will continue at 0%.	The expulsion rate increase due to expulsions.
2.5	Middle school drop-out rate for all students and all subgroups	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.	The middle school dropout rate for Sequoia Union Elementary School for 23-24 school year was 0%.		The middle school dropout rate for Sequoia Union Elementary School for 25-26 school year will be 0%.	Goal was met.
2.6	Annual Survey of Parents and Students - Questions about school satisfaction	<p>23-24</p> <p>55% of students surveyed in grades 8 answered that, in general, they like school "Often" or "Almost All the Time"</p> <p>78% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>	<p>78% of students surveyed in grades 8 answered that, in general, they like school "Often" or "Almost All the Time"</p> <p>80% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>		<p>26-27</p> <p>57% of students who will be surveyed in grades 8 will answer that, in general, they like school "Often" or "Almost All the Time"</p> <p>80% of parents who will be surveyed will agree with the statement "My child enjoys coming to school."</p>	Data reports better than expected results.

Goal Analysis [2024-25]

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

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

Implementation of Action 2.1 was successfully implemented. Parent nights were held and both schools, as were parent workshops. Outreach to parents was successfully undertaken to engage families in the planning for the Community Schools grant. The Family Liaisons have successfully provided services and support to Low-Income families and Foster Youth and homeless students that have positively impacted family participation and satisfaction.

Action 2.2 was successfully implemented in order to maintain healthy and positive environments at our schools. Classrooms and common areas were cleaned more frequently, and air filters and ducts, as well, to prevent the spread of illness and ensure the safety of students and staff.

Action 2.3 was a success, as we were able to provide our planned mental/emotional health services. Staff teams met weekly to identify students' social-emotional needs and provide supports. Staffs at both schools were provided presentations in social-emotional learning practices. Both schools reviewed data for chronic absenteeism and instituted additional efforts to lower those rates, especially for students with exceptional needs. Though CHS does not have absenteeism as a state accountability measure, we know that students need to be in school to learn, and absenteeism must be addressed at all levels. Students were provided attendance incentives. Behavior supports were provided for all of our Low-Income students, English Learners, and Foster Youth as planned.

Action 2.4 was implemented successfully; students who resided inside the "walking zone," an area between a 1.5 and a .5 radius of school, were provided additional bus stops to reduce walking distance to and from the school site.

Action 2.5 was not implemented as planned. The District halted expansion of available athletic fields and recreational areas in response to elementary school family educational partners strongly urging the District to provide indoor spaces for increased opportunities for their children to participate in recreational activities, theatrical productions, art shows, etc. The District shifted its focus from expansion of outdoor spaces at CES to expansion of indoor spaces.

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

Action 2.1 -- Under Budgeted: The District spent more than planned due to the costs of staff development for Parent Square, and the higher cost for coordinator salary for community outreach.

Action 2.3 -- Over Budgeted: The District spent less than planned because a position originally planned to be charged to this action was also coded to Goal 1, Action 5. The coaching position was inadvertently duplicated, and then was not filled in either action.

Action 2.5 -- Over Budgeted: The District spent less than planned as we halted expansion of available athletic fields and recreational areas and shifted focus from expansion of outdoor spaces at CES to expansion of indoor spaces..

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

Action 2.1 -- Feedback from parents and families indicate that our efforts to engage with them are being effective. Due to extra efforts by the District to encourage participation, almost twice as many parents responded to surveys in 2024. The percentage of parents who responded that they feel welcome at their children's schools was still strong at 80%. Results for the Family Engagement instrument showed a sustained rating of 4.1 (on a scale of 1 to 5) for family engagement responses. Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for Low-Income students and English Learners as a result of improved family engagement. Additional evidence of the effectiveness of this action was a .5% decrease in the high school dropout rate.

Action 2.2 -- This action was effective, as all schools had a FIT rating of "good" or better. Ninety-six percent of parents surveyed agreed that the schools are clean and well-maintained.

Action 2.3 and Action 2.5 -- We were very pleased to see that the social-emotional supports and positive behavior system continue to be having a generally positive impact, as the percentage of students who responded to the survey prompt that they feel safe at school who feel safe was 85.2%; and those feeling connected increased from 80.6% to 82.7%. Staff report that the expanded fields allow increased outdoor activities during the regular school day and after school, and are heavily used by students. The percentage of students who report positive feelings about their play grounds and appearance again increased, growing from 65% in 2023 to 68% in 2024. Additionally, three-quarters of students agreed that "I am happy to be at my school." The percentages of teachers who feel safe at school and feel connected were both 100%. Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for Low-Income students and English Learners. However, these actions were not as effective as planned on maintaining low suspension rates. On the 2023 Dashboard, suspension rates again increased for most student groups, though at a slower pace than before. As noted under the Goal 1 analysis, Action 2.5 appeared to be effective in improving state assessment results for Low-Income students, but not effective for English Learners.

Action 2.4 -- Chronic absenteeism rates decreased substantially from the prior year, resulting in the District and each student group being assigned the "Medium" performance level for this indicator. Our efforts to address the former "Very High" rates were successful for LowIncome students and English Learners, so we consider this action to be effective.

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

Action 2.3: Staff Educational Partners suggested that creating an elementary sports league to provide students with structured, engaging activities and to support positive interactions between students could be effective in lowering suspension rates by keeping students active and engaged. This suggestion has been added to Action 2.3. Additionally, "The District will provide full-time LVN support for students in addition to what is legally required." has been added to this action.

Action 2.5: Parent Educational Partners lauded the expansion of the outdoor recreational areas and the increased opportunities for their children to participate in outdoor activities after school and on weekends. Elementary school families strongly urge the District to provide indoor spaces for increased opportunities for their children to participate in recreational activities, theatrical productions, art shows, etc. They also noted that increased indoor spaces would allow parents increased opportunities to participate in school assemblies and events, which is currently difficult because of the limited space to fit in all families. They suggested this as a revision of Action 2.5.

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	CTE Agriculture Program	Salaries, materials and supplies for the continued development of our career technical education agriculture pathway and school farm.	\$25,041.00	Yes
2.2	Library Media Center	Staffing and materials for the Library Media Center including salaries, books and supplies	\$16,385.00	Yes
2.3	TCOE Educational Enrichment Programs	Stipends, overtime, fees and supplies for TCOE sponsored academic programs and competitions: Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution, National History Day	\$55.00	No
2.4	Musical Theater Program	Salaries materials and supplies to establish a musical theater program.	\$852.00	No
2.5	Experiential Learning Program	Program provides for two off-site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.		No
2.6	After School Sports Program	Personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year.	\$1,853.00	No
2.8	Campus Wide Reading Culture Initiative	The District will invest in enrichment through a Reading Culture by providing new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		"Reading Buddies" on a regular basis, handing out reading awards at the trimester awards assemblies, and re emphasizing regular library visits by all classes.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Sequoia Union identifies the importance of a safe and supportive learning environment filled with opportunities for student learning as staff survey results reflect 82% felt "Safe" or "Very Safe" while at school. This is in conflict with 72% of students surveyed responded that they felt "safe" or "very safe" at school giving the reason for the goal. Involving the parents in the metric provides more insight into how we can better serve our population. With evolving complexity of technological programs, the district must ensure that students and staff have the capability to access all learning materials and academic learning platforms. There is a need to maintain up-to-date technology devices and infrastructure. Also, there is a tremendous need to provide on-going health and mental well-being supports to our students. Educational partners have indicated the need to support students in this area, so that academic engagement can be maximized.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to standards aligned instructional materials as mandated by the Williams Act	23-24 0% of students lacking instructional materials.	24-25 0% of students lacking instructional materials.		26-27 0% of students will be lacking instructional materials	Met or exceeded the goal.
3.2	Williams Facilities Inspection Tool	Overall summary of facility conditions for the 22-23 school year was Good as reported in the SARC	Overall summary of facility conditions for the 24-25 school year was Good as		Overall summary of facility conditions for the 25-26 school year will be Good as	Met or exceeded the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported in the SARC		reported in the SARC	
3.3	Annual survey of students - questions about school safety	8th grade students - 72% of students surveyed responded that they felt "safe" or "very safe" at school.	8th grade students - 85% of students surveyed responded that they felt "safe" or "very safe" at school.		26-27 LEA wide 72% of students who will be surveyed will respond that they felt "safe" or "very safe" at school.	Met or exceeded the goal.
3.4	Annual Survey of staff - questions about safety	23-24 82% of staff surveyed felt "Safe" or "Very Safe" while at school.	24-25 88% of staff surveyed felt "Safe" or "Very Safe" while at school.		26-27 85% of staff who will be surveyed will feel "Safe" or "Very Safe" while at school.	Met or exceeded the goal.
3.5	Reported adequacy of teacher issued tools and equipment	23-24 100% of staff surveyed felt they had been adequately issued tools and equipment.	24-25 100% of staff surveyed felt they had been adequately issued tools and equipment.		26-27 100% of staff who will be surveyed will feel that they have been adequately issued tools and equipment.	Met or exceeded the goal.
3.6	Annual survey of students - emergency preparedness	23-24 91% of students surveyed agreed or strongly agreed with the statement " I have practiced and know	24-25 95% of students surveyed agreed or strongly agreed with the statement " I have practiced and know what to		26-27 94% of students who will be surveyed will agree or strongly agree with the statement " I have	Met or exceeded the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		what to do in an emergency at school.	do in an emergency at school.		practiced and know what to do in an emergency at school."	
3.7	Annual survey of students - materials	23-24 88% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn.	24-25 75.5% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn.		26-27 100% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn."	Improved toward the goal.
3.8	Annual Survey of parents - questions about safety	This is a new metric. Baseline data will be established with survey results in the 2024-25 school year.	Baseline data was established with survey results of 2024-25 school year. 91.1% of parents state, "My child feels safe at school."		Target Outcome will be set upon year 1 survey results	Met or exceeded the goal.

Goal Analysis [2024-25]

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

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

There are no substantive differences in planned actions and actual implementation of these actions. Action 1.2 Standards aligned instruction and materials was successfully implemented to provide all students access to standards aligned instruction and materials that included a new Tk-8th grade Math curriculum adoption. Action 1.3 was successfully implemented to maintain school facilities in good repair. The only challenges were in Action 1.1 Base Education program, due to substitute shortages there were several days when subs were not available and students had to be divided up into other classes, leading to disruptions in classroom instruction and potentially impacting students'

learning experiences.

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.

Banta Charter has included material differences of \$10,000 or more and any budgeted expenditure that was not expended for any reason.
Action 1.1: The variance in base program expenditures is due to aligning expenditures based on actual enrollment between Banta Unified and Banta Charter, in addition to step and column increase for staff salaries.
Action 1.3: Actual expenditures were less than planned budgeted due to facilities cost being routed back to the district.

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

Actions 1.1, 1.2, and 1.3 are designed to provide students with access to the core instructional program along with access to well maintained facilities. This includes curriculum, instructional materials, teachers, and support staff. 100% percent of teachers were appropriately assigned and credentialed for the students they were teaching (metric 1A), 100% of students had access to standards aligned instructional materials (metric 1B), and the one school site was maintained and in good repair (metric 1C). Based on this data, the action/services in this goal were effective and will continue to be implemented in the 2024-25 plan.

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.

Goal 1 will be continued in the 2024-2025 LCAP as a Maintenance of Progress Goal. After review of Educational Partner input, analysis of data and review of the budget, the following changes will be made in 2024-25.
Action 1.2 After review of curriculum needs the charter will purchase implement a new Grades 1-6 Handwriting Curriculum and supplemental Social Studies curriculum, Studies Weekly.

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	Curriculum Materials	Purchase of ongoing supplemental ELA, Math, Science, Social Studies, and all academic curriculum.	\$4,318.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Classroom Technology	This action will allow for the purchase of Classroom technology for teachers, including desktop computers, laptops, projectors, document cameras and other new educational technologies in order to ensure students receive high quality instruction tools that are provided to each classroom.	\$885.00	No
3.3	Student Technology	This action will allow for the purchase of Chromebooks and tablets as well as keeping current devices in good repair. Chromebooks and tablets allow students to access the digital content that is part of all of the LEA's adopted curriculum programs, and wifi devices help address resource inequities for students who lack internet access at home. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge. This Action will provide for a wifi device and tablet for each family with an English Learner.	\$2,090.00	No
3.4	Campus Technology Support	Campus Technology Support Personnel to support school tech needs including issues with the network, servers, hardware set-up repair and other technology related issues.	\$9,625.00	No
3.5	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity.	\$1,236.00	No
3.6	ActVnet Crisis Information Program	ActVnet Crisis Information Program helps to prepare our campus for the timely coordinated assistance of all Tulare county emergency services in the event of a school lockdown, evacuation or disaster through the utilization of building ID, video surveillance and digital mapping.	\$250.00	No
3.7	School Safety Personnel, materials and training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		physically and emotionally safe and secure working and learning environment.		
3.8	School Nurse LVN	Employment of an LVN to address the health and safety needs of students by providing needed services on site and inform and connect parents to medical health resource services.	\$15,912.00	Yes
3.9	Counseling/ Social Services	Students continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professionals to serve our students to the maximum extent that funds will allow. This action will allow greater access to these services for both students and staff.	\$3,687.00	Yes
3.10	Psychological Services	Through a contract with Tulare County Office of Education, students who are on an IEP or a 504 will benefit from observations and feedback from the school psychologist 1.5 days a week.	\$5,227.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Sequoia Union believes in the power of community, school climate, and positive learning environments. According to parent surveys which adds the reason for this goal, 79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school, 67% of parents say that school staff takes their concerns seriously, 54% of parents agreed or strongly agreed that school staff welcomes their suggestions. These survey result show there is still work to be done.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension rates for all students and all subgroups	22-23 Total suspension rate for 22-23 according to the California School Dashboard - 12% of students suspended at least one day. 6.3% of Hispanic students were suspended at least one day.	23-24 Total suspension rate for 22-23 according to the California School Dashboard - 22.5% of students suspended at least one day. 27.8% of Hispanic students were		26-27 Total suspension rate for 25-26 according to the California School Dashboard will be- 9.5% of students suspended at least one day.	Suspension rates increased in all sub-categories.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>8.7% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>15.2% of white students were suspended at least one day.</p>	<p>suspended at least one day.</p> <p>34.8% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>16.7% of white students were suspended at least one day.</p>		<p>3.3% of Hispanic students will be suspended at least one day.</p> <p>3.1% Socioeconomically Disadvantaged will be suspended at least one day.</p> <p>13.1% of white students will be suspended at least one day.</p>	
4.2	Expulsion Rate	Expulsion rate for the 22-23 school year is 0%.	Expulsion rate for the 23-24 school year is 5%.		Expulsion rate for the 26-27 school year will be 0%.	Increased in this metric.
4.3	Annual survey of teachers - questions about discipline and student behavior	<p>23-24</p> <p>15% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>90% of staff consider disruptive student behavior to be a moderate to severe problem.</p>	<p>24-25</p> <p>50% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>80% of staff consider disruptive student behavior to be a problem and agree that we have</p>		<p>26-27</p> <p>18% of staff who will be surveyed will agree or strongly agree with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>87% of staff will consider disruptive student behavior to be a moderate to severe problem.</p>	All metrics presented improved.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			systems in place to support students.			
4.4	Annual survey of teachers - questions about climate and culture	<p>23-24</p> <p>20% of staff surveyed agreed that their colleagues had positive attitudes.</p> <p>38% of staff felt optimistic that the school will improve in the future.</p> <p>70% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem.</p>	<p>24-25</p> <p>66% of staff surveyed agreed that their colleagues had positive attitudes.</p> <p>66% of staff felt optimistic that the school will improve in the future.</p> <p>50% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem.</p>		<p>26-27</p> <p>23% of staff who will be surveyed will agree that their colleagues have positive attitudes.</p> <p>41% of staff will feel optimistic that the school will improve in the future.</p> <p>67% of staff who will be surveyed will respond that lack of respect of staff by students is a moderate to severe problem.</p>	All metrics presented improved.
4.5	Annual survey of students - questions about self management	<p>23-24</p> <p>64% of students surveyed answered questions about self management positively.</p>	<p>24-25</p> <p>75.5% of students surveyed answered questions about self management positively and state they are satisfied with the school.</p>		<p>26-27</p> <p>67% of students who will be surveyed will answer questions about self management positively</p>	Improved on this metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Annual survey of students - questions about student behavior	<p>23-24</p> <p>61% of students surveyed agree or strongly agree with the statement "students at my school respect their teachers."</p> <p>57% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>49% of students surveyed said other kids at school hit or push them some, most or all of the time.</p>	<p>24-25</p> <p>86.6% of students surveyed agree or strongly agree with the statement "students at my school respect their teachers."</p> <p>42% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>32% of students surveyed said other kids at school hit or push them some, most or all of the time.</p>		<p>26-27</p> <p>64% of students who will be surveyed will agree or strongly agree with the statement "students at my school respect their teachers."</p> <p>54% of students who will be surveyed will say that other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>46% of students who will be surveyed will say that other kids at school hit or push them some, most or all of the time.</p>	Data reports significant drop in the reported areas of concern.
4.7	Annual survey of parents - questions about student behavior and discipline	<p>23-24</p> <p>49% of parents surveyed agreed or strongly agreed with the statement "at this</p>	<p>24-25</p> <p>64.4% of parents surveyed agreed or strongly agreed with the statement</p>		<p>26-27</p> <p>52% of parents who will be surveyed will agree or strongly agree with the</p>	Responses significantly improved in this metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>school, discipline is fair".</p> <p>51% of parents agreed or strongly agreed with the statement "this school provides high quality services to help students with social or emotional needs".</p> <p>24% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school".</p>	<p>"at this school, discipline is fair".</p> <p>91.1% of parents agreed or strongly agreed with the statement "this school provides high quality services to help students with social or emotional needs".</p> <p>0% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school".</p>		<p>statement "at this school, discipline is fair".</p> <p>54% of parents will agree or strongly agree with the statement "this school provides high quality services to help students with social or emotional needs".</p> <p>21% of parents who will be surveyed will agree or strongly agree with the statement "physical fighting is a problem at this school".</p>	
4.8	Annual survey of parents - questions about communication and participation	<p>23-24</p> <p>79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school.</p> <p>67% of parents say that school staff takes their concerns seriously.</p>	<p>24-25</p> <p>75.5% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school.</p> <p>80% of parents say that school</p>		<p>26-27</p> <p>82% of parents who will be surveyed will agree or strongly agree that they feel welcome to participate at this school.</p>	Percentage was lower than expected however we are working to improve.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		54% of parents agreed or strongly agreed that school staff welcomes their suggestions.	<p>staff takes their concerns seriously.</p> <p>73.3% of parents agreed or strongly agreed that school staff welcomes their suggestions.</p>		<p>70% of parents will say that school staff takes their concerns seriously.</p> <p>57% of parents will agree or strongly agree that school staff welcomes their suggestions.</p>	

Goal Analysis [2024-25]

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.

Our efforts to maintain a positive learning environment at ACHS have yielded significant results, marked by both challenges and successes. A standout achievement is the creation of a school climate that embraces all students and parents, making them feel welcomed, valued, safe, and engaged in academic success. This is further validated by the prestigious Platinum Level Recognition award we have received for two consecutive years for our Positive Behavior Implementation System. This recognition not only underscores the effectiveness of our efforts but also serves as a testament to our unwavering commitment to fostering a supportive and inclusive school environment. Additionally, our efforts have led to tangible improvements in student connectedness and engagement. Over the last three years, we have observed a significant increase in student engagement and connectedness from the beginning of the semester to the end, as reflected in our metrics. Despite challenges such as the impact of COVID on attendance, we have made steady progress in improving attendance rates. While there is still work to be done in this area, our consistent efforts have resulted in a gradual increase in student attendance as they begin to return to regular school attendance patterns.

Another success is the significant reduction in the suspension rate, which has decreased from a baseline of 14.5% to 6.6% over the threeyear LCAP cycle, surpassing our goal of 10%. This reduction demonstrates our commitment to creating a supportive disciplinary environment that prioritizes positive behavior and conflict resolution.

While we have made strides in improving attendance and addressing suspension rates, these areas continue to be of concern, as highlighted by the Dashboard. We are not complacent and are fully aware of the need for specific strategies to address these challenges and improve outcomes for our students. In the 2024-25 LCAP cycle, we will prioritize targeted interventions and support initiatives to further reduce suspension rates and improve attendance. This is a testament to our proactive approach and unwavering dedication to continuous

improvement.

Overall, implementing actions to maintain a positive learning environment at ACHS has mainly been successful, with notable achievements in fostering student engagement, reducing suspension rates, and improving attendance. We remain committed to creating a supportive and inclusive school climate that promotes academic success and positive student outcomes by addressing challenges and building upon our successes.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services within this category stem from the allocation of funds for specific actions aimed at creating a positive learning environment, mainly through the Positive Behavior Intervention System (PBIS) and the support provided by the study skills teacher. While the budgeted expenditures initially allocated for these actions have been surpassed due to the necessity of additional resources, the implementation of these initiatives has been largely effective in supporting students' academic success and sense of connectedness to school.

Specifically, the funding allocated for the PBIS has been utilized to a greater extent than initially budgeted, reflecting the importance of this program in fostering positive behavior and promoting a supportive school climate. Additionally, funds have been allocated for the study skills teacher to support students in improving their academic performance and sense of connectedness to school. However, it is essential to note that the allocated funds for action 3.4 have yet to be utilized. ACHS has not yet received approval to allocate these funds as the district continues to deliberate on current and future plans for the site.

While the actions within this category have generally been effective in achieving their intended outcomes, the discrepancy between budgeted and actual expenditures must continue to undergo financial planning and resource allocation for action 3.4.

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

The actions implemented to create a positive learning environment at ACHS have yielded remarkable results, with action 3.1, the Positive Behavior Intervention System (PBIS), leading the way. This initiative has not only fostered positive behavior but also transformed the school climate into a supportive and nurturing one. The utilization of funds for PBIS has surpassed expectations, underscoring its pivotal role in achieving its desired outcomes.

Action 3.3, which involves providing financial support for study skills for regular education students, has proven to be a game-changer. This targeted assistance has significantly boosted students' academic performance and their sense of belonging to the school. The positive outcomes of this action are a testament to its effectiveness.

However, action 3.4, which pertains to allocating funds for materials and supplies for campus safety and facilities, has yet to be fully utilized within this area. While progress has been made in other areas, the discrepancy between budgeted and actual expenses for action 3.4 identifies the need for continued advocacy and collaboration to address the ACHS facility.

In summary, the actions within this category have been highly effective in achieving their intended outcomes overall. There is room for improvement in the implementation of action 3.4. Moving forward, ACHS will continue to advocate for the facility and safety implementation.

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.

The analysis of our efforts to maintain a positive learning environment at ACHS has highlighted several areas of success and areas for improvement. While our actions have yielded significant results in creating a welcoming and supportive school climate, challenges such as attendance and suspension rates persist. As we prepare to develop the 2024–25 LCAP, we must address ineffective actions and make necessary changes to strengthen our approach and metrics.

One area identified as ineffective is Action 3.4, which pertains to allocating funds for facilities regarding materials, supplies, and campus safety. We have faced challenges in fully utilizing the allocated funds within this action. The reasons for this ineffectiveness include continued deliberation as the site and district allocate funds to be spent.

In order to address this ineffective action, ACHS may need to enhance communication channels with district stakeholders and actively participate in decision-making discussions to expedite the approval of expenditures within Action 3.4. By doing so, we aim to ensure that allocated funds are utilized efficiently to support facility improvements and enhance campus safety measures, contributing to a positive learning environment at ACHS.

In addition to addressing ineffective actions, we will prioritize targeted concerns through the Dashboard to reduce suspension rates and improve attendance.

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	Assistant Principal	<p>The Assistant Principal will assist in the administration of all facets of the elementary school educational program directed toward the optimal educational and social development of each individual student. The Assistant Principal will be a member of the Superintendent-Principal’s Cabinet.</p> <p>The Assistant Principal will Assist in enforcing all state and district rules, regulations and policies in the school.</p> <ul style="list-style-type: none">Assist in the supervision of students at school, on the campus and on the bus before, during and after school hours.Coordinate the curriculum department and development.Assist in the monitoring and evaluation of certificated and classified employees.Coordinate Student 504 and SST process	\$16,292.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Assist in the counseling of students and implementing the climate and culture programs and projects • Assist in the monitoring and facilitation of school groups and committees such as School Site Council, Student Study Team, Leadership Team and Student Council. • Assist in the supervision of duties and responsibilities of staff members. • Assist in the staff development program and plan. • Assist in the development and implementation of the student discipline procedure plan at the school site, a Multi-Tiered System of Supports (MTSS) • Assist in developing a positive school climate. • Assist the Superintendent-Principal with the writing of the LCAP • Assist in parent/teacher conferences relating to problems, concerns or activities of students. • Coordinate Student Testing (Benchmarks; CAASPP; ELPAC) 		
4.2	Solution Tree - Transforming School Culture	Transforming School Culture Professional Learning will help Sequoia Union Staff GAIN an understanding of school culture and its impact on school performance and student achievement; help to DEVELOP action steps that will bring out the best in our school; will ENHANCE our communication between teachers and school leaders; and will ALIGN our organizational philosophy and create a shared mission and vision.		Yes
4.3	Conscious Discipline	Comprehensive plan to train all staff on the brain research based conscious discipline program, which will be a Multi-year implementation.		Yes
4.4	Character Counts	Implement the Character Counts Program which will focus on building students' character skills and shaping a positive school culture. Character Counts is based on the Six Pillars of Character framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.		Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Let Grow	Let Grow's school and community project will provide students with a bracing dose of the rocket fuel known as independence. Trusted with the chance to start doing some things on their own — including plain old playing — kids explore the world, discover new interests, and problem-solve as they go. The Let Grow Project is a simple, life-changing homework assignment: “Go home and do something new, on your own. Climb a tree, run an errand, make a meal. . .” the choices are endless and the impact: immediate.	\$110.00	Yes
4.6	Climate and Culture Implementation Materials and Supplies	Materials and Supplies to implement Climate and Culture programs and projects.	\$550.00	Yes
4.7	Climate and Culture Implementation Travel and Conference	Travel and Conference to implement Climate and Culture programs and projects.		Yes
4.8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents.	\$385.00	Yes
4.9	Home to School Communication.	Home to School Communication systems for phone, email and text messaging with families. This products are crucial for keeping parents informed of important educational and social events on campus.	\$250.00	Yes
4.10	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.	\$1,100.00	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
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Goal Analysis [2024-25]

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
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$39,305	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.607%	0.000%	\$0.00	8.607%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Student Success Center</p> <p>Need: CAASPP and CAST Data show that unduplicated pupils score lower in ELA and Math than non-unduplicated pupils. SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED</p>	The District will provide the Student Success Center for unduplicated students struggling in reading and math, to increase proficiency in ELA and Math. These students will receive comprehensive targeted support in their area of need. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader	CAASPP 1.1 data.

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
	<p>scored 100.9 points below standard as compared to all at 24.7 points below standard.</p> <p>Scope: LEA-wide</p>	group of students, promoting equity and success across the entire student population. Curriculum and intensive intervention will be available for all students.	
1.4	<p>Action: Local Benchmark Assessment Program</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils. SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED scored 100.9 points below standard as compared to all at 24.7 points below standard.</p> <p>Scope: LEA-wide</p>	The District will provide the STAR Assessment System for Unduplicated students. The data gathered will be used to develop targeted interventions to increase proficiency in ELA, Math, Science and Social Studies. as a quality measure of academic progress on State standards. The STAR Assessment will provide data that can be used for intensive intervention with unduplicated students. This system is a valuable tool to diagnose student academic progress and since many students other than Unduplicated are in need of targeted support, this action is being implemented LEA-wide so as to gather data on all student progress.	1.5 data.
2.1	<p>Action: CTE Agriculture Program</p> <p>Need: CAASPP and CAST Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils. SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED scored 100.9 points below standard as compared to all at 24.7 points below standard.</p>	The District will provide a CTE Single Subject Credentialed Ag Science Teacher to implement STEM through Agriculture on the School Farm and in the Ag classroom. Being a rural school in an agriculture rich area, our educational partners understand the importance of agriculture and STEM. Having a teacher that can perform both will benefit Unduplicated students through the ag centered STEM approach. This will lead to increased ELA, Math, and Science scores. By offering this program district-wide, the district ensures that all students, regardless of their background, have access to these enriching	1.1 and 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	educational experiences, thereby promoting equity and excellence.	
2.2	Action: Library Media Center Need: CAASPP and CAST Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils. SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED scored 100.9 points below standard as compared to all at 24.7 points below standard. Our district SED students have less access to literacy materials in the home, including material appropriately leveled for their level of performance. Scope: LEA-wide	The District will provide a library media center for unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies. The Library media is more than just a place to checkout books. We have tutoring and intensive support academic support available to unduplicated students. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	1.1 and 1.5
3.7	Action: School Safety Personnel, materials and training Need: Incident report data show that unduplicated pupils have a higher percentage of incident reports on campus compared to non-unduplicated pupils.	School Safety Personnel, materials and training will lower the percentage of suspensions and lower the number of incident reports on campus for all unduplicated student groups. With more personnel and training, students can be identified earlier for intervention leading to positive behavior outcomes. Because school safety is a school-wide issue, by having more personnel and better training we can reduce the number of incidents, keeping all students in class more, and increasing	2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	their student achievement. Thus, this action is being implemented district-wide.	
3.8	<p>Action: School Nurse LVN</p> <p>Need: Due to fiscal constraints, our low-income students do not have easily available access to needed outside services to sufficiently address their medical and other health related needs. Absence information results show that illness is the main reason for low-income students missing school. Low-income students had a chronic absenteeism rate of 8.7% in 2022-23, with the majority of absences due to illness. This has a direct impact on academic outcomes. Per the 2023 Dashboard, low-income students were 89.9 points below standard in ELA and 100.9 points below standard in Math. Respectively, the "All Students" group was 1.2 points above standard in ELA and 26 points below standard in Math.</p> <p>Scope: LEA-wide</p>	<p>Having an on-site School Nurse provides parents of low-income students with information related to the maintenance of good health related practices, preventative illness measures, and connects them with out-of-district resources in order to maximize their children's school attendance. In addition to providing students with care when sick or injured, the school nurse will educate students on good hygiene habits to lessen the occurrences of illness.</p> <p>This action is implemented an an LEA-wide basis, as treatment of all sick or injured students at school is a requirement of an LEA, as is providing of equitable services.</p>	1.1, 2.1, 2.2
3.9	<p>Action: Counseling/ Social Services</p> <p>Need: Due to fiscal constraints, our low-income students do not have easily available access to needed outside services to sufficiently</p>	Providing these mental health services to low-income students will support student well-being through the providing of preventative and intervention services that will enable the focus of student energies on academics, engaging positively with peers, and attending school at higher rates.	1.1, 2.1, 2.2, 2.3, 2.6

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
	<p>address the mental health well-being needs of their children. Parents of these students have shared of these services provided to their children by school personnel are invaluable to ensuring their children are able to engage in class and focus on learning, while also positively impacting their peer relationships.</p> <p>8.7% of low-income students were suspended at least one day during the 2022-23 school year, and this same student group had a chronic absenteeism rate of 15%, which was almost double the "All Students" group result. Per the 2023 Dashboard, low-income students were 89.9 points below standard in ELA and 100.9 points below standard in Math. Respectively, the "All Students" group was 1.2 points above standard in ELA and 26 points below standard in Math.</p> <p>Scope: LEA-wide</p>	<p>The Hispanic student group also exhibited similar group performance outcomes as low-income students, as shared in the Identified Need response, while the rate of suspension for White students was nearly double that of low-income students. Based on this information, and to equitably provide services to all students needing these action supports, the district will implement this action LEA-wide.</p>	
4.2	<p>Action: Solution Tree - Transforming School Culture</p> <p>Need: Unduplicated pupils survey data show 57% feel unconnected to school and feel a lack of a sense of purpose.</p> <p>Scope: LEA-wide</p>	<p>This action will help unduplicated pupils find their sense of purpose and belonging at our school through improved connections with hired staff, programs available, and school activities. Transforming School Culture is a school-wide program that benefits everyone, and thus is implemented district-wide.</p>	3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.3	<p>Action: Conscious Discipline</p> <p>Need: The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils. The rate of non-unduplicated pupils is 12.5%.</p> <p>Scope: LEA-wide</p>	The implementation of the Conscious Discipline program will aide in building relationships between unduplicated pupils and staff and will lower their rate of incident reports and suspensions. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students since positive relationships between students and staff has an impact in many areas of school for all students.	2.2 and 2.3
4.4	<p>Action: Character Counts</p> <p>Need: The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils. The rate of non-unduplicated pupils is 12.5%.</p> <p>Scope: LEA-wide</p>	The implementation of the Character Counts program will help staff build relationships with unduplicated pupils, and be able to intervene and counsel before a suspension is warranted and before an incident report needs to be written. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	2.2 and 2.3
4.5	<p>Action: Let Grow</p> <p>Need: Unduplicated pupils survey data show 57% feel unconnected to school and feel a lack of a sense of purpose. The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils. The rate of non-unduplicated pupils is 12.5%.</p>	The implementation of the Let Grow program will help unduplicated students feel more in control of their education, and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	2.2, 2.3, and 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.6	<p>Action: Climate and Culture Implementation Materials and Supplies</p> <p>Need: Unduplicated pupils survey data show 57% feel unconnected to school and feel a lack of a sense of purpose. rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils. The rate of non-unduplicated pupils is 12.5%.</p> <p>Scope: LEA-wide</p>	The materials and supplies purchased for the implementation of Character Education programs will help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	2.2 ,2.3 and 3.3
4.7	<p>Action: Climate and Culture Implementation Travel and Conference</p> <p>Need: The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils. The rate of non-unduplicated pupils is 12.5%.</p> <p>Scope: LEA-wide</p>	The knowledge gained through conferences and associated training will assist with the implementation of Character Education programs and help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will also reduce suspension rates and reduce the number of incident reports written. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	2.2 and 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.8	<p>Action: Edlio Website Hosting</p> <p>Need: The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district. 79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school. 67% of parents say that school staff takes their concerns seriously. 54% of parents agreed or strongly agreed that school staff welcomes their suggestions. These survey numbers define a need for improved action.</p> <p>Scope: LEA-wide</p>	<p>This action will help the parents of all unduplicated pupils find their sense of connectedness to the school district by providing a easily accessible vehicle to access information and documents. Parents will be able to connect to school and have information on time allowing a better connection to information. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	4.7 and 4.8
4.9	<p>Action: Home to School Communication.</p> <p>Need: The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district. 79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school. 67% of parents say that school staff takes their concerns seriously. 54% of parents agreed or strongly agreed that school staff welcomes their suggestions. These survey numbers define a need for improved action. 54% of parents agreed or strongly</p>	<p>This action will help the parents of all unduplicated pupils, find their sense of connectedness to the school district. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide , as all parents of students attending should have ease of communication with the district.</p>	4.7 and 4.8

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
	<p>agreed that school staff welcomes their suggestions. These survey numbers define a need for improved action.</p> <p>Scope: LEA-wide</p>		

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
1.2	<p>Action: ELD Coordinator</p> <p>Need: CAASPP and CAST have too few students to report the data however, local assessment data show that English Learner pupils score 30 points lower in ELA and Math than non-unduplicated pupils</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent. The staff member will provide one-on-one support along with small group interventions.	1.1, 1.2, 1.3, 1.4

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

N/A

Additional Concentration Grant Funding

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

The district does not receive this funding.

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

2025-26 Total 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	456,647	39,305	8.607%	0.000%	8.607%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$82,626.00	\$36,085.00	\$0.00	\$27,425.00	\$146,136.00	\$99,698.00	\$46,438.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Success Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$13,773.00	\$0.00	\$2,503.00	\$11,270.00			\$13,773.00	
1	1.2	ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years								
1	1.3	English Language Development Training	English Learners	No			All Schools	3 Year	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Local Benchmark Assessment Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$1,035.00	\$1,035.00				\$1,035.00	
1	1.5	Classified Personnel	All	No			All Schools	3 Years	\$18,858.00	\$0.00	\$3,498.00			\$15,360.00	\$18,858.00	
1	1.6	Off-Site Professional Development and Conferences	All	No			All Schools	3 Years	\$0.00	\$1,778.00				\$1,778.00	\$1,778.00	
1	1.7	Learning Director I & II	All	No			All Schools	3 Years	\$2,983.00	\$0.00		\$2,983.00			\$2,983.00	
1	1.8	Imagine Learning Online Learning Platform	All	No			All Schools	3 Years	\$0.00	\$1,606.00	\$1,606.00				\$1,606.00	
2	2.1	CTE Agriculture Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$8,365.00	\$16,676.00		\$14,754.00		\$10,287.00	\$25,041.00	
2	2.2	Library Media Center	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$15,685.00	\$700.00	\$16,385.00				\$16,385.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	TCOE Educational Enrichment Programs	All	No			All Schools	3 Years	\$0.00	\$55.00		\$55.00			\$55.00	
2	2.4	Musical Theater Program	All	No			All Schools	3 Years	\$452.00	\$400.00		\$852.00			\$852.00	
2	2.5	Experiential Learning Program	All	No			All Schools	3 Year								
2	2.6	After School Sports Program	All	No			All Schools 6-8	3 Years	\$1,853.00	\$0.00		\$1,853.00			\$1,853.00	
2	2.8	Campus Wide Reading Culture Initiative	All	No			All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Curriculum Materials	All	No			All Schools	3 Years	\$0.00	\$4,318.00		\$4,318.00			\$4,318.00	
3	3.2	Classroom Technology	All	No			All Schools	3 Years	\$0.00	\$885.00	\$885.00				\$885.00	
3	3.3	Student Technology	All	No			All Schools	3 Years	\$0.00	\$2,090.00	\$2,090.00				\$2,090.00	
3	3.4	Campus Technology Support	All	No			All Schools	3 Years	\$9,125.00	\$500.00	\$9,625.00				\$9,625.00	
3	3.5	Digital Monitoring Software	All	No			All Schools	3 Years	\$0.00	\$1,236.00	\$1,236.00				\$1,236.00	
3	3.6	ActVnet Crisis Information Program	All	No			All Schools	3 Years	\$0.00	\$250.00	\$250.00				\$250.00	
3	3.7	School Safety Personnel, materials and training	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.8	School Nurse LVN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$12,312.00	\$3,600.00	\$15,912.00				\$15,912.00	
3	3.9	Counseling/ Social Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$3,687.00	\$3,687.00				\$3,687.00	
3	3.10	Psychological Services	Students with Disabilities Students with an IEP or a 504	No			All Schools	3 Years	\$0.00	\$5,227.00	\$5,227.00				\$5,227.00	

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	Assistant Principal	All	No			All Schools	3 Years	\$16,292.00	\$0.00	\$16,292.00				\$16,292.00	
4	4.2	Solution Tree - Transforming School Culture	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years								
4	4.3	Conscious Discipline	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years								
4	4.4	Character Counts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years								
4	4.5	Let Grow	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$110.00	\$110.00				\$110.00	
4	4.6	Climate and Culture Implementation Materials and Supplies	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$550.00	\$550.00				\$550.00	
4	4.7	Climate and Culture Implementation Travel and Conference	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years								
4	4.8	Edlio Website Hosting	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$385.00	\$385.00				\$385.00	
4	4.9	Home to School Communication.	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$250.00	\$250.00				\$250.00	
4	4.10	PowerSchool Student Information System	All	No			All Schools	3 Years	\$0.00	\$1,100.00	\$1,100.00				\$1,100.00	

2025-26 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
456,647	39,305	8.607%	0.000%	8.607%	\$40,817.00	0.000%	8.938 %	Total:	\$40,817.00
								LEA-wide Total:	\$40,817.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,503.00	
1	1.2	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.4	Local Benchmark Assessment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,035.00	
2	2.1	CTE Agriculture Program	Yes	LEA-wide	Foster Youth Low Income	All Schools		
2	2.2	Library Media Center	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$16,385.00	
3	3.7	School Safety Personnel, materials and training	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	
3	3.8	School Nurse LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,912.00	
3	3.9	Counseling/ Social Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$3,687.00	

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			
4	4.2	Solution Tree - Transforming School Culture	Yes	LEA-wide	Foster Youth Low Income	All Schools		
4	4.3	Conscious Discipline	Yes	LEA-wide	Foster Youth Low Income	All Schools		
4	4.4	Character Counts	Yes	LEA-wide	Foster Youth Low Income	All Schools		
4	4.5	Let Grow	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$110.00	
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$550.00	
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	LEA-wide	Foster Youth Low Income	All Schools		
4	4.8	Edlio Website Hosting	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$385.00	
4	4.9	Home to School Communication.	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$250.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$118,584.74	\$118,584.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Success Center	Yes	\$13,166.00	13,166
1	1.2	ELD Coordinator	Yes	\$3,333.00	3,333
1	1.3	English Language Development Training	No	\$0.00	0
1	1.4	Local Benchmark Assessment Program	Yes	\$990.00	990
1	1.5	Classified Personnel	No	\$5,373.00	5,373
1	1.6	Off-Site Professional Development and Conferences	No	\$1,100.00	1,100
1	1.7	Learning Director I & II	No	\$5,857.00	5,857
1	1.8	Imagine Learning Online Learning Platform	No	\$1,100.00	1,100
2	2.1	CTE Agriculture Program	Yes	\$15,570.17	15,570.17
2	2.2	Library Media Center	Yes	\$5,128.00	5,128
2	2.3	TCOE Educational Enrichment Programs	No	\$606.00	606

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Musical Theater Program	No	\$288.00	288
2	2.5	Experiential Learning Program	No	\$4,400.00	4400
2	2.6	After School Sports Program	No	\$1,709.00	1709
2	2.8	Campus Wide Reading Culture Initiative	No	\$0.00	0
3	3.1	Curriculum Materials	No	\$1,700.00	1700
3	3.2	Classroom Technology	No	\$1,600.00	1600
3	3.3	Student Technology	No	\$418.00	418
3	3.4	Campus Technology Support	No	\$8,231.00	8231
3	3.5	Digital Monitoring Software	No	\$638.00	638
3	3.6	ActVnet Crisis Information Program	No	\$660.00	660
3	3.7	School Safety Personnel, materials and training	Yes	\$7,905.00	7905
3	3.8	School Nurse LVN	Yes	\$9,256.00	9256
3	3.9	Counseling/ Social Services	Yes	\$5,060.00	5060

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Psychological Services	No	\$2,560.80	2560.80
4	4.1	Assistant Principal	No	\$16,743.00	16743
4	4.2	Solution Tree - Transforming School Culture	Yes	\$330.00	330
4	4.3	Conscious Discipline	Yes	\$1,504.80	1504.80
4	4.4	Character Counts	Yes	\$550.00	550
4	4.5	Let Grow	Yes	\$110.00	110
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	\$550.00	550
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	\$550.00	550
4	4.8	Edlio Website Hosting	Yes	\$469.66	469.66
4	4.9	Home to School Communication.	Yes	\$148.31	148.31
4	4.10	PowerSchool Student Information System	No	\$980.00	980.00

2024-25 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)
	\$50,875.77	\$50,875.77	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Success Center	Yes	\$2,396.00	2396		
1	1.2	ELD Coordinator	Yes	\$3,333.00	3333		
1	1.4	Local Benchmark Assessment Program	Yes	\$990.00	990		
2	2.1	CTE Agriculture Program	Yes	\$12,595.00	12595		
2	2.2	Library Media Center	Yes	\$5,128.00	5128		
3	3.7	School Safety Personnel, materials and training	Yes	\$7,905.00	7905		
3	3.8	School Nurse LVN	Yes	\$9,256.00	9256		
3	3.9	Counseling/ Social Services	Yes	\$5,060.00	5060		
4	4.2	Solution Tree - Transforming School Culture	Yes	\$330.00	330		
4	4.3	Conscious Discipline	Yes	\$1,504.80	1504.80		
4	4.4	Character Counts	Yes	\$550.00	550		
4	4.5	Let Grow	Yes	\$110.00	110		
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	\$550.00	550		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	\$550.00	550		
4	4.8	Edlio Website Hosting	Yes	\$469.66	469.66		
4	4.9	Home to School Communication.	Yes	\$148.31	148.31		

2024-25 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)
			0.000%	\$50,875.77	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



H. Scott Pickle, Ed. D.
Superintendent/Principal

PUBLIC HEARING

7.2 Public Hearing for the LCAP Charter and LCFF Budget Overview for Parents

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



LCFF Budget Overview for Parents

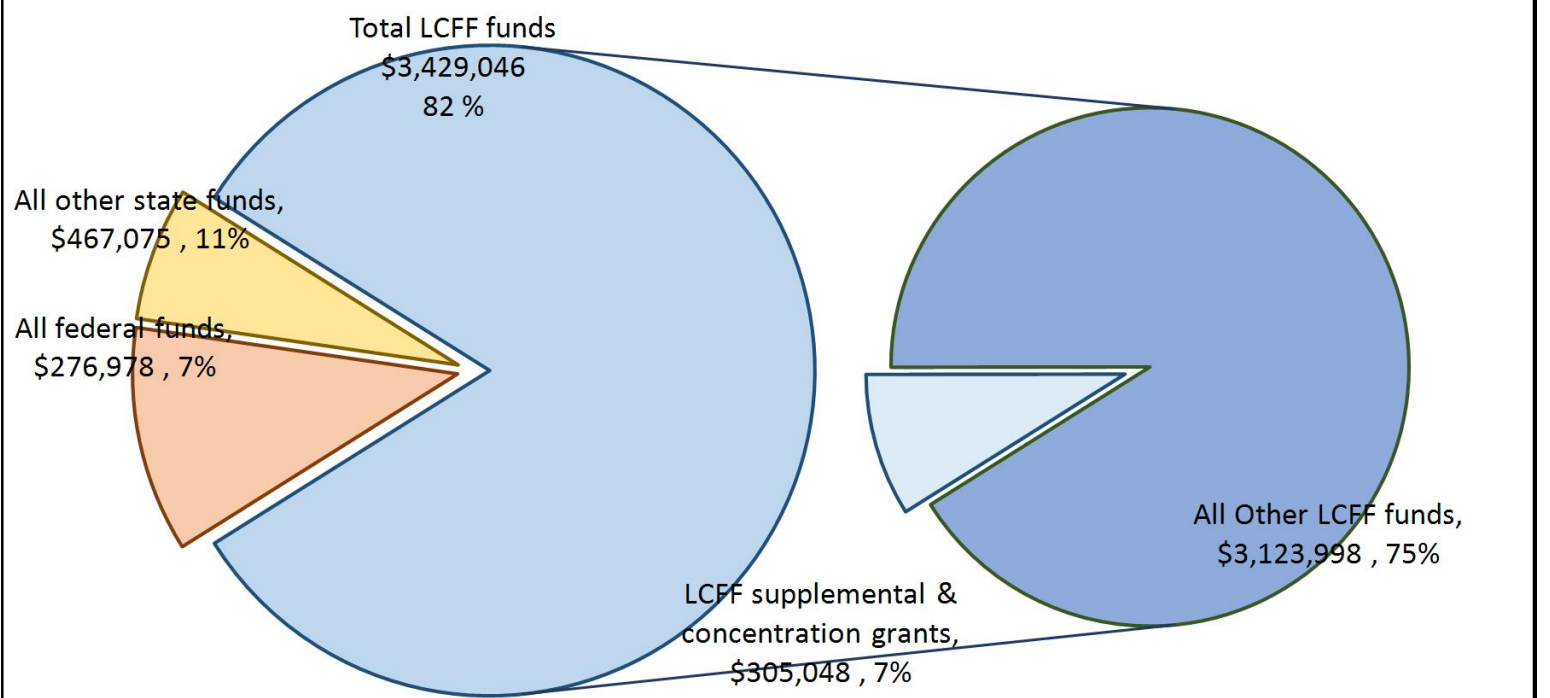
Local Educational Agency (LEA) Name: Sequoia Union Elementary Charter School and Sequoia Union Elementary School District
CDS Code: 54-72116-6054340
School Year: 2025-26
LEA contact information:
Scott Pickle, Ed.D.
Superintendent-Principal

(559) 564-2106

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 2025-26 School Year

Projected Revenue by Fund Source

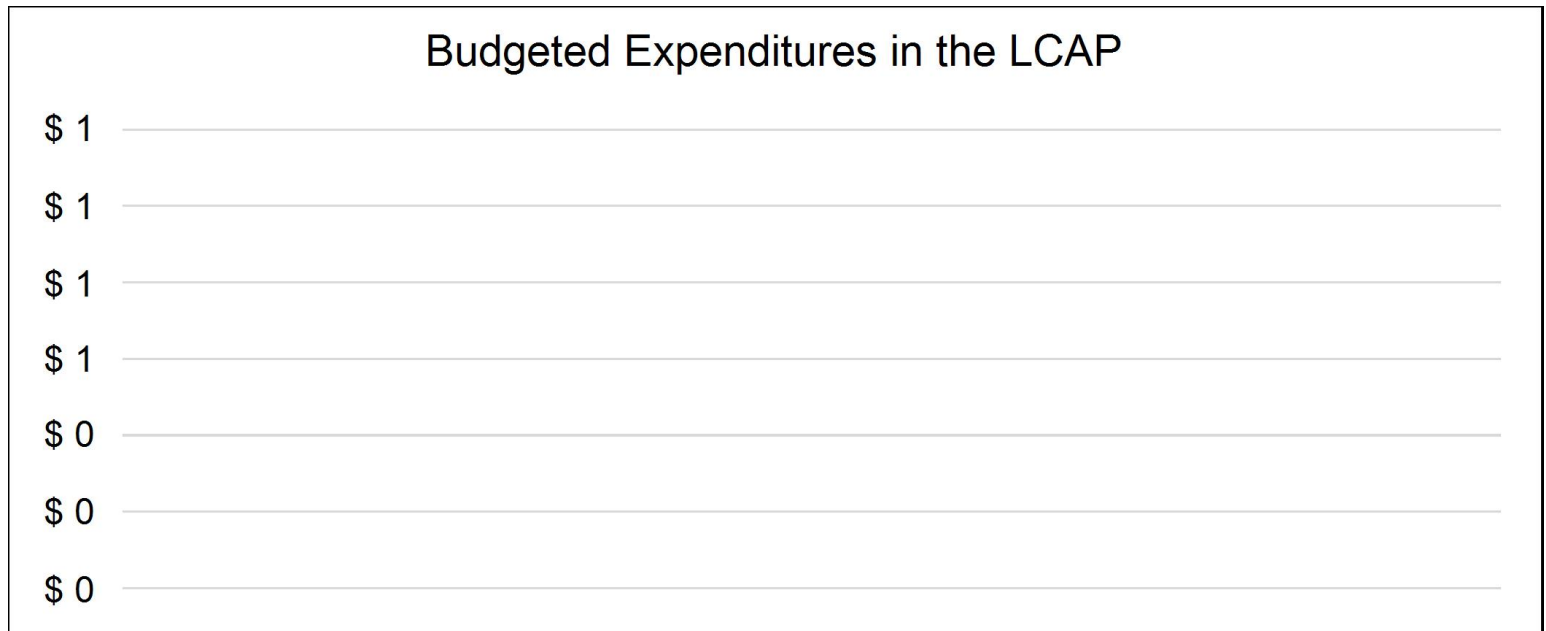


This chart shows the total general purpose revenue Sequoia Union Elementary Charter School and Sequoia Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary Charter School and Sequoia Union Elementary School District is \$4,173,099, of which \$3,429,046 is Local Control Funding Formula (LCFF), \$467,075 is other state funds, \$0 is local funds, and \$276,978 is federal funds. Of the \$3,429,046 in LCFF Funds, \$305,048 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 Sequoia Union Elementary Charter School and Sequoia Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

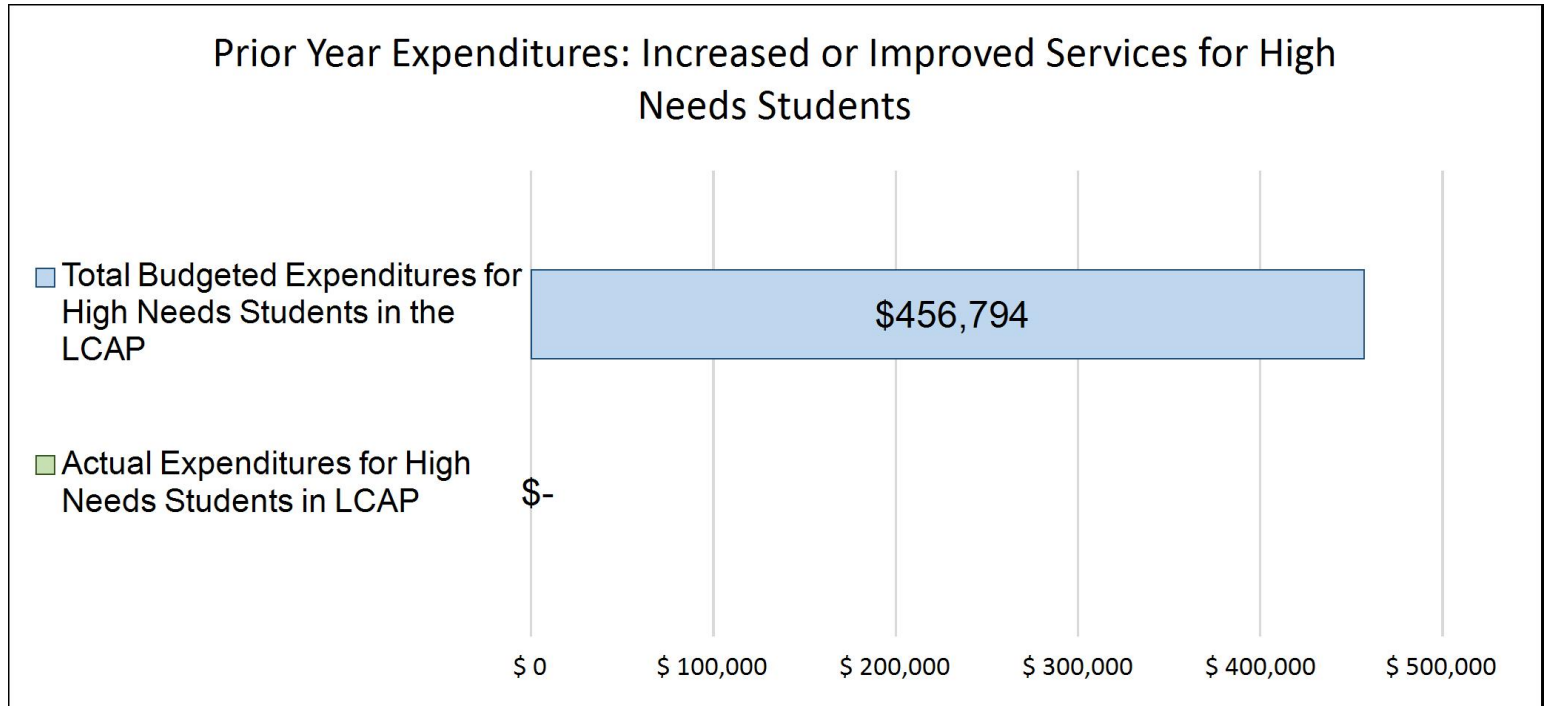
The text description of the above chart is as follows: Sequoia Union Elementary Charter School and Sequoia Union Elementary School District plans to spend \$ for the 2025-26 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sequoia Union Elementary Charter School and Sequoia Union Elementary School District is projecting it will receive \$305,048 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union Elementary Charter School and Sequoia Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union Elementary Charter School and Sequoia Union Elementary School District plans to spend \$1,474,409 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 2024-25



This chart compares what Sequoia Union Elementary Charter School and Sequoia Union Elementary 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 Sequoia Union Elementary Charter School and Sequoia Union Elementary 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 2024-25, Sequoia Union Elementary Charter School and Sequoia Union Elementary School District's LCAP budgeted \$456,793.72 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary Charter School and Sequoia Union Elementary School District actually spent \$0 for actions to increase or improve services for high needs students in 2024-25.



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
Sequoia Union Elementary Charter School and Sequoia Union Elementary School District	Scott Pickle, Ed.D. Superintendent-Principal	spickle@sequoiaunion.org (559) 564-2106

Plan Summary [2025-26]

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.

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus has a rich history and serves as the center of the small agricultural community of Lemon Cove. Many local families have had multiple generations attend our school, and roughly half of our staff either attended Sequoia Union themselves, or had children matriculate through the district. Typical enrollment for the Charter School fluctuates in size from about 325 to 350 students depending on the year. Currently 42% of the Charter School student body comes from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community.

Sequoia Union enjoys active parent volunteer groups including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of \$40,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The with the renewal of the Charter School in 2020, Sequoia Union Elementary School District adopted an agricultural focus; in 2023 the district realized the long held goal of hiring a credentialed agricultural teacher. Students at Sequoia Union Elementary have the opportunity to take both Agricultural Biology as their main science course and an agriculture elective. In 2024 a junior high chapter of FFA was chartered and members participated in both local and state wide FFA conferences and competitions throughout the school year. Development of our school farm has continued this year with fencing and irrigation plans and the purchase of a brand new tractor. The district has begun writing grants as part of the farm development process and plans to develop a three course CTE agricultural pathway for middle school students.

The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands-on learning on the farm site with option of a deeper dive into agricultural education for middle school students. Surveys of educational partners continue to show that this type of active, experiential instruction is valued by our parents and community partners.

The Sequoia Elementary Charter serves a population that is currently 34.1% socioeconomically disadvantaged and 10.3% English Learners. Demographically the Charter School is made up of Caucasian students, 58%, and Hispanic students, 36.8%.

In the narratives that follow, sometimes statistics may be cited that combine the Elementary School and the dependant Charter. The Elementary School and the Charter have separate LCAPs and are funded as separate entities.

Reflections: Annual Performance

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

Sequoia Union Elementary improved overall academic performance in English Language Arts from 2023 to 2024 according to the California School Dashboard. Scores in English Language Arts were "green" on the Dashboard and went up by 3.9 points overall. Scores in Mathematics were "orange" and declined by 13.6 points overall. Because the enrollment numbers for the Elementary School are so low, performance colors are not available for specific student groups.

In the area of academic engagement, with chronic absenteeism increase by 9.4% placing the school in the "orange" category. Though the Dashboard an increase of 9.4% in the suspension rate, our local data collected from surveys indicates an improvement of the climate and conditions from 2023 to 2024.

Surveys of parents on behalf of students show an increase in the number of students who gave a positive answer when asked "Would you say you like school" from 61% in 2023, 51% in 2024, to 80% in 2025. Also, 80% of parents reported that "My child feels like they belong at the school". The number of parents who report that school staff welcomes their suggestions has increased from 54% to 76%. Staff report a better culture and climate in that 73% agree with the statement, "Our school fosters a respectful, inclusive, environment." 66% agree or strongly disagree that they are "optimistic about the direction of the school", and there has been an increase from only 20% in 2024 to 66% in 2025 that their colleagues have a positive attitude.

This data reveals that the significant changes made have contributed to changing the culture in the district. The fourth goal that was added to the three year cycle of the LCAP will continue to allow us to serve campus culture. Actions associated with this goal will include initiatives to address student needs such as character education and discipline programs, as well as conferences and professional development for teachers that will specifically provide training in how to change school culture. It is clear from staff and parent feedback that the addition of a new administrator has helped to address many of the areas in need of improvement - student discipline, communication with parents, staff management.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Teachers were invited to engage with the LCAP process in the following ways:</p> <p>Teachers were asked to take a the annual LCAP/Climate and Culture survey: 70% participation rate among teachers. The survey provided multiple opportunities for open ended comments and feedback.</p> <p>An all staff meeting was held on March 19, 2025 where teachers were presented with basic information about LCAP and the budget, then asked to review and/or make suggestions for revisions of goals and actions. Teachers were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to input were held on March 12th and May 21st.</p>
School Staff	<p>School staff were invited to engage with the LCAP process in the following ways:</p> <p>School staff were asked to take a the annual LCAP/Climate and Culture survey: 71% participation rate among staff. The survey provided multiple opportunities for open ended comments and feedback.</p>

Educational Partner(s)	Process for Engagement
	<p>An all staff meeting was held on March 19, 2025 where staff members were presented with basic information about LCAP and the budget, then asked to review and/or make suggestions for revisions of goals and actions. Staff were encouraged to give feedback both in person and via a Google Form that was available during the meeting.</p> <p>School Site Council meetings dedicated to input were held on March 12th and May 21st.</p>
Parents and Families	<p>Parents and Families were invited to engage with the LCAP process in the following ways:</p> <p>Parents were asked to take a the annual LCAP/Climate and Culture survey. Though the participation rate was not as high as that of the staff surveys, the data collected was informative. The survey provided multiple opportunities for open ended comments and feedback.</p> <p>A parent meeting to discuss and elicit feedback for LCAP/Budget from parents was held on March 19, 2024</p> <p>School Site Council meetings dedicated to input were held on March 12th and May 21st.</p>
Parents With Students Receiving Special Services, Including Parents of English Learners	<p>Parents with students receiving special services, including parents of English Learners, were invited to engage with the LCAP process in the following ways:</p> <p>In addition to the surveys administered to Parents and Families, a survey asking about satisfaction with special services was sent to all parents whose students receive those services. This survey also allowed for open ended comments.</p> <p>The LCAP was the main topic of discussion at the ELA committee. The district Superintendent also responds in writing to comments shared by members of ELAC/DELAC and the PAC.</p>

Educational Partner(s)	Process for Engagement
Students	Students were invited to engage with the LCAP process. Small classroom meetings were held to solicit input and respond to feedback.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	LEA wide performance on the CAASPP	<p>LEA Wide CAASPP Performance 22-23</p> <p>All Students 2022-2023 42.91% met or exceeded standard for ELA 40.25% met or exceeded standard for Math 38.10% met or exceeded standard for Science</p> <p>English Learners 2022-2023</p>	<p>CAASPP Performance 23-24</p> <p>All students: 59.38% met/exceeded for ELA 34.38% met/exceeded for Math Science was not reported on dashboard</p> <p>English Learners: In order to protect student privacy,</p>		<p>LEA Wide CAASPP Performance 25-26</p> <p>All Students 2025-2026 45% will meet or exceed standard for ELA 43% will meet or exceed standard for Math 41% will meet or exceed standard for Science</p>	<p>Overall: ELA increased by 14% in 23-24 Math decreased 13% in 23-24</p> <p>Both Hispanic and Socioeconomically Disadvantaged increased significantly in both ELA and Math</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>9.52% met or exceeded standard for ELA 9.52% met or exceeded standard for Math Data in Science is not available because 10 or fewer students were tested.</p> <p>Hispanic/Latino Students 2022-2023 25.67% met or exceeded standard for ELA 14.66% met or exceeded standard in Math 10.35% met or exceeded the standard for Science</p> <p>Socioeconomically Disadvantaged 2022-2023 27.19% met or exceeded standard for ELA 21.35% met or exceeded standard for Math 17.95% met or exceeded the standard in Science</p>	<p>data is suppressed because fewer than 11 students tested.</p> <p>Hispanic 38.46% met/exceeded for ELA 23.08% met/exceeded for Math Not reported for Science</p> <p>Socioeconomically Disadvantaged 55% met/exceeded for ELA 25% met/exceeded for Math Not reported for Science</p>		<p>English Learners 2025-2026 12% will meet or exceed standard for ELA 12% will meet or exceed standard for Math 12% will meet or exceed standard for Science</p> <p>Hispanic/Latino Students 2025-2026 28% will meet or exceed standard for ELA 17% will meet or exceed standard in Math 13% will meet or exceed the standard for Science</p> <p>Socioeconomically Disadvantaged 2025-2026 30% will meet or exceed standard for ELA 24% will meet or exceed standard for Math 20% will meet or exceed the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standard in Science	
1.2	ELPAC proficiency	LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4)	In order to protect student privacy, data is suppressed because fewer than 11 students tested. (23-24)		LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4)	
1.3	LEA wide reclassification of English Language Learners	LEA wide two English Learners were Reclassified Fluent English Proficient for the 2022-2023 school year for a reclassification rate of 7.1%	No students were reclassified Fluent English Proficient for the 2023-2024 school year		LEA wide English Learners will be Reclassified Fluent English Proficient for the 2025-2026 school year for a reclassification rate of 10%	In 24-25, the reclassification rate was 25%.
1.4	Progress toward English proficiency as measured by the ELPAC	<p>LEA wide 16.67% of English Language Learners scored proficient on the ELPAC in 2022-2023 (Level 4, Well Developed)</p> <p>Level 1 Minimally Developed 22-23: 10.00%</p> <p>Level 2 Somewhat Developed 22-23: 36.67%</p> <p>Level 3 Moderately Developed 22-23: 36.67%</p>	In order to protect student privacy, data is suppressed because fewer than 11 students tested. (23-24)		<p>LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4, Well Developed)</p> <p>Level 1 Minimally Developed 25-26: 7%</p> <p>Level 2 Somewhat Developed 25-26: 39%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Level 3 Moderately Developed 25-26: 39%	
1.5	Locally administered benchmark assessment performance	<p>Sequoia Union Elementary iReady Diagnostic Overall Placement Fall 23 to Spring 24</p> <p>*Mid/Above Grade Level Reading Fall 29% Spring 39% Math Fall 6% Spring 13%</p> <p>*Early on Grade Level Reading Fall 13% Spring 19% Math Fall 16% Spring 26%</p> <p>*One Grade Level Below Reading Fall 26% Spring 6% Math Fall 45% Spring 29%</p> <p>*Two Grade Levels Below Reading Fall 3% Spring 3% Math Fall 10% Spring 6%</p>	<p>Local benchmark analysis Acellus</p> <p>Reading Fall 39% Spring 42%</p> <p>Math Fall 8% Spring 17%</p>		<p>Sequoia Union Elementary LEA Diagnostic Overall Placement Fall 26 to Spring 27</p> <p>*Mid/Above Grade Level Reading Fall 32% Spring 42% Math Fall 9% Spring 16%</p> <p>*Early on Grade Level Reading Fall 16% Spring 22% Math Fall 19% Spring 29%</p> <p>*One Grade Level Below Reading Fall 23% Spring 3% Math Fall 42% Spring 26%</p>	Benchmarks given through Acellus reported improvement in both Math and Language Arts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>*Three or More Grade Levels Below Reading Fall 29% Spring 32% Math Fall 23% Spring 26%</p>			<p>*Two Grade Levels Below Reading Fall 2% Spring 2% Math Fall 9% Spring 5%</p> <p>*Three or More Grade Levels Below Reading Fall 26% Spring 29% Math Fall 20% Spring 23%</p>	
1.6	Benchmark growth of students identified for intervention with the Student Success Center	<p>LEA wide:</p> <p>76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year.</p> <p>43% of students who received services met their annual typical growth goals for the 23-24 school year, moving up one or more grade levels from the fall</p>	Student Services Center provided interventions to students reducing the frequency by over 60%.		<p>LEA wide:</p> <p>79% of students served by the Student Success Center will show growth from the fall LEA ELA benchmark to the spring benchmark during the 26-27 school year.</p> <p>46% of students who receive services will meet their annual typical growth goals for the 26-27 school</p>	Student Success Center was available for students in need.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>assessment to the spring assessment.</p> <p>10% of students who received services during the 22-23 school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels.</p>			<p>year, moving up one or more grade levels from the fall assessment to the spring assessment.</p> <p>13% of students who receive services during the 26-27 school year will improve their ELA scores on the LEA benchmark assessment by two or more grade levels.</p>	
1.7	Students enrolled in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs	In 23-24 100% of students in grades 4-8 are enrolled in a broad course of study.	In 24-25 100% of students are enrolled in a broad course of study.		In 26-27 100% of students in grades 4-8 will be enrolled in a broad course of study.	All students were enrolled in a broad course of study meeting the goal.
1.8	Annual LEA survey of parents - questions about programs for unduplicated pupils and students with exceptional needs	83% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services or accommodations their student receives.	80% of parents surveyed in 24-25 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction about the school valuing "students from all		86% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with the services or	Parents state positive satisfaction with their role in educational decisions that impact their student.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.	backgrounds" and the "school supports their child's academic needs" with the needed services or accommodations. 100% of parents surveyed in 24-25 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student.		accommodations their student receives. 100% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with their role in educational decisions that impact their student.	
1.9	Teacher Credential Status	23-24 All teachers are fully credentialed.	24-25 All teachers are fully credentialed.		26-27 All teachers will be fully credentialed.	24-25 All teachers are fully credentialed meeting the goal.
1.10	Appropriate assignment of teachers in the subject areas and for the pupils they are teaching	23-24 All teachers are appropriately assigned.	24-25 All teachers are appropriately assigned.		26-27 All teachers will be appropriately assigned.	24-25 All teachers are appropriately assigned meeting the goal.
1.11	Implementation of State Board Academic Content and Performance	23-24 100% implementation of State Board Academic	24-25 100% implementation of		26-27 100% implementation of	In 24-25, 100% implementation of State Board

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards, including ELD Standards, for all students	Content and Performance Standards were implemented, including ELD Standards, for all students.	State Board Academic Content and Performance Standards were implemented, including ELD Standards, for all students.		State Board Academic Content and Performance Standards will continue to be implemented, including ELD Standards, for all students.	Academic Content and Performance Standards were implemented, including ELD Standards, for all students.

Goal Analysis [2024-25]

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
1.1	Student Success Center	This action will allow for staff salaries for a site-wide intervention program to provide comprehensive targeted support for students who demonstrate need based on state and local assessment data in ELA and Math. The Certificated Student Success Center Staff member will collaborate with the ELD Coordinator for ELD	\$112,557.00	Yes
1.2	ELD Coordinator	Staff to coordinate pull out English Language Development Instruction and to coordinate ELPAC testing for English Language Learners.		Yes
1.3	English Language Development Training	Training provided to our teaching staff by the TCOE Title III ELD Consortium in effective strategies to assist English language acquisition in the classroom.	\$0.00	Yes
1.4	Local Benchmark Assessment Program	Renaissance STAR assessment system to help determine placement and measure progress in the LEA's intervention program.	\$8,370.00	Yes
1.5	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas.	\$263,261.00	Yes
1.6	Off-Site Professional Development and Conferences	Professional development and conferences to continue to develop staff expertise in their assigned grade level/subject matter and increase overall organizational capacity.	\$17,150.00	No
1.7	Learning Director I and II	These positions will assist teachers and Administration with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will provide support to teachers and Administration in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as	\$23,423.00	No

Action #	Title	Description	Total Funds	Contributing
		504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments.		
1.8	Imagine Learning Online Learning Platform	Comprehensive online learning platform for use with independent study students. Imagine Learning provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes.	\$13,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students providing them with the tools and experience they need to reach their full potential as independent life-long learners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance (ADA)	Average Daily Attendance (ADA) for Sequoia Elementary Charter for the 22-23 school year was 93.38%	Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 23-24 school year was 91.26.		Average Daily Attendance (ADA) for Sequoia Elementary Charter for the 25-26 school year will be 96%	
2.2	Chronic Absenteeism	Chronic absenteeism for Sequoia Elementary Charter for the 22-23 school year was 8.9%	Chronic absenteeism for Sequoia Union Elementary School for the 23-24 school year was 11.1% White - 9.7%		Chronic absenteeism for Sequoia Elementary Charter for the 25-26 school year will be 5.9%	Chronic absenteeism increased in all categories.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic - 13.4% Socioeconomically Disadvantaged - 17%			
2.3	Suspension rates for all students and all subgroups on the California School Dashboard	Total suspension rate for Sequoia Elementary Charter for 22-23 according to the California School Dashboard - 7.2% of students suspended at least one day. 7.1% of Hispanic students were suspended at least one day. 8.9% Socioeconomically Disadvantaged were suspended at least one day. 8% of white students were suspended at least one day.	Total suspension rate for Sequoia Union Elementary School for 23-24 according to the California School Dashboard - 11.1% of students suspended at least one day. 12.2% of Hispanic students were suspended at least one day. 16.4% Socioeconomically Disadvantaged were suspended at least one day. 13.3% of white students were suspended at least one day.		Total suspension rate for Sequoia Elementary Charter for 25-26 according to the California School Dashboard will be 4% of students suspended at least one day. 4% of Hispanic students will be suspended at least one day. 5% Socioeconomically Disadvantaged will be suspended at least one day. 5% of white students will be suspended at least one day.	The suspension rate increased in all categories.
2.4	Expulsion rate for all students and all subgroups	Expulsion rate for Sequoia Elementary	Expulsion rate for Sequoia Union Elementary for the		Expulsion rate for Sequoia Elementary	The expulsion rate was 0.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Charter for the 22-23 school year is 0%.	23-24 school year is 0%.		Charter for the 25-26 school year will be 0%.	
2.5	Middle school drop-out rate for all students and all subgroups	The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%.	The dropout rate for Sequoia Union Elementary School for 23-24 school year was 0%.		The middle school dropout rate for Sequoia Union Elementary School for 25-26 school year will be 0%.	Goal was met.
2.6	Annual Survey of Parents and Students - Questions about school satisfaction	<p>23-24</p> <p>51% of students surveyed in grades 4-8 answered that, in general, they like school "Often" or "Almost All the Time"</p> <p>76% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>	<p>78% of students surveyed answered that, in general, they like school "Often" or "Almost All the Time"</p> <p>80% of parents surveyed agreed with the statement "My child enjoys coming to school."</p>		<p>26-27</p> <p>54% of students surveyed in grades 4-8 will answer that, in general, they like school "Often" or "Almost All the Time"</p> <p>79% of parents surveyed will agree with the statement "My child enjoys coming to school."</p>	Data reports better than expected results.

Goal Analysis [2024-25]

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
2.1	CTE Agriculture Program	Salaries, materials and supplies for the continued development of our career technical education agriculture pathway and school farm.	\$163,503.00	Yes
2.2	Library media Center	Staffing and materials for the Library Media Center including salaries, books and supplies	\$135,469.00	Yes
2.3	TCOE Educational Enrichment Programs	Stipends, overtime, fees and supplies for TCOE sponsored academic programs and competitions: Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution, National History Day	\$500.00	No
2.4	Musical Theater Program	Salaries materials and supplies to establish a musical theater program.	\$5,927.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Experiential Learning Program	Program provides for two off-site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.	\$11,221.00	No
2.6	After School Sports Program	Personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year.	\$13,805.00	No
2.7	Expanded Learning Opportunities Program	State mandated program extending enrichment activities and learning opportunities to 9 hours a day and 30 extra school days a year. This program is currently only available to students in grades 6 and below, therefore no funds are allocated to the Elementary School.	\$214,855.00	No
2.8	Campus Wide Reading Culture Initiative	The District will invest in enrichment through a Reading Culture by providing new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading awards at the trimester awards assemblies, and re emphasizing regular library visits by all classes.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

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
3.1	Access to standards aligned instructional materials as mandated by the Williams Act	23-24 0% of students lacking instructional materials.	24-25 0% of students lacking instructional materials.		26-27 0% of students will be lacking instructional materials	Met or exceeded the goal.
3.2	Williams Facilities Inspection Tool	Overall summary of facility conditions for the 22-23 school year was Good as reported in the SARC	Overall summary of facility conditions for the 24-25 school year was Good as reported in the SARC		Overall summary of facility conditions for the 25-26 school year will be Good as reported in the SARC	Met or exceeded the goal.
3.3	Annual survey of students - questions about school safety	23-24 LEA wide 69% of students surveyed	85% of students surveyed responded that		26-27 LEA wide 72% of students who will	Met or exceeded the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responded that they felt "safe" or "very safe" at school.	they felt "safe" or "very safe" at school.		be surveyed will respond that they felt "safe" or "very safe" at school.	
3.4	Annual Survey of staff - questions about safety	23-24 LEA Wide 82% of staff surveyed felt "Safe" or "Very Safe" while at school.	24-25 88% of staff surveyed felt "Safe" or "Very Safe" while at school.		26-27 LEA Wide 85% of staff who will be surveyed will feel "Safe" or "Very Safe" while at school.	Met or exceeded the goal.
3.5	Reported adequacy of teacher issued tools and equipment	23-24 LEA Wide 100% of staff surveyed felt they had been adequately issued tools and equipment.	24-25 100% of staff surveyed felt they had been adequately issued tools and equipment.		26-27 LEA Wide 100% of staff who will be surveyed will feel that they have been adequately issued tools and equipment.	Met or exceeded the goal.
3.6	Annual survey of students - emergency preparedness	23-24 LEA Wide 91% of students surveyed agreed or strongly agreed with the statement " I have practiced and know what to do in an emergency at school."	24-25 95% of students surveyed agreed or strongly agreed with the statement " I have practiced and know what to do in an emergency at school.		26-27 LEA Wide 94% of students who will be surveyed will agree or strongly agree with the statement " I have practiced and know what to do in an emergency at school."	Met or exceeded the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Annual survey of students - materials	23-24 LEA Wide 88% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn."	24-25 75.5% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn."		26-27 LEA Wide 91% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn."	Met or exceeded the goal.

Goal Analysis [2024-25]

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
3.1	Curriculum Materials	Purchase of ongoing ELA, Math, Science, Social Studies, and all academic curriculum.	\$42,523.00	No
3.2	Classroom Technology	This action will allow for the purchase of Classroom technology for teachers, including desktop computers, laptops, projectors, document cameras and other new educational technologies in order to ensure students receive high quality instruction tools that are provided to each classroom.	\$3,115.00	No
3.3	Student Technology	This action will allow for the purchase of Chromebooks and tablets as well as keeping current devices in good repair. Chromebooks and tablets allow students to access the digital content that is part of all of the LEA's adopted curriculum programs, and wifi devices help address resource inequities for students who lack internet access at home. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge. This Action will provide for a wifi device and tablet for each family with an English Learner.	\$16,910.00	No
3.4	Campus Technology Support	Campus Technology Support Personnel to support school tech needs including issues with the network, servers, hardware set-up repair and other technology related issues.	\$55,089.00	No
3.5	Digital Monitoring Software	Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity.	\$10,000.00	No
3.6	ActVnet Crisis Information Program	ActVnet Crisis Information Program helps to prepare our campus for the timely coordinated assistance of all Tulare county emergency services in the event of a school lockdown, evacuation or disaster through the utilization of building ID, video surveillance and digital mapping.	\$1,950.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	School Safety Personnel, materials and training	Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment.		Yes
3.8	School Nurse LVN	Employment of an LVN to fulfill the health and safety mandates required of Sequoia Union by state and federal agencies.	\$108,981.00	Yes
3.9	Counseling/ Social Services	Students continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health professionals to serve our campus to the maximum extent that funds will allow. This action will allow greater access to these services for both students and staff.	\$29,835.00	No
3.10	Psychological Services	Through a contract with Tulare County Office of Education, students who are on an IEP or a 504 will benefit from observations and feedback from the school psychologist 1.5 days a week.	\$42,293.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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
4.1	Suspension rates for all students and all subgroups	22-23 LEA Wide Total suspension rate for 22-23 according to the California School Dashboard - 12.5% of students suspended at least one day. 6.3% of Hispanic students were suspended at least one day. 9.1% Socioeconomically	23-24 Total suspension rate for 22-23 according to the California School Dashboard - 22.5% of students suspended at least one day. 27.8% of Hispanic students were suspended at least one day.		25-26 LEA Wide Total suspension rate for 25-26 according to the California School Dashboard will be- 9.5% of students suspended at least one day. 3.3% of Hispanic students will be suspended at least one day.	Suspension rates increased in all sub-categories.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Disadvantaged were suspended at least one day.</p> <p>16.1% of white students were suspended at least one day.</p>	<p>34.8% Socioeconomically Disadvantaged were suspended at least one day.</p> <p>16.7% of white students were suspended at least one day.</p>		<p>3.1% Socioeconomically Disadvantaged will be suspended at least one day.</p> <p>13.1% of white students will be suspended at least one day.</p>	
4.2	Expulsion rates for all students and all subgroups	LEA Wide Expulsion rate for the 22-23 school year is 0%.	Expulsion rate for the 23-24 school year is 0%.		LEA Wide Expulsion rate for the 25-26 school year will be 0%.	Met goal.
4.3	Annual survey of teachers - questions about discipline and student behavior	<p>23-24 LEA Wide</p> <p>15% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>90% of staff consider disruptive student behavior to be a moderate to severe problem.</p>	<p>24-25</p> <p>50% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>80% of staff consider disruptive student behavior to be a problem and agree that we have systems in place to support students.</p>		<p>26-27 LEA Wide</p> <p>18% of staff who will be surveyed will agree or strongly agree with the statement "this school effectively handles student discipline and behavioral problems".</p> <p>87% of staff will consider disruptive student behavior to be a moderate to severe problem.</p>	All metrics presented improved.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Annual survey of teachers - questions about climate and culture	<p>23-24 LEA Wide</p> <p>20% of staff surveyed agreed that their colleagues had positive attitudes.</p> <p>38% of staff felt optimistic that the school will improve in the future.</p> <p>70% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem.</p>	<p>24-25</p> <p>66% of staff surveyed agreed that their colleagues had positive attitudes.</p> <p>66% of staff felt optimistic that the school will improve in the future.</p> <p>50% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem.</p>		<p>26-27 LEA Wide</p> <p>23% of staff who will be surveyed will agree that their colleagues have positive attitudes.</p> <p>41% of staff will feel optimistic that the school will improve in the future.</p> <p>67% of staff who will be surveyed will respond that lack of respect of staff by students is a moderate to severe problem.</p>	All metrics presented improved.
4.5	Annual survey of students - questions about self management	<p>23-24 LEA Wide</p> <p>64% of students surveyed answered questions about self management positively.</p>	<p>24-25</p> <p>75.5% of students surveyed answered questions about self management positively and state they are satisfied with the school.</p>		<p>26-27 LEA Wide</p> <p>67% of students who will be surveyed will answer questions about self management positively</p>	Improved on this metric.
4.6	Annual survey of students - questions about student behavior	<p>23-24 LEA Wide</p> <p>61% of students surveyed agree or</p>	<p>24-25</p> <p>86.6% of students surveyed agree or</p>		<p>26-27 LEA Wide</p> <p>64% of students who will be</p>	Data reports significant drop in the reported areas of concern.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>strongly agree with the statement "students at my school respect their teachers."</p> <p>57% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>49% of students surveyed said other kids at school hit or push them some, most or all of the time.</p>	<p>strongly agree with the statement "students at my school respect their teachers."</p> <p>42% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>32% of students surveyed said other kids at school hit or push them some, most or all of the time.</p>		<p>surveyed will agree or strongly agree with the statement "students at my school respect their teachers."</p> <p>54% of students who will be surveyed will say that other kids at school spread mean rumors or lies about them some, most of all of the time.</p> <p>46% of students who will be surveyed will say that other kids at school hit or push them some, most or all of the time.</p>	
4.7	Annual survey of parents - questions about student behavior and discipline	<p>23-24 LEA Wide</p> <p>49% of parents surveyed agreed or strongly agreed with the statement "at this school, discipline is fair".</p> <p>51% of parents agreed or strongly agreed with</p>	<p>24-25</p> <p>64.4% of parents surveyed agreed or strongly agreed with the statement "at this school, discipline is fair".</p> <p>91.1% of parents agreed or strongly</p>		<p>26-27 LEA Wide</p> <p>52% of parents who will be surveyed will agree or strongly agree with the statement "at this school, discipline is fair".</p>	Responses significantly improved in this metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>the statement "this school provides high quality services to help students with social or emotional needs".</p> <p>24% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school".</p>	<p>agreed with the statement "this school provides high quality services to help students with social or emotional needs".</p> <p>0% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school".</p>		<p>54% of parents will agree or strongly agree with the statement "this school provides high quality services to help students with social or emotional needs".</p> <p>21% of parents who will be surveyed will agree or strongly agree with the statement "physical fighting is a problem at this school".</p>	
4.8	Annual survey of parents - questions about communication and participation	<p>23-24 LEA Wide</p> <p>79% of parents surveyed agreed or strongly agreed that they feel welcome to participate at this school.</p> <p>67% of parents say that school staff takes their concerns seriously.</p> <p>54% of parents agreed or strongly agreed that</p>	<p>24-25</p> <p>75.5% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school.</p> <p>80% of parents say that school staff takes their concerns seriously.</p>		<p>23-24 LEA Wide</p> <p>82% of parents who will be surveyed will agree or strongly agree that they feel welcome to participate at this school.</p> <p>70% of parents will say that school staff takes their concerns seriously.</p>	Improved in several areas.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school staff welcomes their suggestions.	73.3% of parents agreed or strongly agreed that school staff welcomes their suggestions.		57% of parents will agree or strongly agree that school staff welcomes their suggestions.	

Goal Analysis [2024-25]

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
4.1	Assistant Principal	<p>The Assistant Principal will assist in the administration of all facets of the elementary school educational program directed toward the optimal educational and social development of each individual student. The Assistant Principal will be a member of the Superintendent-Principal's Cabinet.</p> <p>The Assistant Principal will Assist in enforcing all state and district rules, regulations and policies in the school.</p> <ul style="list-style-type: none"> • Assist in the supervision of students at school, on the campus and on the bus before, during and after school hours. • Coordinate the curriculum department and development. • Assist in the monitoring and evaluation of certificated and classified employees. • Coordinate Student 504 and SST process • Assist in the counseling of students and implementing the climate and culture programs and projects • Assist in the monitoring and facilitation of school groups and committees such as School Site Council, Student Study Team, Leadership Team and Student Council. • Assist in the supervision of duties and responsibilities of staff members. • Assist in the staff development program and plan. • Assist in the development and implementation of the student discipline procedure plan at the school site, a Multi-Tiered System of Supports (MTSS) • Assist in developing a positive school climate. • Assist the Superintendent-Principal with the writing of the LCAP • Assist in parent/teacher conferences relating to problems, concerns or activities of students. • Coordinate Student Testing (Benchmarks; CAASPP; ELPAC) 	\$156,081.00	Yes
4.2	Solution Tree - Transforming School Culture	<p>Transforming School Culture Professional Learning will help Sequoia Union Staff GAIN an understanding of school culture and its impact on school performance and student achievement; help to DEVELOP action steps that will bring out the best in our school; will ENHANCE our communication between teachers and school leaders; and will ALIGN our organizational philosophy and create a shared mission and vision.</p>		Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Conscious Discipline	Comprehensive plan to train all staff on the brain research based conscious discipline program, which will be a Multi-year implementation.		Yes
4.4	Character Counts	Implement the Character Counts Program which will focus on building students' character skills and shaping a positive school culture. Character Counts is based on the Six Pillars of Character framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.		Yes
4.5	Let Grow	Let Grow's school and community project will provide students with a bracing dose of the rocket fuel known as independence. Trusted with the chance to start doing some things on their own — including plain old playing — kids explore the world, discover new interests, and problem-solve as they go. The Let Grow Project is a simple, life-changing homework assignment: “Go home and do something new, on your own. Climb a tree, run an errand, make a meal. . .” the choices are endless and the impact: immediate.	\$890.00	Yes
4.6	Climate and Culture Implementation Materials and Supplies	Materials and Supplies to implement Climate and Culture programs and projects.	\$4,500.00	Yes
4.7	Climate and Culture Implementation Travel and Conference	Travel and Conference to implement Climate and Culture programs and projects.	\$4,450.00	Yes
4.8	Edlio Website Hosting	Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents.	\$3,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.9	Home to School Communication	Home to School Communication systems for phone, email and text messaging with families. This products are crucial for keeping parents informed of important educational and social events on campus.	\$2,136.00	Yes
4.10	PowerSchool Student Information System	PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress.	\$9,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$305,048	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.896%	0.000%	\$0.00	8.896%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Student Success Center</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA and Math than non-unduplicated pupils.</p> <p>Scope:</p>	The District will provide the Student Success Center for students struggling in reading and math, including unduplicated students, to increase proficiency in ELA and Math.	CAASPP and STAR data.

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		
1.4	<p>Action: Local Benchmark Assessment Program</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	The District will provide the STAR Assessment System for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies.	CAASPP, CAST and STAR Data
1.5	<p>Action: Classified Personnel</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	The District will provide Highly Qualified Classified Instructional Personnel for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies.	CAASPP, CAST and STAR Data.
2.1	<p>Action: CTE Agriculture Program</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p>Scope:</p>	The District will provide a CTE Single Subject Credentialed Ag Science Teacher to implement STEM through Agriculture on the School Farm and in the Ag classroom. This will lead to increased ELA, Math, and Science scores for all students, including unduplicated pupils.	CAASPP, CAST and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: Library media Center</p> <p>Need: CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils..</p> <p>Scope: LEA-wide</p>	The District will provide a library media center for all students, including unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies..	CAASPP, CAST and STAR Data
3.7	<p>Action: School Safety Personnel, materials and training</p> <p>Need: Suspension and incident report data show that unduplicated pupils have a higher percentage of suspension and a higher percentage of incident reports on campus compared to non-unduplicated pupils.</p> <p>Scope: LEA-wide</p>	School Safety Personnel, materials and training will lower the percentage of suspensions and lower the number of incident reports on campus for all student groups and also for unduplicated pupils.	Suspension rate data and the data from incident reports.
3.8	<p>Action: School Nurse LVN</p> <p>Need: Nursing log data show that unduplicated pupils have a higher percentage of injury on campus compared to non-unduplicated pupils.</p>	Having an on-site School Nurse will lower the percentage of injury on campus for all student groups, and also for unduplicated pupils.	Pupil injury data in PowerSchool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	Action: Assistant Principal Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils. Scope: LEA-wide	The Assistant Principal will build relationships with all students, including with unduplicated pupils and be able to intervene and counsel students, including unduplicated pupils before a suspension is warranted.	Suspension rate
4.2	Action: Solution Tree - Transforming School Culture Need: Unduplicated pupils survey data show they feel unconnected to school and feel a lack of a sense of purpose. Scope: LEA-wide	This action will help all students, including unduplicated pupils, find their sense of purpose and belonging at our school.	End of Spring Student survey on campus climate, culture, and sense of connection to the school.
4.3	Action: Conscious Discipline Need: The suspension rate and rate of incident reports of unduplicated pupils is far higher than the suspension rate and rate of incident reports of non-unduplicated pupils.	The implementation of the Conscious Discipline program will build relationships with all students, including unduplicated pupils, and staff and will help all students, including unduplicated students, have a lower rate of incident reports and suspensions.	Suspension rate data and incident reports data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.4	Action: Character Counts Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students. Scope: LEA-wide	The implementation of the Character Counts program will help staff build relationships with all students, including unduplicated pupils, and be able to intervene and counsel all students, including unduplicated pupils, before a suspension is warranted and before an incident report needs to be written.	Suspension rate data and the data from incident reports.
4.5	Action: Let Grow Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students. Scope: LEA-wide	The implementation of the Let Grow program will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.6	<p>Action: Climate and Culture Implementation Materials and Supplies</p> <p>Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students</p> <p>Scope: LEA-wide</p>	The materials and supplies purchased for the implementation of Character Education programs will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.
4.7	<p>Action: Climate and Culture Implementation Travel and Conference</p> <p>Need: The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils and the rate of incident reports of unduplicated students is far higher than the incident reports of non-unduplicated students</p> <p>Scope: LEA-wide</p>	The costs of travel and conferences to attend training for the implementation of Character Education programs will help all students feel more in control of their education, but will especially help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students, including unduplicated pupils.	Suspension rate data and the data from incident reports.
4.8	<p>Action: Edlio Website Hosting</p> <p>Need:</p>	This action will help the parents of all students, including the parents of unduplicated pupils, and it will help all students, including unduplicated pupils, find their sense of connectedness to the school district.	End of Spring Student survey on campus climate, culture, and sense of connection to the school.

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
	<p>The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district.</p> <p>Scope: LEA-wide</p>		
4.9	<p>Action: Home to School Communication</p> <p>Need: The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district.</p> <p>Scope: LEA-wide</p>	This action will help the parents of all students, including the parents of unduplicated pupils, and it will help all students, including unduplicated pupils, find their sense of connectedness to the school district.	End of Spring Student survey on campus climate, culture, and sense of connection to the school.

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
1.2	<p>Action: ELD Coordinator</p>	The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner	ELPAC, CAASP, CAST and STAR data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils. Scope: Limited to Unduplicated Student Group(s)	Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.	
1.3	Action: English Language Development Training Need: CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils Scope: Limited to Unduplicated Student Group(s)	The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.	ELPAC, CAASP, CAST and STAR data.

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.

Goal 1, Action 2: ELD Coordinator. This action provides a dedicated classified Instructor to work alongside the Credentialed Reading Intervention Teacher in the Student Success Center to conduct pull-out English Language Development lessons for our English Learner population. Recently released ELPAC score reports for 2024 show our current services for English Learners are producing improvement in outcomes as our proficiency rate for summative ELPAC rose by nearly 10%. The LEA will continue to provide small group pull-out time with a credentialed teacher that allows targeted instruction in the exact areas in which these students need the most improvement. Measurement: increasing scores on the ELPAC will indicate successful implementation of increased and improved services. 2024 ELPAC scores available to the LEA through TOMS show an increase in ELPAC proficiency indicating this approach is producing desirable results.

Goal 2, Action 3: English Language Development Training through Contracted Title III Consortium Services provided by Tulare County Office of Education. Through training provided to all staff by TCOE, but especially provided to the ELD Coordinator, this training will help the ELD Coordinator to Coordinated English Language Development for English Learner Students to increase their reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent.

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.

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

2025-26 Total 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	3,429,046	305,048	8.896%	0.000%	8.896%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$730,356.00	\$467,075.00	\$0.00	\$276,978.00	\$1,474,409.00	\$1,112,219.00	\$362,190.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Success Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$112,557.00	\$0.00	\$5,009.00	\$107,548.00			\$112,557.00	5009
1	1.2	ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years								
1	1.3	English Language Development Training	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	0
1	1.4	Local Benchmark Assessment Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$8,370.00	\$8,370.00				\$8,370.00	8370
1	1.5	Classified Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$263,261.00	\$0.00	\$82,415.00			\$180,846.00	\$263,261.00	82415
1	1.6	Off-Site Professional Development and Conferences	All	No			All Schools	3 Years	\$0.00	\$17,150.00		\$2,773.00		\$14,377.00	\$17,150.00	
1	1.7	Learning Director I and II	All	No			All Schools	3 Years	\$23,423.00	\$0.00		\$23,423.00			\$23,423.00	

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	1.8	Imagine Learning Online Learning Platform	All	No			All Schools	3 Years	\$0.00	\$13,000.00	\$13,000.00				\$13,000.00	13000
2	2.1	CTE Agriculture Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$67,655.00	\$95,848.00	\$37,248.00	\$44,500.00		\$81,755.00	\$163,503.00	37248
2	2.2	Library media Center	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$131,369.00	\$4,100.00	\$135,469.00				\$135,469.00	135469
2	2.3	TCOE Educational Enrichment Programs	All	No			All Schools	3 Years	\$0.00	\$500.00		\$500.00			\$500.00	
2	2.4	Musical Theater Program	All	No			All Schools	3 Year	\$2,627.00	\$3,300.00		\$5,927.00			\$5,927.00	
2	2.5	Experiential Learning Program	All	No			All Schools	3 Year	\$1,221.00	\$10,000.00		\$11,221.00			\$11,221.00	
2	2.6	After School Sports Program	All	No			All Schools 6-8	3 Years	\$13,805.00	\$0.00		\$13,805.00			\$13,805.00	
2	2.7	Expanded Learning Opportunities Program	All	No			All Schools Tk-6	3 Years	\$208,150.00	\$6,705.00		\$214,855.00			\$214,855.00	
2	2.8	Campus Wide Reading Culture Initiative	All	No			All Schools	3 Years								
3	3.1	Curriculum Materials	All	No			All Schools	3 Years	\$0.00	\$42,523.00		\$42,523.00			\$42,523.00	
3	3.2	Classroom Technology	All	No			All Schools	3 Years	\$0.00	\$3,115.00	\$3,115.00				\$3,115.00	3115
3	3.3	Student Technology	All	No			All Schools		\$0.00	\$16,910.00	\$16,910.00				\$16,910.00	16910
3	3.4	Campus Technology Support	All	No			All Schools	3 Years	\$53,089.00	\$2,000.00	\$55,089.00				\$55,089.00	55089
3	3.5	Digital Monitoring Software	All	No			All Schools	3 Years	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	10000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	ActVnet Crisis Information Program	All	No			All Schools	3 Years	\$0.00	\$1,950.00	\$1,950.00				\$1,950.00	1950
3	3.7	School Safety Personnel, materials and training	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years								
3	3.8	School Nurse LVN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	\$78,981.00	\$30,000.00	\$108,981.00				\$108,981.00	108981
3	3.9	Counseling/ Social Services	All	No			All Schools	3 Years	\$0.00	\$29,835.00	\$29,835.00				\$29,835.00	29835
3	3.10	Psychological Services	Students with Disabilities Students with an IEP or a 504	No			All Schools	3 Years	\$0.00	\$42,293.00	\$42,293.00				\$42,293.00	42293
4	4.1	Assistant Principal	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	\$156,081.00	\$0.00	\$156,081.00				\$156,081.00	156081
4	4.2	Solution Tree - Transforming School Culture	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years								
4	4.3	Conscious Discipline	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years								
4	4.4	Character Counts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		3 Years								
4	4.5	Let Grow	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$890.00	\$890.00				\$890.00	890
4	4.6	Climate and Culture Implementation Materials and Supplies	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$4,500.00	\$4,500.00				\$4,500.00	4500
4	4.7	Climate and Culture Implementation Travel and Conference	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$4,450.00	\$4,450.00				\$4,450.00	4450
4	4.8	Edlio Website Hosting	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$3,115.00	\$3,115.00				\$3,115.00	3115
4	4.9	Home to School Communication	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	\$0.00	\$2,136.00	\$2,136.00				\$2,136.00	2136
4	4.10	PowerSchool Student Information System	All	No			All Schools	3 Years	\$0.00	\$9,500.00	\$9,500.00				\$9,500.00	9500

2025-26 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
3,429,046	305,048	8.896%	0.000%	8.896%	\$548,664.00	0.000%	16.000 %	Total:	\$548,664.00
								LEA-wide Total:	\$548,664.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Success Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,009.00	5009
1	1.2	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.3	English Language Development Training	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	0
1	1.4	Local Benchmark Assessment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,370.00	8370
1	1.5	Classified Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,415.00	82415
1	1.6	Off-Site Professional Development and Conferences				All Schools		
1	1.7	Learning Director I and II				All Schools		

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	1.8	Imagine Learning Online Learning Platform				All Schools	\$13,000.00	13000
2	2.1	CTE Agriculture Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$37,248.00	37248
2	2.2	Library media Center	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$135,469.00	135469
2	2.3	TCOE Educational Enrichment Programs				All Schools		
2	2.4	Musical Theater Program				All Schools		
2	2.5	Experiential Learning Program				All Schools		
2	2.6	After School Sports Program				All Schools		
2	2.7	Expanded Learning Opportunities Program				All Schools		
2	2.8	Campus Wide Reading Culture Initiative				All Schools		
3	3.1	Curriculum Materials				All Schools		
3	3.2	Classroom Technology				All Schools	\$3,115.00	3115
3	3.3	Student Technology				All Schools	\$16,910.00	16910
3	3.4	Campus Technology Support				All Schools	\$55,089.00	55089
3	3.5	Digital Monitoring Software				All Schools	\$10,000.00	10000
3	3.6	ActVnet Crisis Information Program				All Schools	\$1,950.00	1950
3	3.7	School Safety Personnel, materials and training	Yes	LEA-wide	Foster Youth Low Income	All Schools		
3	3.8	School Nurse LVN	Yes	LEA-wide	English Learners Foster Youth Low Income		\$108,981.00	108981
3	3.9	Counseling/ Social Services				All Schools	\$29,835.00	29835
3	3.10	Psychological Services				All Schools	\$42,293.00	42293
4	4.1	Assistant Principal	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$156,081.00	156081
4	4.2	Solution Tree - Transforming School Culture	Yes	LEA-wide	Foster Youth Low Income	All Schools		

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 (%)
4	4.3	Conscious Discipline	Yes	LEA-wide	Foster Youth Low Income	All Schools		
4	4.4	Character Counts	Yes	LEA-wide	Foster Youth Low Income			
4	4.5	Let Grow	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$890.00	890
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$4,500.00	4500
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$4,450.00	4450
4	4.8	Edlio Website Hosting	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,115.00	3115
4	4.9	Home to School Communication	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,136.00	2136
4	4.10	PowerSchool Student Information System				All Schools	\$9,500.00	9500

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,219,535.59	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Success Center	Yes	\$106,492.80	106492.80
1	1.2	ELD Coordinator	Yes	\$26,956.00	26956
1	1.3	English Language Development Training	Yes	\$0.00	0
1	1.4	Local Benchmark Assessment Program	Yes	\$8,010.00	8010
1	1.5	Classified Personnel	Yes	\$138,309.00	138309
1	1.6	Off-Site Professional Development and Conferences	No	\$8,900.00	8900
1	1.7	Learning Director I and II	No	\$23,423.00	23423
1	1.8	Imagine Learning Online Learning Platform	No	\$8,900.00	8900
2	2.1	CTE Agriculture Program	Yes	\$93,584.83	93584.83
2	2.2	Library media Center	Yes	\$41,485.00	41485
2	2.3	TCOE Educational Enrichment Programs	No	\$4,887.00	4887

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Musical Theater Program	No	\$2,301.00	2301
2	2.5	Experiential Learning Program	No	\$35,600.00	35600
2	2.6	After School Sports Program	No	\$13,787.00	13787
2	2.7	Expanded Learning Opportunities Program	No	\$218,401.00	218401
2	2.8	Campus Wide Reading Culture Initiative	No		
3	3.1	Curriculum Materials	No	\$18,000.00	18000
3	3.2	Classroom Technology	No	\$12,450.00	12450
3	3.3	Student Technology	No	\$3,382.00	3382
3	3.4	Campus Technology Support	No	\$47,869.00	47869
3	3.5	Digital Monitoring Software	No	\$5,162.00	5162
3	3.6	ActVnet Crisis Information Program	No	\$5,340.00	5340
3	3.7	School Safety Personnel, materials and training	Yes	\$63,926.00	63926
3	3.8	School Nurse LVN	Yes	\$93,281.56	93281.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Counseling/ Social Services	No	\$40,940.00	40940
3	3.10	Psychological Services	No	\$20,719.20	20719.20
4	4.1	Assistant Principal	Yes	\$135,444.00	135444
4	4.2	Solution Tree - Transforming School Culture	Yes	\$2,670.00	2670
4	4.3	Conscious Discipline	Yes	\$12,175.20	12175.20
4	4.4	Character Counts	Yes	\$4,450.00	4450
4	4.5	Let Grow	Yes	\$890.00	890
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	\$4,450.00	4450
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	\$4,450.00	4450
4	4.8	Edlio Website Hosting	Yes	\$3,800.00	3800
4	4.9	Home to School Communication	Yes	\$1,200.00	1200
4	4.10	PowerSchool Student Information System	No	\$7,900.00	7900

2024-25 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)
	\$456,793.72	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Success Center	Yes	\$4,786.52			
1	1.2	ELD Coordinator	Yes	\$26,956.00			
1	1.3	English Language Development Training	Yes	\$0.00			
1	1.4	Local Benchmark Assessment Program	Yes	\$8,010.00			
1	1.5	Classified Personnel	Yes				
2	2.1	CTE Agriculture Program	Yes	\$67,233.00			
2	2.2	Library media Center	Yes	\$41,485.00			
3	3.7	School Safety Personnel, materials and training	Yes	\$63,926.00			
3	3.8	School Nurse LVN	Yes	\$74,868.00			
4	4.1	Assistant Principal	Yes	\$135,444.00			
4	4.2	Solution Tree - Transforming School Culture	Yes	\$2,670.00			
4	4.3	Conscious Discipline	Yes	\$12,175.20			
4	4.4	Character Counts	Yes	\$4,450.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.5	Let Grow	Yes	\$890.00			
4	4.6	Climate and Culture Implementation Materials and Supplies	Yes	\$4,450.00			
4	4.7	Climate and Culture Implementation Travel and Conference	Yes	\$4,450.00			
4	4.8	Edlio Website Hosting	Yes	\$3,800.00			
4	4.9	Home to School Communication	Yes	\$1,200.00			

2024-25 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)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

PUBLIC HEARING

7.3 Public Hearing for the 2024-2025 Sequoia Union District and Charter Proposed Budget

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2024-25 Estimated Actuals	2025-26 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	GS	

L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		583,394.00	0.00	583,394.00	599,050.00	0.00	599,050.00	2.7%
2) Federal Revenue	8100-8299		0.00	30,757.15	30,757.15	0.00	28,016.00	28,016.00	-8.9%
3) Other State Revenue	8300-8599		33,448.00	37,592.01	71,040.01	33,510.00	51,036.00	84,546.00	19.0%
4) Other Local Revenue	8600-8799		60,100.00	750.00	60,850.00	60,100.00	0.00	60,100.00	-1.2%
5) TOTAL, REVENUES			676,942.00	69,099.16	746,041.16	692,660.00	79,052.00	771,712.00	3.4%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		291,069.00	11,925.00	302,994.00	301,497.00	10,310.00	311,807.00	2.9%
2) Classified Salaries	2000-2999		60,953.00	44,274.80	105,227.80	63,859.00	51,298.00	115,157.00	9.4%
3) Employee Benefits	3000-3999		146,735.00	52,598.89	199,333.89	149,948.00	56,756.00	206,704.00	3.7%
4) Books and Supplies	4000-4999		18,715.50	45,805.13	64,520.63	20,261.00	33,963.98	54,224.98	-16.0%
5) Services and Other Operating Expenditures	5000-5999		112,097.00	16,843.82	128,940.82	103,006.00	20,639.00	123,645.00	-4.1%
6) Capital Outlay	6000-6999		0.00	113,921.00	113,921.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		28,112.00	3,258.00	31,370.00	28,195.00	3,258.00	31,453.00	0.3%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(846.00)	156.00	(690.00)	(3,177.00)	1,858.00	(1,319.00)	91.2%
9) TOTAL, EXPENDITURES			656,835.50	288,782.64	945,618.14	663,589.00	178,082.98	841,671.98	-11.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			20,106.50	(219,683.48)	(199,576.98)	29,071.00	(99,030.98)	(69,959.98)	-64.9%
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		270,000.00	0.00	270,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		77,664.13	(77,664.13)	0.00	(69,118.00)	69,118.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(192,335.87)	(77,664.13)	(270,000.00)	(69,118.00)	69,118.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(172,229.37)	(297,347.61)	(469,576.98)	(40,047.00)	(29,912.98)	(69,959.98)	-85.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		571,061.81	519,557.27	1,090,619.08	399,337.12	221,704.98	621,042.10	-43.1%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			571,061.81	519,557.27	1,090,619.08	399,337.12	221,704.98	621,042.10	-43.1%
d) Other Restatements		9795	504.68	(504.68)	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			571,566.49	519,052.59	1,090,619.08	399,337.12	221,704.98	621,042.10	-43.1%
2) Ending Balance, June 30 (E + F1e)			399,337.12	221,704.98	621,042.10	359,290.12	191,792.00	551,082.12	-11.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	221,704.98	221,704.98	0.00	191,792.00	191,792.00	-13.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	399,337.12	0.00	399,337.12	359,290.12	0.00	359,290.12	-10.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	413,758.00	0.00	413,758.00	423,096.00	0.00	423,096.00	2.3%
Education Protection Account State Aid - Current Year		8012	83,937.00	0.00	83,937.00	85,867.00	0.00	85,867.00	2.3%
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	0.00	0.00	0.00	0.00	0.00	0.00	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	728,264.00	0.00	728,264.00	728,264.00	0.00	728,264.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

54 72116 0000000
Form 01
G8BE7KN2S3(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	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			1,225,959.00	0.00	1,225,959.00	1,237,227.00	0.00	1,237,227.00	0.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(642,565.00)	0.00	(642,565.00)	(638,177.00)	0.00	(638,177.00)	-0.7%
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			583,394.00	0.00	583,394.00	599,050.00	0.00	599,050.00	2.7%
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	504.68	504.68	0.00	0.00	0.00	-100.0%
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		16,297.10	16,297.10		15,545.00	15,545.00	-4.6%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		2,800.00	2,800.00		1,926.00	1,926.00	-31.2%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

54 72116 0000000
Form 01
G8BE7KN2S3(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		804.41	804.41		2,045.00	2,045.00	154.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	10,350.96	10,350.96	0.00	8,500.00	8,500.00	-17.9%
TOTAL, FEDERAL REVENUE			0.00	30,757.15	30,757.15	0.00	28,016.00	28,016.00	-8.9%
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	1,207.00	0.00	1,207.00	1,210.00	0.00	1,210.00	0.2%
Lottery - Unrestricted and Instructional Materials		8560	7,321.00	2,978.00	10,299.00	7,380.00	3,168.00	10,548.00	2.4%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		5,036.00	5,036.00		5,036.00	5,036.00	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	24,920.00	29,578.01	54,498.01	24,920.00	42,832.00	67,752.00	24.3%
TOTAL, OTHER STATE REVENUE			33,448.00	37,592.01	71,040.01	33,510.00	51,036.00	84,546.00	19.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%
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	20,100.00	750.00	20,850.00	20,100.00	0.00	20,100.00	-3.6%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	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			60,100.00	750.00	60,850.00	60,100.00	0.00	60,100.00	-1.2%
TOTAL, REVENUES			676,942.00	69,099.16	746,041.16	692,660.00	79,052.00	771,712.00	3.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	221,965.00	9,285.00	231,250.00	226,838.00	7,910.00	234,748.00	1.5%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	62,976.00	2,640.00	65,616.00	63,425.00	2,400.00	65,825.00	0.3%
Other Certificated Salaries		1900	6,128.00	0.00	6,128.00	11,234.00	0.00	11,234.00	83.3%
TOTAL, CERTIFICATED SALARIES			291,069.00	11,925.00	302,994.00	301,497.00	10,310.00	311,807.00	2.9%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,070.00	11,563.00	12,633.00	3,344.00	16,280.00	19,624.00	55.3%
Classified Support Salaries		2200	24,435.00	0.00	24,435.00	29,905.00	0.00	29,905.00	22.4%
Classified Supervisors' and Administrators' Salaries		2300	14,989.00	32,711.80	47,700.80	14,895.00	35,018.00	49,913.00	4.6%
Clerical, Technical and Office Salaries		2400	14,409.00	0.00	14,409.00	15,715.00	0.00	15,715.00	9.1%
Other Classified Salaries		2900	6,050.00	0.00	6,050.00	0.00	0.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			60,953.00	44,274.80	105,227.80	63,859.00	51,298.00	115,157.00	9.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	55,835.00	25,514.01	81,349.01	57,581.00	25,270.00	82,851.00	1.8%
PERS		3201-3202	15,698.00	11,976.54	27,674.54	17,126.00	13,753.00	30,879.00	11.6%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OASDI/Medicare/Alternative		3301-3302	8,737.00	3,561.45	12,298.45	9,255.00	4,065.00	13,320.00	8.3%
Health and Welfare Benefits		3401-3402	61,450.00	10,748.00	72,198.00	60,747.00	12,780.00	73,527.00	1.8%
Unemployment Insurance		3501-3502	188.00	30.00	218.00	186.00	32.00	218.00	0.0%
Workers' Compensation		3601-3602	4,827.00	768.89	5,595.89	5,053.00	856.00	5,909.00	5.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			146,735.00	52,598.89	199,333.89	149,948.00	56,756.00	206,704.00	3.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	3,300.00	3,300.00	0.00	4,318.00	4,318.00	30.8%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	17,965.50	7,644.41	25,609.91	19,223.00	9,411.98	28,634.98	11.8%
Noncapitalized Equipment		4400	750.00	2,245.73	2,995.73	1,038.00	500.00	1,538.00	-48.7%
Food		4700	0.00	32,614.99	32,614.99	0.00	19,734.00	19,734.00	-39.5%
TOTAL, BOOKS AND SUPPLIES			18,715.50	45,805.13	64,520.63	20,261.00	33,963.98	54,224.98	-16.0%
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	2,400.00	4,619.80	7,019.80	2,300.00	6,869.00	9,169.00	30.6%
Dues and Memberships		5300	694.00	20.00	714.00	694.00	20.00	714.00	0.0%
Insurance		5400 - 5450	6,420.00	0.00	6,420.00	6,420.00	0.00	6,420.00	0.0%
Operations and Housekeeping Services		5500	22,600.00	0.00	22,600.00	22,100.00	0.00	22,100.00	-2.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	7,900.00	7,954.02	15,854.02	7,900.00	11,500.00	19,400.00	22.4%
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	67,873.00	4,250.00	72,123.00	59,342.00	2,250.00	61,592.00	-14.6%
Communications		5900	4,210.00	0.00	4,210.00	4,250.00	0.00	4,250.00	1.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			112,097.00	16,843.82	128,940.82	103,006.00	20,639.00	123,645.00	-4.1%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	113,921.00	113,921.00	0.00	0.00	0.00	-100.0%
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			0.00	113,921.00	113,921.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	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	24,688.00	3,258.00	27,946.00	24,688.00	3,258.00	27,946.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	536.00	0.00	536.00	536.00	0.00	536.00	0.0%
Other Debt Service - Principal		7439	2,888.00	0.00	2,888.00	2,971.00	0.00	2,971.00	2.9%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			28,112.00	3,258.00	31,370.00	28,195.00	3,258.00	31,453.00	0.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs		7310	(156.00)	156.00	0.00	(1,858.00)	1,858.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(690.00)	0.00	(690.00)	(1,319.00)	0.00	(1,319.00)	91.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(846.00)	156.00	(690.00)	(3,177.00)	1,858.00	(1,319.00)	91.2%
TOTAL, EXPENDITURES			656,835.50	288,782.64	945,618.14	663,589.00	178,082.98	841,671.98	-11.0%
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	270,000.00	0.00	270,000.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			270,000.00	0.00	270,000.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	77,664.13	(77,664.13)	0.00	(69,118.00)	69,118.00	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			77,664.13	(77,664.13)	0.00	(69,118.00)	69,118.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(192,335.87)	(77,664.13)	(270,000.00)	(69,118.00)	69,118.00	0.00	-100.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	583,394.00	0.00	583,394.00	599,050.00	0.00	599,050.00	2.7%
2) Federal Revenue		8100-8299	0.00	30,757.15	30,757.15	0.00	28,016.00	28,016.00	-8.9%
3) Other State Revenue		8300-8599	33,448.00	37,592.01	71,040.01	33,510.00	51,036.00	84,546.00	19.0%
4) Other Local Revenue		8600-8799	60,100.00	750.00	60,850.00	60,100.00	0.00	60,100.00	-1.2%
5) TOTAL, REVENUES			676,942.00	69,099.16	746,041.16	692,660.00	79,052.00	771,712.00	3.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	322,394.00	66,412.98	388,806.98	328,019.00	84,361.98	412,380.98	6.1%
2) Instruction - Related Services	2000-2999		45,645.50	6,583.97	52,229.47	51,480.00	3,083.00	54,563.00	4.5%
3) Pupil Services	3000-3999		59,681.00	146,585.99	206,266.99	50,329.00	19,834.00	70,163.00	-66.0%
4) Ancillary Services	4000-4999		3,255.00	0.00	3,255.00	3,398.00	0.00	3,398.00	4.4%
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		142,710.00	156.00	142,866.00	139,955.00	1,858.00	141,813.00	-0.7%
8) Plant Services	8000-8999		55,038.00	65,785.70	120,823.70	62,213.00	65,688.00	127,901.00	5.9%
9) Other Outgo	9000-9999		28,112.00	3,258.00	31,370.00	28,195.00	3,258.00	31,453.00	0.3%
10) TOTAL, EXPENDITURES			656,835.50	288,782.64	945,618.14	663,589.00	178,082.98	841,671.98	-11.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			20,106.50	(219,683.48)	(199,576.98)	29,071.00	(99,030.98)	(69,959.98)	-64.9%
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	270,000.00	0.00	270,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	77,664.13	(77,664.13)	0.00	(69,118.00)	69,118.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(192,335.87)	(77,664.13)	(270,000.00)	(69,118.00)	69,118.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(172,229.37)	(297,347.61)	(469,576.98)	(40,047.00)	(29,912.98)	(69,959.98)	-85.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	571,061.81	519,557.27	1,090,619.08	399,337.12	221,704.98	621,042.10	-43.1%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

54 72116 0000000
Form 01
G8BE7KN2S3(2025-26)

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			571,061.81	519,557.27	1,090,619.08	399,337.12	221,704.98	621,042.10	-43.1%
d) Other Restatements		9795	504.68	(504.68)	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			571,566.49	519,052.59	1,090,619.08	399,337.12	221,704.98	621,042.10	-43.1%
2) Ending Balance, June 30 (E + F1e)			399,337.12	221,704.98	621,042.10	359,290.12	191,792.00	551,082.12	-11.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	221,704.98	221,704.98	0.00	191,792.00	191,792.00	-13.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	399,337.12	0.00	399,337.12	359,290.12	0.00	359,290.12	-10.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	4,734.00	0.00
6230	California Clean Energy Jobs Act	40,387.83	40,387.83
6266	Educator Effectiveness, FY 2021-22	2,983.65	.65
6300	Lottery: Instructional Materials	13,252.20	12,102.20
6547	Special Education Early Intervention Preschool Grant	7,246.00	8,831.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	5,858.07	5,808.07
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	6,454.02	11,490.02
7029	Child Nutrition: Food Service Staff Training Funds	2,769.00	2,769.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	.01	.01
7033	Child Nutrition: School Food Best Practices Apportionment	30,727.83	15,727.83
7311	Classified School Employee Professional Development Block Grant	3,068.43	2,668.43
7388	SB 117 COVID-19 LEA Response Funds	214.77	214.77
7435	Learning Recovery Emergency Block Grant	24,571.02	13,301.02
9010	Other Restricted Local	79,438.15	78,491.17
Total, Restricted Balance		221,704.98	191,792.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,209.80	12,209.80	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,209.80	12,209.80	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,209.80	12,209.80	0.0%
2) Ending Balance, June 30 (E + F1e)			12,209.80	12,209.80	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	12,209.80	12,209.80	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,209.80	12,209.80	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,209.80	12,209.80	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,209.80	12,209.80	0.0%
2) Ending Balance, June 30 (E + F1e)			12,209.80	12,209.80	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	12,209.80	12,209.80	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
8210	Student Activity Funds	12,209.80	12,209.80
Total, Restricted Balance		12,209.80	12,209.80

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,872,225.00	3,745,800.00	-3.3%
2) Federal Revenue		8100-8299	339,751.86	253,462.00	-25.4%
3) Other State Revenue		8300-8599	542,540.99	567,637.00	4.6%
4) Other Local Revenue		8600-8799	24,000.00	81,889.00	241.2%
5) TOTAL, REVENUES			4,778,517.85	4,648,788.00	-2.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,840,225.36	1,815,193.00	-1.4%
2) Classified Salaries		2000-2999	741,407.91	828,155.00	11.7%
3) Employee Benefits		3000-3999	1,329,625.77	1,370,350.00	3.1%
4) Books and Supplies		4000-4999	179,151.59	218,693.00	22.1%
5) Services and Other Operating Expenditures		5000-5999	771,037.44	709,821.00	-7.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	54,570.00	54,570.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(5,587.00)	(10,673.00)	91.0%
9) TOTAL, EXPENDITURES			4,910,431.07	4,986,109.00	1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(131,913.22)	(337,321.00)	155.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	270,000.00	150,000.00	-44.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			270,000.00	150,000.00	-44.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			138,086.78	(187,321.00)	-235.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	773,681.37	911,768.15	17.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			773,681.37	911,768.15	17.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			773,681.37	911,768.15	17.8%
2) Ending Balance, June 30 (E + F1e)			911,768.15	724,447.15	-20.5%
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	422,711.50	316,794.50	-25.1%
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	489,056.65	407,652.65	-16.6%
Reserve for Charter operations	0000	9780	377,882.36		
Reserved for Charter lottery	1100	9780	109,787.50		
Reserved for Charter EPA	1400	9780	1,386.79		
Reserve for Charter operations	0000	9780		271,459.36	
Reserve for Charter lottery	1100	9780		123,475.50	
Reserve Charter EPA	1400	9780		12,717.79	
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					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	3,164,504.00	3,046,063.00	-3.7%
Education Protection Account State Aid - Current Year		8012	65,156.00	61,560.00	-5.5%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	642,565.00	638,177.00	-0.7%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,872,225.00	3,745,800.00	-3.3%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	4,083.32	0.00	-100.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	229,884.87	154,282.00	-32.9%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	15,580.00	15,580.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	6,552.62	8,900.00	35.8%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	83,651.05	74,700.00	-10.7%
TOTAL, FEDERAL REVENUE			339,751.86	253,462.00	-25.4%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	6,449.00	6,449.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	80,049.00	74,846.00	-6.5%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	193,691.00	193,691.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	48,369.00	48,369.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	213,982.99	244,282.00	14.2%
TOTAL, OTHER STATE REVENUE			542,540.99	567,637.00	4.6%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	20,000.00	12,889.00	-35.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	4,000.00	69,000.00	1,625.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			24,000.00	81,889.00	241.2%
TOTAL, REVENUES			4,778,517.85	4,648,788.00	-2.7%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	1,538,227.36	1,471,735.00	-4.3%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	252,421.00	248,897.00	-1.4%
Other Certificated Salaries		1900	49,577.00	94,561.00	90.7%
TOTAL, CERTIFICATED SALARIES			1,840,225.36	1,815,193.00	-1.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	251,404.44	331,950.00	32.0%
Classified Support Salaries		2200	203,600.47	247,908.00	21.8%
Classified Supervisors' and Administrators' Salaries		2300	121,269.00	122,347.00	0.9%
Clerical, Technical and Office Salaries		2400	116,146.00	125,950.00	8.4%
Other Classified Salaries		2900	48,988.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			741,407.91	828,155.00	11.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	489,375.51	481,302.00	-1.6%
PERS		3201-3202	192,483.89	222,430.00	15.6%
OASDI/Medicare/Alternative		3301-3302	84,142.62	89,928.00	6.9%
Health and Welfare Benefits		3401-3402	532,138.00	538,823.00	1.3%
Unemployment Insurance		3501-3502	1,299.62	1,324.00	1.9%
Workers' Compensation		3601-3602	30,186.13	36,543.00	21.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,329,625.77	1,370,350.00	3.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	27,000.00	42,523.00	57.5%
Books and Other Reference Materials		4200	100.00	100.00	0.0%
Materials and Supplies		4300	127,484.24	166,015.00	30.2%
Noncapitalized Equipment		4400	24,567.35	10,055.00	-59.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			179,151.59	218,693.00	22.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	26,313.00	18,820.00	-28.5%
Dues and Memberships		5300	4,430.00	4,198.00	-5.2%
Insurance		5400-5450	52,333.00	53,500.00	2.2%
Operations and Housekeeping Services		5500	203,748.00	189,400.00	-7.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	121,623.44	131,500.00	8.1%
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	334,850.00	283,903.00	-15.2%
Communications		5900	27,740.00	28,500.00	2.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			771,037.44	709,821.00	-7.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	26,866.00	26,866.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	4,339.00	4,339.00	0.0%
Other Debt Service - Principal		7439	23,365.00	23,365.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			54,570.00	54,570.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(5,587.00)	(10,673.00)	91.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(5,587.00)	(10,673.00)	91.0%
TOTAL, EXPENDITURES			4,910,431.07	4,986,109.00	1.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	270,000.00	150,000.00	-44.4%
(a) TOTAL, INTERFUND TRANSFERS IN			270,000.00	150,000.00	-44.4%
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)			270,000.00	150,000.00	-44.4%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,872,225.00	3,745,800.00	-3.3%
2) Federal Revenue		8100-8299	339,751.86	253,462.00	-25.4%
3) Other State Revenue		8300-8599	542,540.99	567,637.00	4.6%
4) Other Local Revenue		8600-8799	24,000.00	81,889.00	241.2%
5) TOTAL, REVENUES			4,778,517.85	4,648,788.00	-2.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,843,483.18	2,990,968.00	5.2%
2) Instruction - Related Services	2000-2999		594,236.82	602,738.00	1.4%
3) Pupil Services	3000-3999		471,598.90	424,049.00	-10.1%
4) Ancillary Services	4000-4999		28,356.00	25,339.00	-10.6%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		372,607.00	353,485.00	-5.1%
8) Plant Services	8000-8999		545,579.17	534,960.00	-1.9%
9) Other Outgo	9000-9999	Except 7600-7699	54,570.00	54,570.00	0.0%
10) TOTAL, EXPENDITURES			4,910,431.07	4,986,109.00	1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(131,913.22)	(337,321.00)	155.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	270,000.00	150,000.00	-44.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			270,000.00	150,000.00	-44.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			138,086.78	(187,321.00)	-235.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	773,681.37	911,768.15	17.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			773,681.37	911,768.15	17.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			773,681.37	911,768.15	17.8%
2) Ending Balance, June 30 (E + F1e)			911,768.15	724,447.15	-20.5%
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	422,711.50	316,794.50	-25.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	489,056.65	407,652.65	-16.6%
Reserve for Charter operations	0000	9780	377,882.36		
Reserved for Charter lottery	1100	9780	109,787.50		
Reserved for Charter EPA	1400	9780	1,386.79		
Reserve for Charter operations	0000	9780		271,459.36	
Reserve for Charter lottery	1100	9780		123,475.50	
Reserve Charter EPA	1400	9780		12,717.79	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%

Sequoia Union Elementary
Tulare County

Budget, July 1
Charter Schools Special Revenue Fund
Expenditures by Function

54 72116 0000000
Form 09
G8BE7KN2S3(2025-26)

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	6,592.85	6,592.85
6266	Educator Effectiveness, FY 2021-22	24,163.56	740.56
6300	Lottery: Instructional Materials	70,016.51	49,974.51
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	81,669.64	81,169.64
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	62,964.79	111,333.79
7388	SB 117 COVID-19 LEA Response Funds	2,639.19	2,639.19
7435	Learning Recovery Emergency Block Grant	171,891.96	64,343.96
7810	Other Restricted State	2,773.00	0.00
Total, Restricted Balance		422,711.50	316,794.50

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	125,000.00	140,000.00	12.0%
3) Other State Revenue		8300-8599	130,000.00	145,000.00	11.5%
4) Other Local Revenue		8600-8799	6,000.00	8,300.00	38.3%
5) TOTAL, REVENUES			261,000.00	293,300.00	12.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	95,183.00	113,768.00	19.5%
3) Employee Benefits		3000-3999	52,215.00	58,657.00	12.3%
4) Books and Supplies		4000-4999	116,000.00	110,000.00	-5.2%
5) Services and Other Operating Expenditures		5000-5999	649.00	1,000.00	54.1%
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	6,277.00	11,992.00	91.0%
9) TOTAL, EXPENDITURES			270,324.00	295,417.00	9.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(9,324.00)	(2,117.00)	-77.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(9,324.00)	(2,117.00)	-77.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	184,829.94	175,505.94	-5.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			184,829.94	175,505.94	-5.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			184,829.94	175,505.94	-5.0%
2) Ending Balance, June 30 (E + F1e)			175,505.94	173,388.94	-1.2%
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	175,505.94	173,388.94	-1.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	125,000.00	140,000.00	12.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			125,000.00	140,000.00	12.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	130,000.00	145,000.00	11.5%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			130,000.00	145,000.00	11.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,500.00	4,000.00	166.7%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	500.00	300.00	-40.0%
TOTAL, OTHER LOCAL REVENUE			6,000.00	8,300.00	38.3%
TOTAL, REVENUES			261,000.00	293,300.00	12.4%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	42,777.00	56,415.00	31.9%
Classified Supervisors' and Administrators' Salaries		2300	52,406.00	57,353.00	9.4%
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	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			95,183.00	113,768.00	19.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	25,612.00	30,367.00	18.6%
OASDI/Medicare/Alternative		3301-3302	7,244.00	8,665.00	19.6%
Health and Welfare Benefits		3401-3402	18,000.00	18,000.00	0.0%
Unemployment Insurance		3501-3502	48.00	57.00	18.8%
Workers' Compensation		3601-3602	1,311.00	1,568.00	19.6%
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			52,215.00	58,657.00	12.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	20,000.00	16,000.00	-20.0%
Noncapitalized Equipment		4400	6,000.00	4,000.00	-33.3%
Food		4700	90,000.00	90,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			116,000.00	110,000.00	-5.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	200.00	500.00	150.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	449.00	500.00	11.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			649.00	1,000.00	54.1%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	6,277.00	11,992.00	91.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			6,277.00	11,992.00	91.0%
TOTAL, EXPENDITURES			270,324.00	295,417.00	9.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	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	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	125,000.00	140,000.00	12.0%
3) Other State Revenue		8300-8599	130,000.00	145,000.00	11.5%
4) Other Local Revenue		8600-8799	6,000.00	8,300.00	38.3%
5) TOTAL, REVENUES			261,000.00	293,300.00	12.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		264,047.00	283,425.00	7.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		6,277.00	11,992.00	91.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			270,324.00	295,417.00	9.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(9,324.00)	(2,117.00)	-77.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(9,324.00)	(2,117.00)	-77.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	184,829.94	175,505.94	-5.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			184,829.94	175,505.94	-5.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			184,829.94	175,505.94	-5.0%
2) Ending Balance, June 30 (E + F1e)			175,505.94	173,388.94	-1.2%
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	175,505.94	173,388.94	-1.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	175,505.94	173,388.94
Total, Restricted Balance		175,505.94	173,388.94

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	35,000.00	35,000.00	0.0%
5) TOTAL, REVENUES			35,000.00	35,000.00	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)			35,000.00	35,000.00	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	150,000.00	New
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	(150,000.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			35,000.00	(115,000.00)	-428.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	947,957.05	982,957.05	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			947,957.05	982,957.05	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			947,957.05	982,957.05	3.7%
2) Ending Balance, June 30 (E + F1e)			982,957.05	867,957.05	-11.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	982,957.05	867,957.05	-11.7%
Reserved for non capitalized expenses	0000	9780	982,957.05		
Reserved for non capitalized outlay	0000	9780		867,957.05	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	35,000.00	35,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,000.00	35,000.00	0.0%
TOTAL, REVENUES			35,000.00	35,000.00	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	150,000.00	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	150,000.00	New
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	(150,000.00)	New

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	35,000.00	35,000.00	0.0%
5) TOTAL, REVENUES			35,000.00	35,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			35,000.00	35,000.00	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	150,000.00	New
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	(150,000.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			35,000.00	(115,000.00)	-428.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	947,957.05	982,957.05	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			947,957.05	982,957.05	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			947,957.05	982,957.05	3.7%
2) Ending Balance, June 30 (E + F1e)			982,957.05	867,957.05	-11.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	982,957.05	867,957.05	-11.7%
Reserved for non capitalized expenses	0000	9780	982,957.05		
Reserved for non capitalized outlay	0000	9780		867,957.05	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Sequoia Union Elementary
Tulare County

Budget, July 1
Special Reserve Fund for Other Than Capital Outlay Projects
Exhibit: Restricted Balance Detail

54 72116 0000000
Form 17
G8BE7KN2S3(2025-26)

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	89,757.88	107,757.88	20.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			89,757.88	107,757.88	20.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			89,757.88	107,757.88	20.1%
2) Ending Balance, June 30 (E + F1e)			107,757.88	125,757.88	16.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	107,757.88	125,757.88	16.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,000.00	4,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	14,000.00	14,000.00	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			18,000.00	18,000.00	0.0%
TOTAL, REVENUES			18,000.00	18,000.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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 (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			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	89,757.88	107,757.88	20.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			89,757.88	107,757.88	20.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			89,757.88	107,757.88	20.1%
2) Ending Balance, June 30 (E + F1e)			107,757.88	125,757.88	16.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	107,757.88	125,757.88	16.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	107,757.88	125,757.88
Total, Restricted Balance		107,757.88	125,757.88

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	2,372,995.53	0.00	-100.0%
4) Other Local Revenue		8600-8799	26,500.00	12,000.00	-54.7%
5) TOTAL, REVENUES			2,399,495.53	12,000.00	-99.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	3,820,445.53	104,000.00	-97.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,820,445.53	104,000.00	-97.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,420,950.00)	(92,000.00)	-93.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,420,950.00)	(92,000.00)	-93.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,630,496.24	209,546.24	-87.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,630,496.24	209,546.24	-87.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,630,496.24	209,546.24	-87.1%
2) Ending Balance, June 30 (E + F1e)			209,546.24	117,546.24	-43.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	209,546.24	117,546.24	-43.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	2,372,995.53	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,372,995.53	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	26,500.00	12,000.00	-54.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			26,500.00	12,000.00	-54.7%
TOTAL, REVENUES			2,399,495.53	12,000.00	-99.5%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	152,450.00	100,000.00	-34.4%
Buildings and Improvements of Buildings		6200	3,667,995.53	4,000.00	-99.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,820,445.53	104,000.00	-97.3%
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			3,820,445.53	104,000.00	-97.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7551	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	2,372,995.53	0.00	-100.0%
4) Other Local Revenue		8600-8799	26,500.00	12,000.00	-54.7%
5) TOTAL, REVENUES			2,399,495.53	12,000.00	-99.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,820,445.53	104,000.00	-97.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,820,445.53	104,000.00	-97.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,420,950.00)	(92,000.00)	-93.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,420,950.00)	(92,000.00)	-93.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,630,496.24	209,546.24	-87.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,630,496.24	209,546.24	-87.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,630,496.24	209,546.24	-87.1%
2) Ending Balance, June 30 (E + F1e)			209,546.24	117,546.24	-43.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	209,546.24	117,546.24	-43.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
7710	State School Facilities Projects	209,546.24	117,546.24
Total, Restricted Balance		209,546.24	117,546.24

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			2,000.00	2,000.00	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)			2,000.00	2,000.00	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)			2,000.00	2,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	54,221.49	56,221.49	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			54,221.49	56,221.49	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			54,221.49	56,221.49	3.7%
2) Ending Balance, June 30 (E + F1e)			56,221.49	58,221.49	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	56,221.49	58,221.49	3.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,000.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	2,000.00	0.0%
TOTAL, REVENUES			2,000.00	2,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 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	2,000.00	2,000.00	0.0%
5) TOTAL, REVENUES			2,000.00	2,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			2,000.00	2,000.00	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)			2,000.00	2,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	54,221.49	56,221.49	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			54,221.49	56,221.49	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			54,221.49	56,221.49	3.7%
2) Ending Balance, June 30 (E + F1e)			56,221.49	58,221.49	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	56,221.49	58,221.49	3.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	56,221.49	58,221.49
Total, Restricted Balance		56,221.49	58,221.49

Description	2024-25 Estimated Actuals			2025-26 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)	41.40	41.40	41.40	39.90	39.90	39.90
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)	41.40	41.40	41.40	39.90	39.90	39.90
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	41.40	41.40	41.40	39.90	39.90	39.90
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools, Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	325.78	325.78	325.78	307.80	307.80	307.80
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	325.78	325.78	325.78	307.80	307.80	307.80
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	325.78	325.78	325.78	307.80	307.80	307.80

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:			JUNE							
A. BEGINNING CASH			606,916.00	441,703.00	420,962.00	420,758.00	439,170.00	385,608.00	806,387.00	848,960.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		21,320.00	21,320.00	58,459.00	38,376.00	38,376.00	38,376.00	58,458.00	35,788.00
Property Taxes	8020-8079							386,426.00	41,199.00	
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299			3,397.00	(4,541.00)	(729.00)	8,408.00	(3,074.00)	6,510.00	5,873.00
Other State Revenue	8300-8599		6,947.00	4,191.00	5,944.00	7,092.00	5,381.00	5,633.00	12,126.00	4,790.00
Other Local Revenue	8600-8799		1,296.00	2,474.00	11,421.00	2,026.00	1,985.00	12,625.00	2,545.00	1,975.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			29,563.00	31,382.00	71,283.00	46,765.00	54,150.00	439,986.00	120,838.00	48,426.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,668.00	25,606.00	24,255.00	24,263.00	38,081.00	26,961.00	28,256.00	28,204.00
Classified Salaries	2000-2999		8,036.00	9,330.00	9,831.00	10,927.00	8,928.00	9,907.00	9,380.00	9,328.00
Employee Benefits	3000-3999		4,901.00	18,295.00	14,288.00	31,446.00	1,511.00	14,990.00	15,478.00	15,468.00
Books and Supplies	4000-4999		2,850.00	5,097.00	7,095.00	2,460.00	6,790.00	3,493.00	3,959.00	4,647.00
Services	5000-5999		11,308.00	7,278.00	8,495.00	16,152.00	8,579.00	3,158.00	14,080.00	8,376.00
Capital Outlay	6000-6999									
Other Outgo	7000-7499		1,142.00	1,141.00	2,054.00	2,054.00	2,055.00	2,054.00	5,565.00	(330.00)
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			29,905.00	66,747.00	66,018.00	87,302.00	65,944.00	60,563.00	76,718.00	65,693.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199			(19,721.00)						
Accounts Receivable	9200-9299		(82.00)	(212.00)	43.00	1,052.00	(1,052.00)	(2,105.00)	301.00	(1,225.00)
Due From Other Funds	9310				(4,182.00)			298,847.00	(20,000.00)	
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	(82.00)	(19,933.00)	(4,139.00)	1,052.00	(1,052.00)	296,742.00	(19,699.00)	(1,225.00)
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		164,789.00	(34,557.00)	1,330.00	(57,897.00)	30,317.00	(14,084.00)	(18,152.00)	(7,150.00)
Due To Other Funds	9610							269,470.00		
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690						10,399.00			
SUBTOTAL		0.00	164,789.00	(34,557.00)	1,330.00	(57,897.00)	40,716.00	255,386.00	(18,152.00)	(7,150.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(164,871.00)	14,624.00	(5,469.00)	58,949.00	(41,768.00)	41,356.00	(1,547.00)	5,925.00
E. NET INCREASE/DECREASE (B - C + D)			(165,213.00)	(20,741.00)	(204.00)	18,412.00	(53,562.00)	420,779.00	42,573.00	(11,342.00)
F. ENDING CASH (A + E)			441,703.00	420,962.00	420,758.00	439,170.00	385,608.00	806,387.00	848,960.00	837,618.00
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		837,618.00	798,732.00	1,036,589.00	1,119,314.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	22,948.00	35,788.00	71,575.00	68,128.00	51.00		508,963.00	508,963.00
Property Taxes	8020-8079		250,269.00	30,612.00	19,758.00			728,264.00	728,264.00
Miscellaneous Funds	8080-8099				(638,177.00)			(638,177.00)	(638,177.00)
Federal Revenue	8100-8299	3,778.00		5,737.00	2,720.00	(63.00)		28,016.00	28,016.00
Other State Revenue	8300-8599	4,542.00	4,791.00	5,581.00	15,347.00	2,181.00		84,546.00	84,546.00
Other Local Revenue	8600-8799	12,590.00	1,789.00	2,093.00	7,324.00	(43.00)		60,100.00	60,100.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		43,858.00	292,637.00	115,598.00	(524,900.00)	2,126.00	0.00	771,712.00	771,712.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	27,451.00	27,748.00	28,576.00	30,738.00	0.00		311,807.00	311,807.00
Classified Salaries	2000-2999	9,533.00	9,213.00	9,553.00	11,191.00			115,157.00	115,157.00
Employee Benefits	3000-3999	15,366.00	15,397.00	15,829.00	43,735.00			206,704.00	206,704.00
Books and Supplies	4000-4999	3,000.00	3,503.00	6,274.00	5,087.00	(31.00)		54,224.00	54,224.98
Services	5000-5999	6,352.00	5,088.00	6,435.00	28,454.00	(110.00)		123,645.00	123,645.00
Capital Outlay	6000-6999							0.00	0.00
Other Outgo	7000-7499	13,923.00	(330.00)	(13,052.00)	15,156.00	17.00	(1,319.00)	30,130.00	30,134.00
Interfund Transfers Out	7600-7629				0.00			0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		75,625.00	60,619.00	53,615.00	134,361.00	(124.00)	(1,319.00)	841,667.00	841,671.98
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199				19,721.00			0.00	
Accounts Receivable	9200-9299	412.00		300.00	10,917.00	(2,075.00)		6,274.00	
Due From Other Funds	9310	(19,406.00)						255,259.00	
Stores	9320							0.00	
Prepaid Expenditures	9330			(1,540.00)				(1,540.00)	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		(18,994.00)	0.00	(1,240.00)	30,638.00	(2,075.00)	0.00	259,993.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	(11,875.00)	(5,839.00)	(21,982.00)	(14,136.00)	(575.00)		10,189.00	
Due To Other Funds	9610							269,470.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							10,399.00	
SUBTOTAL		(11,875.00)	(5,839.00)	(21,982.00)	(14,136.00)	(575.00)	0.00	290,058.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(7,119.00)	5,839.00	20,742.00	44,774.00	(1,500.00)	0.00	(30,065.00)	
E. NET INCREASE/DECREASE (B - C + D)		(38,886.00)	237,857.00	82,725.00	(614,487.00)	750.00	1,319.00	(100,020.00)	(69,959.98)
F. ENDING CASH (A + E)		798,732.00	1,036,589.00	1,119,314.00	504,827.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								506,896.00	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			504,827.00	504,827.00	504,827.00	504,827.00	504,827.00	504,827.00	504,827.00	504,827.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010- 8019									
Property Taxes	8020- 8079									
Miscellaneous Funds	8080- 8099									
Federal Revenue	8100- 8299									
Other State Revenue	8300- 8599									
Other Local Revenue	8600- 8799									
Interfund Transfers In	8900- 8929									
All Other Financing Sources	8930- 8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000- 1999									
Classified Salaries	2000- 2999									
Employee Benefits	3000- 3999									
Books and Supplies	4000- 4999									
Services	5000- 5999									
Capital Outlay	6000- 6999									
Other Outgo	7000- 7499									
Interfund Transfers Out	7600- 7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
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
<u>Liabilities and Deferred Inflows</u>										
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
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			504,827.00	504,827.00	504,827.00	504,827.00	504,827.00	504,827.00	504,827.00	504,827.00
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		504,827.00	504,827.00	504,827.00	504,827.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
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	
<u>Liabilities and Deferred Inflows</u>									
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	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		504,827.00	504,827.00	504,827.00	504,827.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								504,827.00	

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

ANNUAL BUDGET REPORT:

July 1, 2025 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: Sequoia Union Elementary

Date: June 9, 2025

Adoption Date: June 26, 2025

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Lane Anderson

Title: Clerk, Board Member

Public Hearing:

Place: Sequoia Union Elementary

Date: June 12, 2025

Time: 6:00pm

Contact person for additional information on the budget reports:

Name: Gladys Ramirez

Title: District Business Manager

Telephone: 559-564-2106

E-mail: gramirez@sequoiaunion.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

**Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification**

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Form CB
G8BE7KN2S3(2025-26)

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? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?	X	X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X X X	X 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) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X X 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? • Adoption date of the LCAP or an update to the LCAP:		X 06/26/2025
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	

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

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, 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:

Our 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 a JPA, and offers the following information:

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

Signed

Date of Meeting: June 12, 2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Lane Anderson

Title: Clerk, Board Member

For additional information on this certification, please contact:

Name: Gladys Ramirez

Title: District Business Manager

Telephone: 559-564-2106

E-mail: gramirez@sequoiaunion.org

Budget, July 1
2024-25 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation

54 72116 0000000
Form CEA
G8BE7KN2S3(2025-26)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	302,994.00	301	0.00	303	302,994.00	305	2,679.00	0.00	307	302,994.00	309
2000 - Classified Salaries	105,227.80	311	0.00	313	105,227.80	315	11,608.00	0.00	317	105,227.80	319
3000 - Employee Benefits	199,333.89	321	0.00	323	199,333.89	325	6,385.00	0.00	327	199,333.89	329
4000 - Books, Supplies Equip Replace. (6500)	178,441.63	331	146,535.99	333	31,905.64	335	3,800.00	0.00	337	31,905.64	339
5000 - Services... & 7300 - Indirect Costs	128,250.82	341	0.00	343	128,250.82	345	9,477.00	0.00	347	128,250.82	349
TOTAL					767,712.15	365	TOTAL			767,712.15	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	
10. Other Benefits (EC 22310).	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		0.00
14. TOTAL SALARIES AND BENEFITS.		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		47.03%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		0

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	47.03%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	12.97%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	767,712.15	
5. Deficiency Amount (Part III, Line 3 times Line 4)	99,572.27	
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		
N/A		

Budget, July 1
2025-26 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

54 72116 0000000
Form CEB
G8BE7KN2S3(2025-26)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	311,807.00	301	0.00	303	311,807.00	305	1,737.00		307	310,070.00	309
2000 - Classified Salaries	115,157.00	311	0.00	313	115,157.00	315	12,931.00		317	102,226.00	319
3000 - Employee Benefits	206,704.00	321	0.00	323	206,704.00	325	6,963.00		327	199,741.00	329
4000 - Books, Supplies Equip Replace. (6500)	54,224.98	331	19,734.00	333	34,490.98	335	8,468.00		337	26,022.98	339
5000 - Services . . & 7300 - Indirect Costs	122,326.00	341	0.00	343	122,326.00	345	14,057.00		347	108,269.00	349
TOTAL					790,484.98	365	TOTAL			746,328.98	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).	375,240.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	375,240.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	50.28%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X').		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	50.28%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	9.72%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	746,328.98	
5. Deficiency Amount (Part III, Line 3 times Line 4)	72,543.18	

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

Budget, July 1
2024-25 Estimated Actuals
Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	149,672.84		149,672.84		27,008.00	122,664.84	27,008.00
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	149,672.84	0.00	149,672.84	0.00	27,008.00	122,664.84	27,008.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2024-25 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	6,126,049.21
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	390,695.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	113,921.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	31,128.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	270,000.00
6. All Other Financing Uses	All	9100	7699	0.00
7. Nonagency		9200	7651	
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	All	All	8710	0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
D. Plus additional MOE expenditures:				415,049.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	9,324.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				5,329,629.21
Section II - Expenditures Per ADA				2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				367.18
B. Expenditures per ADA (Line I.E divided by Line II.A)				14,515.03
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)			Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)			5,496,424.67	15,181.82
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)			0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)			5,496,424.67	15,181.82
B. Required effort (Line A.2 times 90%)			4,946,782.20	13,663.64
C. Current year expenditures (Line I.E and Line II.B)			5,329,629.21	14,515.03
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)			0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met, if either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)			MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 250,074.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 0.00
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

--

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 4,268,740.73

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.86%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 352,397.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 71,600.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	39,051.21
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	463,048.21
9. Carry-Forward Adjustment (Part IV, Line F)	147,249.33
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	610,297.54
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	3,232,290.16
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	646,466.29
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	531,329.90
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	31,611.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	89,253.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	8,500.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	627,351.66
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	174,047.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	5,340,849.01
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	8.67%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	11.43%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	463,048.21
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(92,551.39)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.18%) times Part III, Line B19); zero if negative	147,249.33
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.18%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.04%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	147,249.33
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	147,249.33

Approved
indirect
cost rate: 4.18%

Highest
rate used
in any
program: 7.04%

Note: In one or
more resources,
the rate used is
greater than the
approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	4035	2,688.00	112.00	4.17%
01	4127	625.00	44.00	7.04%
09	4035	14,955.00	625.00	4.18%
09	4127	5,100.00	357.00	7.00%
13	5310	174,047.00	6,277.00	3.61%

Budget, July 1
2024-25 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	305,120.93		87,443.71	392,564.64
2. State Lottery Revenue	8560	64,223.00		26,125.00	90,348.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		369,343.93	0.00	113,568.71	482,912.64
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	27,046.00		0.00	27,046.00
2. Classified Salaries	2000-2999	9,470.00		0.00	9,470.00
3. Employee Benefits	3000-3999	5,622.00		0.00	5,622.00
4. Books and Supplies	4000-4999	3,850.00		30,300.00	34,150.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	405.00			405.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		46,393.00	0.00	30,300.00	76,693.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	322,950.93	0.00	83,268.71	406,219.64
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Budget, July 1
General Fund
Multiyear Projections
Unrestricted

54 72116 0000000
Form MYP
G8BE7KN2S3(2025-26)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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	599,050.00	0.28%	600,744.00	4.41%	627,232.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	33,510.00	0.00%	33,510.00	0.00%	33,510.00
4. Other Local Revenues	8600-8799	60,100.00	0.00%	60,100.00	0.00%	60,100.00
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	(69,118.00)	0.00%	(69,118.00)	0.00%	(69,118.00)
6. Total (Sum lines A1 thru A5c)		623,542.00	0.27%	625,236.00	4.24%	651,724.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				301,497.00		310,660.00
b. Step & Column Adjustment				4,582.00		4,673.00
c. Cost-of-Living Adjustment				4,581.00		
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	301,497.00	3.04%	310,660.00	1.50%	315,333.00
2. Classified Salaries						
a. Base Salaries				63,859.00		65,765.00
b. Step & Column Adjustment				616.00		622.00
c. Cost-of-Living Adjustment				1,290.00		
d. Other Adjustments						(7,522.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	63,859.00	2.98%	65,765.00	-10.49%	58,865.00
3. Employee Benefits	3000-3999	149,948.00	1.84%	152,709.00	-0.61%	151,783.00
4. Books and Supplies	4000-4999	20,261.00	0.00%	20,261.00	0.00%	20,261.00
5. Services and Other Operating Expenditures	5000-5999	103,006.00	0.00%	103,006.00	0.00%	103,006.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	28,195.00	-0.29%	28,112.00	0.00%	28,112.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,177.00)	0.00%	(3,177.00)	0.00%	(3,177.00)
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)		663,589.00	2.07%	677,336.00	-0.47%	674,183.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(40,047.00)		(52,100.00)		(22,459.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		399,337.12		359,290.12		307,190.12
2. Ending Fund Balance (Sum lines C and D1)		359,290.12		307,190.12		284,731.12
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	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	359,290.12		307,190.12		284,731.12
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		359,290.12		307,190.12		284,731.12
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	359,290.12		307,190.12		284,731.12
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		359,290.12		307,190.12		284,731.12
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
27-28 2D Retiring Instructional Aide not replaced.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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	28,016.00	0.00%	28,016.00	0.00%	28,016.00
3. Other State Revenues	8300-8599	51,036.00	0.00%	51,036.00	0.00%	51,036.00
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	69,118.00	0.00%	69,118.00	0.00%	69,118.00
6. Total (Sum lines A1 thru A5c)		148,170.00	0.00%	148,170.00	0.00%	148,170.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				10,310.00		10,677.00
b. Step & Column Adjustment				158.00		161.00
c. Cost-of-Living Adjustment				209.00		
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	10,310.00	3.56%	10,677.00	1.51%	10,838.00
2. Classified Salaries						
a. Base Salaries				51,298.00		48,802.00
b. Step & Column Adjustment				494.00		1,535.00
c. Cost-of-Living Adjustment				1,036.00		
d. Other Adjustments				(4,026.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	51,298.00	-4.87%	48,802.00	3.15%	50,337.00
3. Employee Benefits	3000-3999	56,756.00	-1.47%	55,924.00	1.86%	56,965.00
4. Books and Supplies	4000-4999	33,963.98	-12.71%	29,646.00	0.00%	29,646.00
5. Services and Other Operating Expenditures	5000-5999	20,639.00	0.00%	20,639.00	0.00%	20,639.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,258.00	-100.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,858.00	-100.00%		0.00%	
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)		178,082.98	-6.96%	165,688.00	1.65%	168,425.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(29,912.98)		(17,518.00)		(20,255.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		221,704.98		191,792.00		174,274.00
2. Ending Fund Balance (Sum lines C and D1)		191,792.00		174,274.00		154,019.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	191,792.00		174,274.00		154,019.00
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)		191,792.00		174,274.00		154,019.00
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.						
26-27 2d Retiring Instructional Aide not replaced.						

Budget, July 1
General Fund
Multiyear Projections
Unrestricted/Restricted

54 72116 0000000
Form MYP
G8BE7KN2S3(2025-26)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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	599,050.00	0.28%	600,744.00	4.41%	627,232.00
2. Federal Revenues	8100-8299	28,016.00	0.00%	28,016.00	0.00%	28,016.00
3. Other State Revenues	8300-8599	84,546.00	0.00%	84,546.00	0.00%	84,546.00
4. Other Local Revenues	8600-8799	60,100.00	0.00%	60,100.00	0.00%	60,100.00
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)		771,712.00	0.22%	773,406.00	3.42%	799,894.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				311,807.00		321,337.00
b. Step & Column Adjustment				4,740.00		4,834.00
c. Cost-of-Living Adjustment				4,790.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	311,807.00	3.06%	321,337.00	1.50%	326,171.00
2. Classified Salaries						
a. Base Salaries				115,157.00		114,567.00
b. Step & Column Adjustment				1,110.00		2,157.00
c. Cost-of-Living Adjustment				2,326.00		0.00
d. Other Adjustments				(4,026.00)		(7,522.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	115,157.00	-0.51%	114,567.00	-4.68%	109,202.00
3. Employee Benefits	3000-3999	206,704.00	0.93%	208,633.00	0.06%	208,748.00
4. Books and Supplies	4000-4999	54,224.98	-7.96%	49,907.00	0.00%	49,907.00
5. Services and Other Operating Expenditures	5000-5999	123,645.00	0.00%	123,645.00	0.00%	123,645.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	31,453.00	-10.62%	28,112.00	0.00%	28,112.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,319.00)	140.86%	(3,177.00)	0.00%	(3,177.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		841,671.98	0.16%	843,024.00	-0.05%	842,608.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(69,959.98)		(69,618.00)		(42,714.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		621,042.10		551,082.12		481,464.12
2. Ending Fund Balance (Sum lines C and D1)		551,082.12		481,464.12		438,750.12
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	191,792.00		174,274.00		154,019.00
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	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	359,290.12		307,190.12		284,731.12
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		551,082.12		481,464.12		438,750.12
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	359,290.12		307,190.12		284,731.12
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		359,290.12		307,190.12		284,731.12
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		42.69%		36.44%		33.79%
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	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 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)						
		347.70		347.70		347.70
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		841,671.98		843,024.00		842,608.00
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)		841,671.98		843,024.00		842,608.00
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)		33,666.88		33,720.96		33,704.32
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		88,000.00		88,000.00		88,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		88,000.00		88,000.00		88,000.00
h. Available Reserves (Line E3)						
Meet Reserve Standard (Line F3g)		YES		YES		YES

Sequoia Union Elementary
Tulare County

**Budget, July 1
2025-26
General Fund
Special Education Revenue
Allocations
Setup**

**54 72116 0000000
Form SEAS
G8BE7KN2S3(2025-26)**

Current LEA:	54-72116-0000000 Sequoia Union Elementary	
Selected SELPA:	CG	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		
ID	SELPA-TITLE	DATE APPROVED
CG	Tulare County	(from Form SEA)

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

54 72116 0000000
Form SIAA
G8BE7KN2S3(2025-26)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(690.00)				
Other Sources/Uses Detail					0.00	270,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	(5,587.00)				
Other Sources/Uses Detail					270,000.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	6,277.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

54 72116 0000000
Form SIAA
G8BE7KN2S3(2025-26)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

54 72116 0000000
Form SIAA
G8BE7KN2S3(2025-26)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00		0.00		
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	6,277.00	(6,277.00)	270,000.00	270,000.00	0.00	0.00

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

54 72116 0000000
Form SIAB
G8BE7KN2S3(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(1,319.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	(10,673.00)				
Other Sources/Uses Detail					150,000.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	11,992.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	150,000.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

54 72116 0000000
Form SIAB
G8BE7KN2S3(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

54 72116 0000000
Form SIAB
G8BE7KN2S3(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	11,992.00	(11,992.00)	150,000.00	150,000.00		

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

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

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

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

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	348	
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 (2022-23)				
District Regular	41	41		
Charter School	318			
Total ADA	359	41	98.6%	Not Met
Second Prior Year (2023-24)				
District Regular	41	41		
Charter School	318	324		
Total ADA	359	365	N/A	Met
First Prior Year (2024-25)				
District Regular	41	41		
Charter School	321	326		
Total ADA	362	367	N/A	Met
Budget Year (2025-26)				
District Regular	40			
Charter School	308			
Total ADA	348			

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):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	43	41		
Charter School	326	326		
Total Enrollment	369	367	0.5%	Met
Second Prior Year (2023-24)				
District Regular	36	36		
Charter School	330	348		
Total Enrollment	366	384	N/A	Met
First Prior Year (2024-25)				
District Regular	44	43		
Charter School	340	345		
Total Enrollment	384	388	N/A	Met
Budget Year (2025-26)				
District Regular	42			
Charter School	324			
Total Enrollment	366			

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 (2022-23)			
District Regular	41	41	
Charter School		326	
Total ADA/Enrollment	41	367	11.2%
Second Prior Year (2023-24)			
District Regular	32	36	
Charter School	324	348	
Total ADA/Enrollment	356	384	92.6%
First Prior Year (2024-25)			
District Regular	41	43	
Charter School	326	345	
Total ADA/Enrollment	367	388	94.6%
Historical Average Ratio:			66.1%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): **66.6%**

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 (2025-26)				
District Regular	40	42		
Charter School	308	324		
Total ADA/Enrollment	348	366	95.0%	Not Met
1st Subsequent Year (2026-27)				
District Regular	40	42		
Charter School	308	324		
Total ADA/Enrollment	348	366	95.1%	Not Met
2nd Subsequent Year (2027-28)				
District Regular	40	42		
Charter School	308	324		
Total ADA/Enrollment	348	366	95.1%	Not Met

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

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

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

Charter ADA 320 was inverted left off the 2022-23 budget. The cummicalted percentage is 95.2% the ADA to enrollment ratio is met for all years.

4. CRITERION: LCFF Revenue

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

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

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

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

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

Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	367.18	347.70	347.70	347.70
b. Prior Year ADA (Funded)		367.18	347.70	347.70
c. Difference (Step 1a minus Step 1b)		(19.48)	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(5.31%)	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		583,394.00	599,050.00	600,744.00
b1. COLA percentage		2.30%	3.02%	3.42%
b2. COLA amount (proxy for purposes of this criterion)		13,418.06	18,091.31	20,545.44
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		(3.01%)	3.02%	3.42%
LCFF Revenue Standard (Step 3, plus/minus 1%):				
		-4.01% to -2.01%	2.02% to 4.02%	2.42% to 4.42%

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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	728,264.00	728,264.00		
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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 (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	1,225,959.00	1,237,227.00	1,241,657.00	1,267,231.00
District's Projected Change in LCFF Revenue:		.92%	.36%	2.06%
LCFF Revenue Standard		-4.01% to -2.01%	2.02% to 4.02%	2.42% to 4.42%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

Substantial loss in enrollment.

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2022-23)	444,932.12	648,910.87	68.6%
Second Prior Year (2023-24)	511,407.40	659,002.48	77.6%
First Prior Year (2024-25)	498,757.00	656,835.50	75.9%
	Historical Average Ratio:		74.0%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
	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):	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
	70.0% to 78.0%	70.0% to 78.0%	70.0% to 78.0%

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	(Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2025-26)	515,304.00	663,589.00	77.7%	Met
1st Subsequent Year (2026-27)	529,134.00	677,336.00	78.1%	Not Met
2nd Subsequent Year (2027-28)	525,981.00	674,183.00	78.0%	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)

Standard not met due to salaries and benefits expensed out of fund 09 and this skews the ratio downward in the district fund 01.

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(3.01%)	3.02%	3.42%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-13.01% to 6.99%	-6.98% to 13.02%	-6.58% to 13.42%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-8.01% to 1.99%	-1.98% to 8.02%	-1.58% to 8.42%

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 (2024-25)	30,757.15		
Budget Year (2025-26)	28,016.00	(8.91%)	Yes
1st Subsequent Year (2026-27)	28,016.00	0.00%	No
2nd Subsequent Year (2027-28)	28,016.00	0.00%	No

Explanation:
(required if Yes)

District had a large Title I carry over in 24-25.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	71,040.01		
Budget Year (2025-26)	84,546.00	19.01%	Yes
1st Subsequent Year (2026-27)	84,546.00	0.00%	No
2nd Subsequent Year (2027-28)	84,546.00	0.00%	No

Explanation:
(required if Yes)

Farm to School Incubator Grant of \$10,063.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	60,850.00		
Budget Year (2025-26)	60,100.00	(1.23%)	No
1st Subsequent Year (2026-27)	60,100.00	0.00%	No
2nd Subsequent Year (2027-28)	60,100.00	0.00%	No

Explanation:
(required if Yes)

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

First Prior Year (2024-25)	64,520.63		
Budget Year (2025-26)	54,224.98	(15.96%)	Yes
1st Subsequent Year (2026-27)	49,907.00	(7.96%)	Yes
2nd Subsequent Year (2027-28)	49,907.00	0.00%	No

Explanation:
(required if Yes)

25-26 Supply chain grant food purchases reduced by \$10,000. 26-27 textbooks adoption in 25-26.

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

First Prior Year (2024-25)	128,940.82		
Budget Year (2025-26)	123,645.00	(4.11%)	No
1st Subsequent Year (2026-27)	123,645.00	0.00%	No
2nd Subsequent Year (2027-28)	123,645.00	0.00%	No

Explanation:
(required if Yes)

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 (2024-25)	162,647.16		
Budget Year (2025-26)	172,662.00	6.16%	Met
1st Subsequent Year (2026-27)	172,662.00	0.00%	Met
2nd Subsequent Year (2027-28)	172,662.00	0.00%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2024-25)	193,461.45		
Budget Year (2025-26)	177,869.98	(8.06%)	Met
1st Subsequent Year (2026-27)	173,552.00	(2.43%)	Met
2nd Subsequent Year (2027-28)	173,552.00	0.00%	Met

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

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

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

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

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

Explanation:

Books and Supplies

(linked from 6B

if NOT met)

Explanation:

Services and Other Exps

(linked from 6B

if NOT met)

7. **CRITERION: Facilities Maintenance**

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

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

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

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

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

Yes

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

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

818,436.98

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

818,436.98

24,553.11

65,488.00

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 reserves¹ as a percentage of total expenditures and other financing uses² 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 (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	593,228.91	569,061.81	399,337.12
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)	593,228.91	569,061.81	399,337.12
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	952,790.12	954,062.44	1,215,618.14
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)	952,790.12	954,062.44	1,215,618.14
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	62.3%	59.6%	32.9%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	20.8%	19.9%	11.0%

¹Available 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.

²A 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 (2022-23)	(198,615.02)	648,910.87	30.6%	Not Met
Second Prior Year (2023-24)	(24,167.10)	709,002.48	3.4%	Met
First Prior Year (2024-25)	(172,229.37)	926,835.50	18.6%	Not Met
Budget Year (2025-26) (Information only)	(40,047.00)	663,589.00		

8C. Comparison of District Deficit Spending to the Standard

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

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:
 (required if NOT met)

22-23 District has taken steps to reduce deficit spending.

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):

District's Fund Balance Standard Percentage Level:

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

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

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2022-23)	901,705.00	793,843.93	12.0%	Not Met
Second Prior Year (2023-24)	601,676.00	595,228.91	1.1%	Met
First Prior Year (2024-25)	378,777.00	571,566.49	N/A	Met
Budget Year (2025-26) (Information only)	399,337.12			

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)

22-23 District had a flood not fully covered by insurance which resulted in a reduction fund balance.

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 (2025-26)	504,827.00		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:

Sequoia Union Elementary
Tulare County

(required if NOT met)

2025-26 Budget, July 1
General Fund
School District Criteria and Standards Review

54 72116 0000000
Form 01CS
G8BE7KN2S3(2025-26)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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 \$88,000 (greater of)	0 to 300
4% or \$88,000 (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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	348	348	348
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):

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	841,671.98	843,024.00	842,608.00
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)	841,671.98	843,024.00	842,608.00

4.	Reserve Standard Percentage Level	4%	4%	4%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	33,666.88	33,720.96	33,704.32
6.	Reserve Standard - by Amount (\$88,000 for districts with 0 to 1,000 ADA, else 0)	88,000.00	88,000.00	88,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	88,000.00	88,000.00	88,000.00

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	359,290.12	307,190.12	284,731.12
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	359,290.12	307,190.12	284,731.12
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	42.69%	36.44%	33.79%
District's Reserve Standard (Section 10B, Line 7):		88,000.00	88,000.00	88,000.00
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

S5. Contributions

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

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

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

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

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2024-25)	77,664.13			
Budget Year (2025-26)	(69,118.00)	146,782.13	(189.0%)	Not Met
1st Subsequent Year (2026-27)	(69,118.00)	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	(69,118.00)	0.00	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2024-25)	270,000.00			
Budget Year (2025-26)	0.00	(270,000.00)	(100.0%)	Not Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

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

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

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

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

24-25 District insurance \$140,483 moved from restricted to unrestricted.

- 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)

24-25 Transfer to Charter of \$270,000 unnecessary in subsequent years.

- 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 commitments¹ 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:		Principal Balance as of July 1, 2025
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	3	Unrestricted general fund and charter fund	01, 09, 7438 & 7439	122,665
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

TOTAL:				122,665

Type of Commitment (continued)	Prior Year (2024-25) Annual Payment (P & I)	Budget Year (2025-26) Annual Payment (P & I)	1st Subsequent Year (2026-27) Annual Payment (P & I)	2nd Subsequent Year (2027-28) Annual Payment (P & I)
Leases	31,128	31,128	31,128	31,128
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	31,128	31,128	31,128	31,128
Has total annual payment increased over prior year (2024-25)?	No	No	No	No

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

DATA ENTRY: Enter an explanation if Yes.

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

Explanation:

(required if Yes

to increase in total

annual payments)

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

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

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

No

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

Explanation:

(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

Yes

- 2 For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

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

Pay-as-you-go

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

Self-Insurance Fund

Governmental Fund

0

0

4. OPEB Liabilities

a. Total OPEB liability

90,000.00

b. OPEB plan(s) fiduciary net position (if applicable)

0.00

c. Total/Net OPEB liability (Line 4a minus Line 4b)

90,000.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Estimated

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

5. OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

0.00

0.00

0.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

0.00

0.00

0.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

0.00

0.00

0.00

d. Number of retirees receiving OPEB benefits

0.00

0.00

0.00

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

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

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) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	2	2	2	2

Certificated (Non-management) Salary and Benefit Negotiations

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

Yes

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

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

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

25-26 Salary disclosure going to the board on June 12, 2025.

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:

Jul 01, 2024

End Date:

Jun 30, 2027

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Yes

Yes

Yes

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

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

--

Negotiations Not Settled

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

--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

--	--	--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes

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:

--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

- Are savings from attrition included in the budget and MYPs?
- 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) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	2	2	2	2

Classified (Non-management) Salary and Benefit Negotiations

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

Yes

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

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

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

Negotiations Settled

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

Jun 12, 2025

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

Yes

If Yes, date of Superintendent and CBO certification:

Jun 12, 2025

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:

Jun 26, 2025

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

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

Negotiations Not Settled

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

--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

--	--	--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

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:

--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Step and Column Adjustments

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

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

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

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) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	1	1	1	1

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

N/A

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

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")

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Negotiations Not Settled

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

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

4. Amount included for any tentative salary schedule increases

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Management/Supervisor/Confidential

Step and Column Adjustments

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

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

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

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

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 26, 2025

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?
- A2.** Is the system of personnel position control independent from the payroll system?
- 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)
- A4.** Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?
- 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?
- A6.** Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7.** Is the district's financial system independent of the county office system?
- 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)
- A9.** Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No
No
No
No
No
No
No
No
No
Yes

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

Comments:
(optional)

Business manager new August 1, 2024.

End of School District Budget Criteria and Standards Review



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

ACTION ITEMS

8.1 Interdistrict Transfers OUT

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Inter-district OUT
For Board Approval
2025-2026 School Year

Month: June 2025

Home District Sequoia Union

SSID #	Grade	District of Choice	Continuing/New
8165496036	2 nd	Exeter USD/Rocky Hill	Continuing: Work Schedule
9543510088	2 nd	Exeter USD/Rocky Hill	New: Closer to Home



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

ACTION ITEMS

8.2 Interdistrict Transfers IN

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

ACTION ITEMS

8.3 Awning for Cafeteria

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Woodlake CA. 93286

Estimate Date: 6/4/2025.

Project Name: Sequoia Union Elementary School

Project Address: 23958 Ave 324, Woodlake California

Brief descriptions:

All work will be performed to the local building code and as per plan. Palafox Prestige Construction, Inc. will communicate with the Sequoia Union Elementary School on a weekly basis regarding the project progress. Our proposal encompasses all phases of the project from start to finish. A brief description per trade is mentioned below for associated site work.

CONCRETE WORK SCOPE:

Awning Carport Style:

- About a 10' x 17' Carport awning
- Includes Material for entire building
- Includes installation
- Anchored to concrete

Notes:

Includes Sales tax

Mon. – Fri. work week

We work from 7-3:30pm or can accommodate accordingly.

Excluded:

Permits & Fees/ Anything else not noted on proposal

Payment schedule:

Terms and progress payments will be in the contract.

GRAND TOTAL: \$ 10,850.00

Signature: _____ Date: _____

By Signing, Palafox Prestige Construction, Inc. has permission to perform the work scope noted above.



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

DISCUSSION & REPORTS

9.1 New Construction and Modernization Discussion & Report by Consultant, Luke Smith

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.1 RFI 56 - Existing Opening Infill Framing

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

REQUEST FOR INFORMATION**RFI 56****TO:** Oral E. Micham Inc.
Danielle Ward
P. O. Box 745
Woodlake, CA 93286**DATE:** 5/20/2025
RFI NO: 56
PROJECT NO: 2044
VIA: Email**PROJECT:** Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126**Subject:** Existing Opening Infill Framing**Question:****Suggestion:****Architects' Response:****Scott Parish, Retired Principal, Consultant**
MANGINI ASSOCIATES INC.**Cc:**Gladys Ramirez (Sequoia Union Elementary School District)
Jerry Line (Sequoia Union Elementary School District)
Jerry Riggins (Oral E. Micham Inc.)
Kelly Wright (Oral E. Micham Inc.)
Luke Smith (School Construction & Operation)
Mari Mariscal (Oral E. Micham Inc.)
Mark Condie (Mark Condie Inspections)
Matt Maggard (Oral E. Micham Inc.)
Scott Pickle (Sequoia Union Elementary School District)
Shawn Murphy (Oral E. Micham Inc.)
Steve Tindle (Oral E. Micham Inc.)

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	56
Owner:	Sequoia Union Elementary School	Date	05/12/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Wall Insulation North & South Walls

Specification Reference:

Drawing Reference

A8

During our Demolition of the Interior Classroom Wall Finishes, it was discovered there is existing/abandon opening infill framing in each Classroom partition wall. Most of these infilled openings have (2) 2x4's flat as headers and no trimmers.

Questions

1. Does the Architect require these existing/abandon openings to be reframed with 4x Headers with King Studs and Trimmers?

Attachments:

1. Building 2, Sheet A8 Plan Mark Up
2. (1) Photo

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED

CHANGE IN CONTRACT TIME MAY BE REQUIRED

CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

Replace non-conforming opening framing with new full height studs per COR #1/RFI #16. Perform work on a T&M basis if so directed by the District.

Scott Parish, 5.20.25

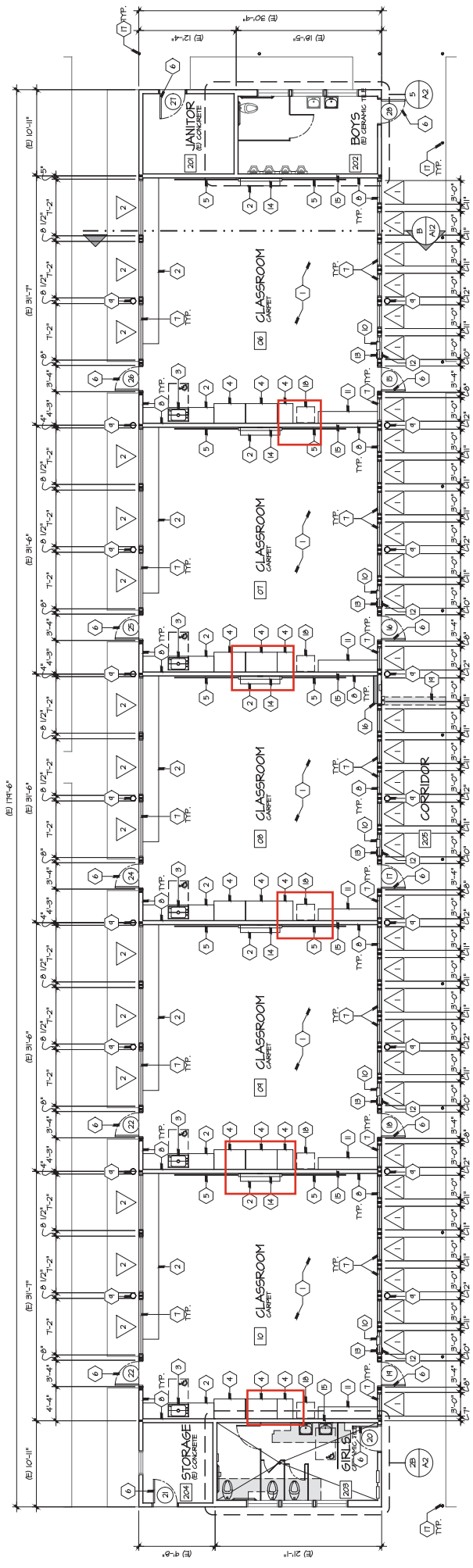
NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

ATTACHMENTS:

Architect: _____ **Date:** _____

Copies: **Owner** **Inspector**

Existing Abandon Framed Opening



GENERAL FLOOR PLAN NOTES:

1. FINISH ALL GYPSUM BOARD EDGES PER DETAIL (B) AND (C).
2. REFER TO INTERIOR ELEVATIONS FOR TYP. ACCESSIBLE MOUNTING HEIGHTS AND REQUIREMENTS.
3. REFER TO INTERIOR ELEVATIONS AND DOOR SCHEDULE FOR ALL ROOM AND BUILDING SIGNAGES.
4. (S) = MATERIAL DEFINITION, SEE FINISH SCHEDULE.
5. REFER TO FINISH SCHEDULE AND INTERIOR ELEVATIONS FOR ALL ROOM FINISHES.
6. FOR WALL PENETRATIONS OF PIPE OR CONDUIT, REFER TO DETAIL (R) AND (S).

FLOOR PLAN LEGEND:

- (B) WOOD FRAMED HALL TO REMAIN, PROTECT.
- 2x6 WOOD STUD @ 16" O.C.
- INDICATES 30"x48" CLEAR FLOOR SPACE.



BUILDING 2
FLOOR PLAN
SCALE 1/8" = 1'-0"





SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.2 RFI 57 - Existing Window Framing

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

REQUEST FOR INFORMATION

RFI 57

TO: Oral E. Micham Inc.
Danielle Ward
P. O. Box 745
Woodlake, CA 93286

DATE: 5/20/2025
RFI NO: 57
PROJECT NO: 2044
VIA: Email

PROJECT: Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126

Subject: Existing Window Framing

Question:

Suggestion:

Architects' Response:

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:

Gladys Ramirez (Sequoia Union Elementary School District)
Jerry Line (Sequoia Union Elementary School District)
Jerry Riggins (Oral E. Micham Inc.)
Kelly Wright (Oral E. Micham Inc.)
Luke Smith (School Construction & Operation)
Mari Mariscal (Oral E. Micham Inc.)
Mark Condie (Mark Condie Inspections)
Matt Maggard (Oral E. Micham Inc.)
Scott Pickle (Sequoia Union Elementary School District)
Shawn Murphy (Oral E. Micham Inc.)
Steve Tindle (Oral E. Micham Inc.)

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	57
Owner:	Sequoia Union Elementary School	Date	05/12/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Wall Insulation North & South Walls

Specification Reference:

Drawing Reference

A1, A8, A16

Once the windows were removed on the South Side (Walkway Side) of Building 2, it was discovered that several of the framing members called out on the details as existing were not there. There were only sheet metal covers over the steel mullions (jamb). Also, Detail 6 (Plan Sheet A16) shows an arrow to remove the existing sill, but also an arrow to 2x existing framing. These two pieces of lumber are one of the same. Removal of the sloped sill is required and a new 2x6 put in its place for Aluminum Framed Window Frame installation.

Questions

1. 2x6 lumber will need to be added at sill and jamb locations for Aluminum Window Frame installation. Please provide Bulletin to price out this added work.

Attachments:

1. Building 2, Sheet A1 Plan Mark Up.
2. (3) Window Detail Mark Ups
3. (6) Photos

CONTRACTOR'S CONTRACT STATUS:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | NO CHANGE IN CONTRACT TIME OR SUM REQUIRED |
| <input checked="" type="checkbox"/> | CHANGE IN CONTRACT TIME MAY BE REQUIRED |
| <input checked="" type="checkbox"/> | CHANGE IN CONTRACT SUM MAY BE REQUIRED |

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

Add sill and jamb framing where framing did not exist. Remove sloped sill and provide new plate. Perform work on a T&M basis if so directed by the District.

Scott Parish, 5.20.25

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

ATTACHMENTS:

Architect: _____ Date: _____

Copies: Owner Inspector

SCALE 3" = 1'-0"

ALUMINUM WINDOW
SYSTEM

CAULK

SEALANT & BACKER
ROD, TYP. BOTH
SIDES

CONTINUOUS GALV.
METAL 'J' MOLD

(2) #12 FLAT HEAD
WOOD SCREWS, MIN.
1-3/4" EMBEDMENT

(E) 2x FRAMING

(E) STEEL MULLION

CEMENT PLASTER
SYSTEM, FLUSH &
MATCH (E)

(E) 2x FRAMING

(2) #12 FLAT HEAD
WOOD SCREWS, MIN.
1-3/4" EMBEDMENT

CONTINUOUS GALV.
METAL 'J' MOLD

SEALANT & BACKER
ROD, TYP. BOTH
SIDES

CAULK

ALUMINUM WINDOW
SYSTEM

4 1/2"

2"
3/8"

1 3/4"

1 3/4"

4 1/2"

GYP. BOARD METAL EDGE

5/8" TYPE 'X' GYP. BOARD,
PAINT f

GYP. BOARD METAL EDGE

(N) 2x FRAMING

5/8" TYPE 'X' GYP. BOARD

TACK BOARD EDGE TRIM

VINYL COVERED TACK
BOARD PANEL

5/8" TYPE 'X' GYP. BOARD

(N) BATT
INSULATIONS

5/8" TYPE 'X' GYP. BOARD

VINYL COVERED TACK
BOARD PANEL

TACK BOARD EDGE TRIM

5/8" TYPE 'X' GYP. BOARD

(N) 2x FRAMING

GYP. BOARD METAL EDGE

5/8" TYPE 'X' GYP. BOARD,
PAINT f

GYP. BOARD METAL EDGE

7

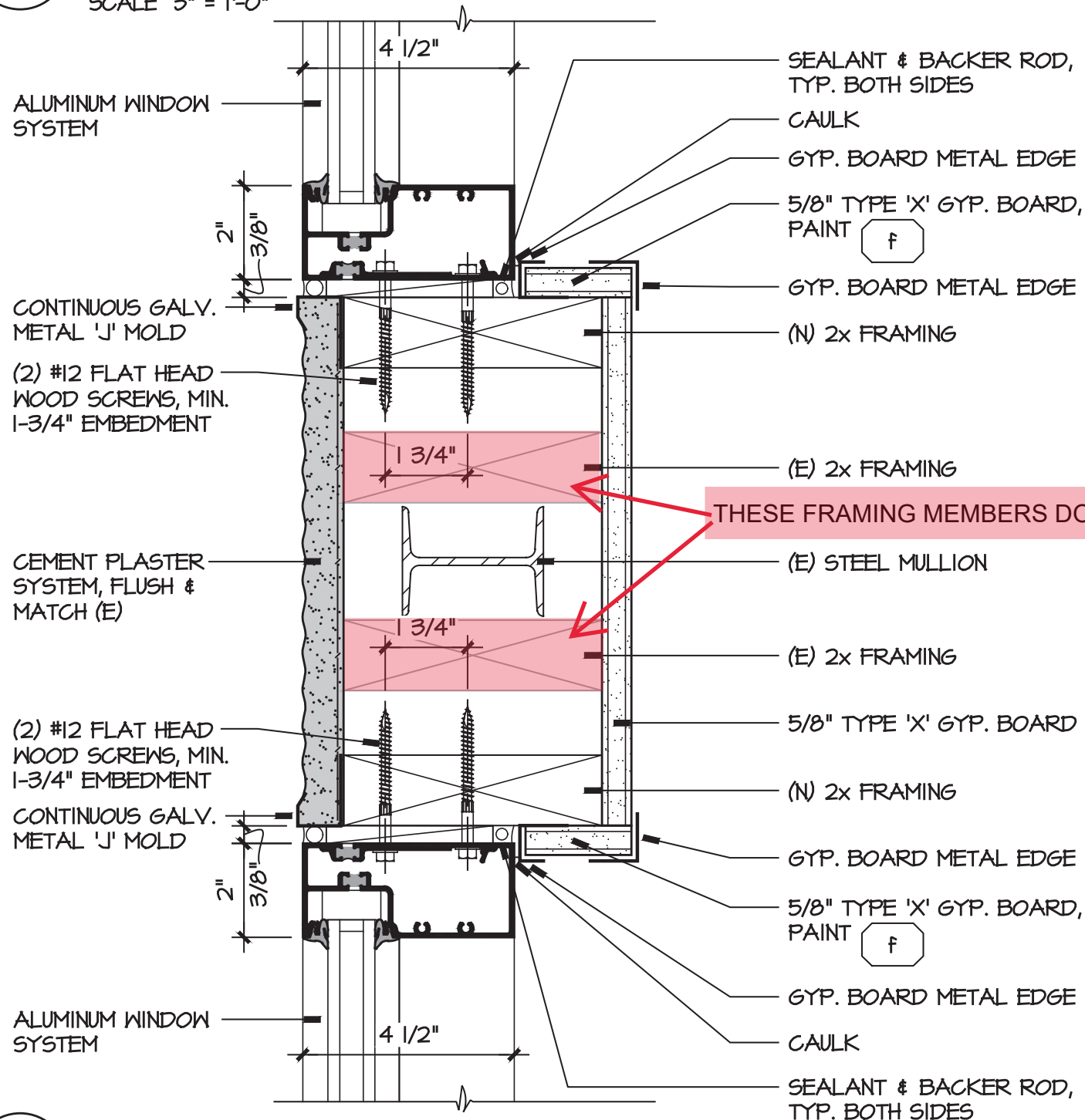
WINDOW JAMB

SCALE 3" = 1'-0"

2

These pieces of framing members do not exist

SCALE 3" = 1'-0"



6

WINDOW JAMB

SCALE 3" = 1'-0"

SCALE 3" = 1'-0"

ALUMINUM WINDOW
SYSTEM

CONTINUOUS GALV.
METAL 'J' MOLD

(2) #12 FLAT HEAD
WOOD SCREWS, MIN.
1-3/4" EMBEDMENT

REMOVE (E) WOOD
SILL

CEMENT PLASTER
SYSTEM, FLUSH &
MATCH (E)

(E) CEMENT PLASTER

4 1/2"

2"
3/8"

1 3/4"

SEALANT & BACKER ROD,
TYP. BOTH SIDES

CAULK

GYP. BOARD METAL EDGE

5/8" TYPE 'X' GYP. BOARD,
PAINT f

TACK BOARD CORNER TRIM

(E) 2x FRAMING

REMOVE (E) WOOD SILL

SAME PIECE OF LUMBER

(E) METAL ANGLE

(E) 2x FRAMING

VINYL COVERED TACK
BOARD PANEL

5/8" TYPE 'X' GYP. BOARD

(E) BATT INSULATION AT
EXTERIOR WALLS

9

WINDOW SILL

SCALE 3" = 1'-0"

ALUMINUM WINDOW

4 1/2"

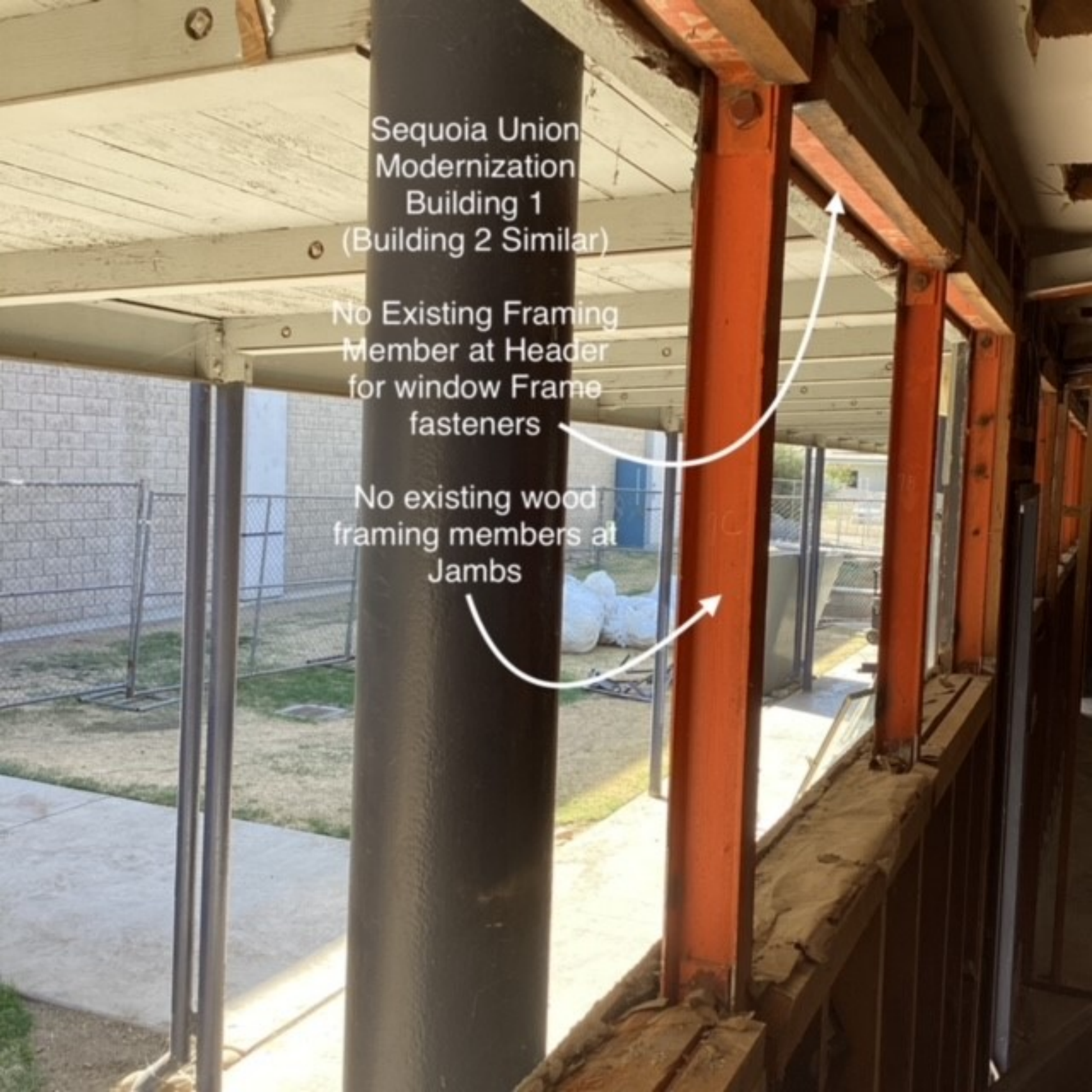
GYP. BOARD METAL EDGE




Sequoia Union
Modernization
Building 1
(Building 2 Similar)

No Existing Framing
Member at Header
for window Frame
fasteners

No existing wood
framing members at
Jambs



Sequoia Union
Modernization
Building 1
Existing Window Openings
South Side at Walkway



No existing wood
framing at either
side of steel
columns.
See A16
Details 1, 2, 6, 7.


Existing sloped
framing materials
required to be
removed for flat
2x6 framing at sill

Sequoia Union Modernization
Existing Windows at South Side
of Classrooms

Sheet Metal Covers over Steel
Columns Only. No Wood Jambs.

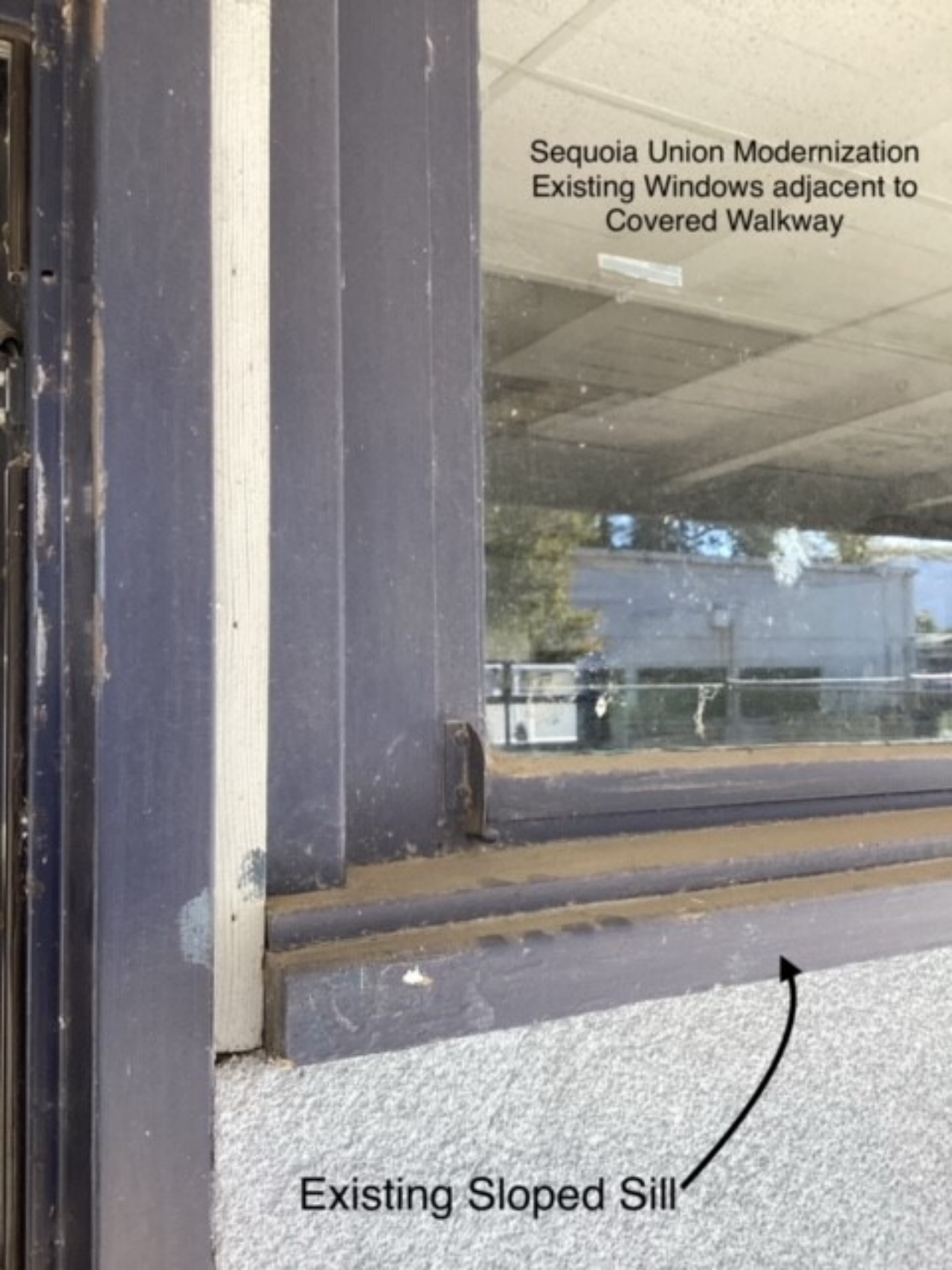


Sequoia Union
Modernization
Building 1
Existing Window Openings
South Side at Walkway



No existing wood
framing at either
side of steel
columns.
See A16
Details 1, 2, 6, 7.

Existing sloped
framing materials
required to be
removed for flat
2x6 framing at sill

A photograph showing a close-up of a window frame. The frame is made of dark blue or black metal. The sill is a sloped, textured concrete surface. The window glass reflects the interior of a covered walkway with a concrete ceiling and floor. Outside the window, a white building and some trees are visible.

Sequoia Union Modernization
Existing Windows adjacent to
Covered Walkway

Existing Sloped Sill



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.3 RFI 58 - Existing Partition Wall Framing Members & Plumbing

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

REQUEST FOR INFORMATION**RFI 58****TO:** Oral E. Micham Inc.
Danielle Ward
P. O. Box 745
Woodlake, CA 93286**DATE:** 5/20/2025
RFI NO: 58
PROJECT NO: 2044
VIA: Email**PROJECT:** Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126**Subject:** Existing Partition Wall Framing Members & Plumbing**Question:****Suggestion:****Architects' Response:****Scott Parish, Retired Principal, Consultant**
MANGINI ASSOCIATES INC.**Cc:**Gladys Ramirez (Sequoia Union Elementary School District)
Jerry Line (Sequoia Union Elementary School District)
Jerry Riggins (Oral E. Micham Inc.)
Kelly Wright (Oral E. Micham Inc.)
Luke Smith (School Construction & Operation)
Mari Mariscal (Oral E. Micham Inc.)
Mark Condie (Mark Condie Inspections)
Matt Maggard (Oral E. Micham Inc.)
Scott Pickle (Sequoia Union Elementary School District)
Shawn Murphy (Oral E. Micham Inc.)
Steve Tindle (Oral E. Micham Inc.)

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	58
Owner:	Sequoia Union Elementary School	Date	05/12/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Wall Insulation North & South Walls

Specification Reference:

Drawing Reference

A1, A8

During our Demolition of the Interior Classroom Wall Finishes, it was discovered that there are numerous existing wall studs that have been cut, many at least halfway through. Some have 2x4's nailed to the side to laminate them back together, others are narrower than 2x4's. Additional repairs are required. Also, existing waste and water supply piping penetrate concrete floor outside of existing 2x4 wall.

Questions

1. The contractor proposes to install a full-height stud against each one of these cut studs. New studs will be toe nailed into existing top and bottom plates and nailed to existing studs at 24" O.C. full length.
2. The contractor proposes adding a 2x6 furred wall behind the lower cabinet with sink to hide waste and water supply in wall assembly.

Attachments:

1. Building 2, Sheet A1 Plan Mark Up
2. Photos

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>	NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT TIME MAY BE REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

See response on page 2 and COR #1/RFI #17. Perform work on a T&M basis if so directed by the District.

Scott Parish, 5.20.25

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

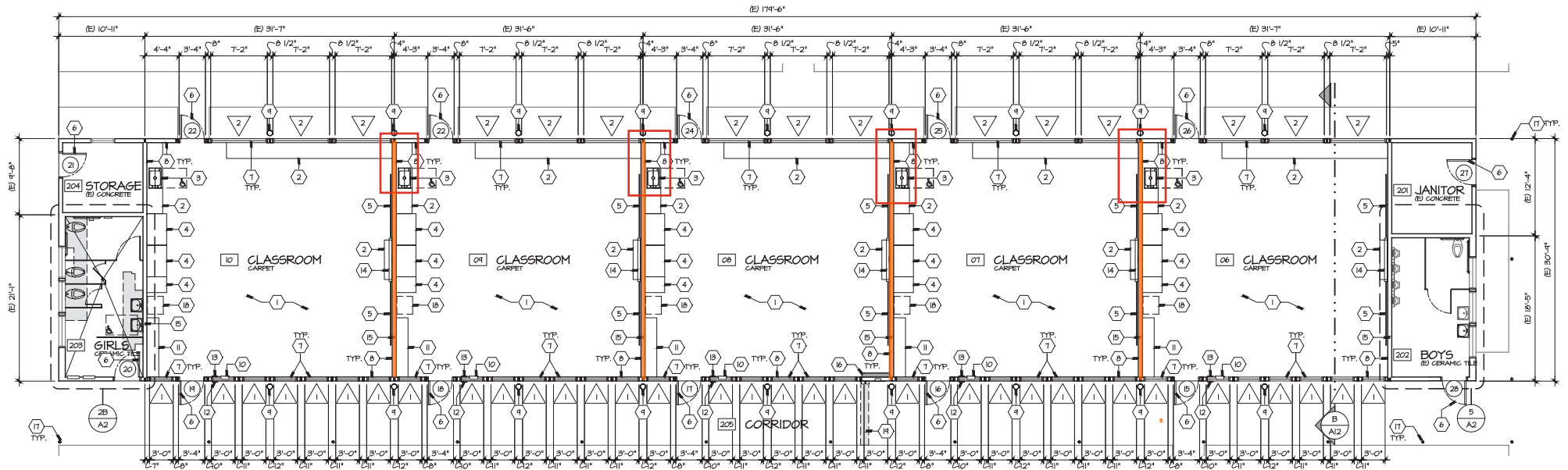
ATTACHMENTS:

Architect: _____ Date: _____

Copies: Owner Inspector

Existing Plumbing Outside of Framed Walls

Existing Cut 2x4 Studs



GENERAL FLOOR PLAN NOTES:

1. FINISH ALL GYPSUM BOARD EDGES PER DETAIL (B) A10.
2. REFER TO INTERIOR ELEVATIONS FOR TYP. ACCESSIBLE MOUNTING HEIGHTS AND REQUIREMENTS.
3. REFER TO INTERIOR ELEVATIONS AND DOOR SCHEDULE FOR ALL ROOM AND BUILDING SIGNAGES.
4. (B) = MATERIAL DEFINITION, SEE FINISH SCHEDULE.
5. REFER TO FINISH SCHEDULE AND INTERIOR ELEVATIONS FOR ALL ROOM FINISHES.
6. FOR WALL PENETRATIONS OF PIPE OR CONDUIT, REFER TO DETAIL (B) A12.

FLOOR PLAN LEGEND:

- (B) WOOD FRAMED WALL TO REMAIN, PROTECT.
- 2x6 WOOD STUD @ 16" O.C.
- 48" x 50" INDICATES 30"x48" CLEAR FLOOR SPACE.

BUILDING 2
FLOOR PLAN

SCALE 1/8" = 1'-0"



1. Where studs are cut, install a full-height stud against the cut stud, nailed as proposed.
2. Conceal existing waste pipe at classroom sinks within construction of cabinet - see Detail 1/A17. Modify height of 6" deep base if needed.
3. Conceal existing water supply piping by reducing the size of the #222 cabinet against the wall and providing a fillerpanel against the wall of the width required - see typical classroom interior elevation on Sheet A7.
4. Remove existing horizontal vent piping and install a full-height stud next to each stud with an oversized hole. Extend the existing vent piping up in the stud bay, offset above the ceiling out of the wall, and extend the vent through the roof.

Scott Parish, 5.20.25



Existing
2x4 Stud
Partition
Wall

Existing 1/2" Water Supply
to Classroom Sink

Existing 2" Waste Line

New 2x6 Furred Wall
to 6" Above Ceiling Height



Existing 1 1/2"
Vent Pipe

Existing 2x4
Partition Wall
between
Classrooms
(Typical)

Existing
Froze Up
Shut Off
Valve

Existing 2"
Waste Line

Existing 1/2"
Water
Supply Line









SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.4 RFI 63 - Building 2 Dry Rot at Eaves and Facia

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

REQUEST FOR INFORMATION

RFI 63

TO: Oral E. Micham Inc.
Danielle Ward
P. O. Box 745
Woodlake, CA 93286

DATE: 5/21/2025
RFI NO: 63
PROJECT NO: 2044
VIA: Email

PROJECT: Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126

Subject: Building 2 Dry Rot at Eaves and Facia

Question:

Suggestion:

Architects' Response:

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:

Gladys Ramirez (Sequoia Union Elementary School District)
Jerry Line (Sequoia Union Elementary School District)
Jerry Riggins (Oral E. Micham Inc.)
Kelly Wright (Oral E. Micham Inc.)
Luke Smith (School Construction & Operation)
Mari Mariscal (Oral E. Micham Inc.)
Mark Condie (Mark Condie Inspections)
Matt Maggard (Oral E. Micham Inc.)
Scott Pickle (Sequoia Union Elementary School District)
Shawn Murphy (Oral E. Micham Inc.)
Steve Tindle (Oral E. Micham Inc.)

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	63
Owner:	Sequoia Union Elementary School	Date	05/19/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Wall Insulation North & South Walls

Specification Reference:

Drawing Reference

A5

Roof Demo

After the removal of the existing gutter Building 2's diagonal roof sheathing it was determined that both the North and South eaves needed repair the continuous length due to Dry Rot. The width to the nearest row of roof blocking is 39". Contractor proposes to utilize ¾" plywood the length of the eave (156') by 39" wide at both the North and South eaves to make the repairs. There is also a substantial amount of Fascia Board that needs replacement due to Dry Rot.

Question:

Repairs of Diagonal Roof Sheathing (Approx. 1,100 sq. ft.) and Fascia Board will proceed as specified in 07 0150 Preparation for Reroofing, Part 3 Execution, 3.5 Preparation, Item B, upon your acknowledgement repairs are required.

Attachments:

1. RFI #63 – Plan Mark Up
2. (3) Photos – (2) Eaves & (1) Fascia Board

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>	NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT TIME MAY BE REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

Dryrot damaged sheathing shall be replaced back to the nearest blocking.
Dryrot damaged fascia shall also be replaced. Provide a price for approval or proceed on a T&M basis if so directed by the District.
Scott Parish, 5.21.25

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

ATTACHMENTS:

Architect: _____ Date: _____

Copies: Owner Inspector















SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.5 Bul#24/RFI 54/55 - Building Insulation

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



June 2, 2025

Mangini Architects INC.
4320 West Mineral King Ave.
Visalia, CA 93291

RE: Sequoia Union Modernization
COR #27R

Dear Scott,

The following revised cost is per RFI#54 and 55. Please see the attached revised cost to add insulation from ceiling to roof deck at exterior wall per RFI#54 and to add sound insulation in steel framed truss's per RFI#55.

Coast Bldg. RFI#54		\$	2,920.00
Coast Bldg. RFI#55		\$	2,322.00
Subtotal		\$	5,242.00
O&P	5.00%	\$	262.10
Subtotal		\$	5,504.10
B. Risk, Liability, & Bond	2.00%	\$	110.08
Subtotal		\$	5,614.18

Total COR #27R \$ **5,615.00**

Total Requested Days **3**

Please contact our office if you have any questions.

Sincerely,

Jerry Riggins
President
Oral E. Micham, Inc.

Please note: OEM is asking for (3) days to be added to the contract to complete this scope of work. Daily rate for supervision and general requirements is \$864.57 per day. Total cost for (3) added days is \$2,594.01. The cost for days added will be submitted in a formal change order request at the end of the job should the job go beyond the scheduled completion date.

CHANGE ORDER REQUEST**COR 27R****TO:** Sequoia Union Elementary School District
Scott Pickle
23958 Avenue 234
Lemon Cove, CA 93244**DATE:** 6/3/2025
COR NO: 27R
CF NO:
PROJECT NO: 2044
VIA: Email**PROJECT:** Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126**Description:** Sequoia Union Mod - RFI #54&55 - Add Insulation**Attachments:**

1 Sequoia Union MOD - COR#27R - RFI#54 & 55 - Add Insulation.pdf

Attached is COR #27R in the amount of \$5,615.00 for adding insulation in the exterior walls above the ceiling line, and above the ceiling line between the classrooms.

This cost appears reasonable for the work involved and we recommend you accept it.
Please review the attached Change Order Request and advise if it is acceptable.

Should you have any questions, please call.

Sincerely,

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:Luke Smith (School Construction & Operation)
Jerry Line (Sequoia Union Elementary School District)

- SACRAMENTO
- Fresno

COAST BUILDING PRODUCTS

A TopBuild Company

731 North Market Blvd., Sacramento CA 95874

P (916) 440-8761 - F (916) 448-2931 - CA #202026C2

CHANGE ORDER REQUEST

Date: 5/28/2025
Contractor Name: Oral E. Micham Inc
Address: _____
City/State/Zip: _____
Phone Number: _____
Fax Number: _____
Attention: Shawn Murphy

Project Name: Sequoia Union ES
Project Address: _____
City/State/Zip: _____
COR #: 3 RFI #54

DESCRIPTION Install unfaced R19 fiberglass batts at North and South Wall of building 2 from ceiling line up

Breakout

Materials	Quantity	UOM	Unit Cost			Material
R19 FIBERGLASS	1963	SQFT	\$ 0.88			\$ 1,727.44
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Subtotal						\$ 1,727

[illegible]

ACCEPTED BY:

DATE:

TITLE:

Cost:	\$ 2,539
--------------	----------

OH&P 15%	\$ 381
----------	--------

Total:	\$ 2,920
---------------	-----------------

- SACRAMENTO
- Fresno

COAST BUILDING PRODUCTS

A TopBuild Company

731 North Market Blvd., Sacramento CA 95874

P (916) 440-8761 - F (916) 448-2931 - CA #202026C2

CHANGE ORDER REQUEST

Date: 5/28/2025
Contractor Name: Oral E. Micham Inc
Address: _____
City/State/Zip: _____
Phone Number: _____
Fax Number: _____
Attention: Shawn Murphy

Project Name: Sequoia Union es
Project Address: _____
City/State/Zip: _____
COR #: 4 RFI #55

DESCRIPTION Install R19 at interior walls per RFI #55

Breakout

Materials	Quantity	UOM	Unit Cost			Material
R19 Fiberglass batts	400	SQFT	\$ 0.88			\$ 352.00
WIRE	3	ROLL	\$ 15.00			\$ 45.00
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
Subtotal						\$ 397

[illegible]

ACCEPTED BY:

DATE:

TITLE: _____

Cost:	\$ 2,020
--------------	----------

OH&P 15%	\$ 303
----------	--------

Total:	\$ 2,322
---------------	-----------------

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	54
Owner:	Sequoia Union Elementary School	Date	05/08/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Wall Insulation North & South Walls

Specification Reference:

Drawing Reference

A8

There is no existing wall insulation in the North or South Walls above the ceiling height.

Question:

Is it the School District's desire to install Wall Insulation from the Ceiling Height to the Roof Line in the North & South Walls?

Attachments:

1. A8 – Plan Mark Up
2. (2) Photos

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED

CHANGE IN CONTRACT TIME MAY BE REQUIRED

CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

Yes, provide insulation from ceiling to roof in the exterior walls.

Scott Parish, 5.9.25

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED

PROPOSAL REQUEST WILL BE ISSUED

ATTACHMENTS:

Architect: _____ Date: _____

Copies: Owner Inspector

BUILDING 2
FLOOR PLAN
SCALE 1/8" = 1'-0"



No Existing Insulation in
North Wall Above Ceiling
In All Classrooms



No Existing Insulation in
South Wall Above Ceiling
In All Classrooms

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	55
Owner:	Sequoia Union Elementary School	Date	05/08/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Wall Insulation North & South Walls

Specification Reference:

Drawing Reference

A8

Per Plan Sheet A1 Floor Plan, Key Notes 15; says "SOUND ATTENUATION BATT INSULATION IN WALL (FULL HEIGHT)". The existing wall is only framed up to the bottom of the truss bottom cord. The bottom cord of the truss is 8'-8" on the South side and 13'-4" on the North side. There is no insulation called out in the Open Web of the trusses. It was required to remove the finishes on both sides of this wall to replace the cut studs in each partition. Existing Partition Walls are insulated between the stud's full height of the framed wall.

Question:

1. Does the architect want 5/8" Drywall on One side of the four Partition Walls between the Classrooms (06-10) to the bottom of the steel trusses?

Attachments:

1. RFI #55 Plan Mark Up 1
2. RFI #55 Plan Mark Up 2
3. RFI #55 Photo 1

RFI #55 Photo 2

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED

CHANGE IN CONTRACT TIME MAY BE REQUIRED

CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

Submit price to add sound insulation in the existing steel framed truss hung by means of stick-pins per COR #9/RFI #40, or perform work on T&M basis if so directed by the District.

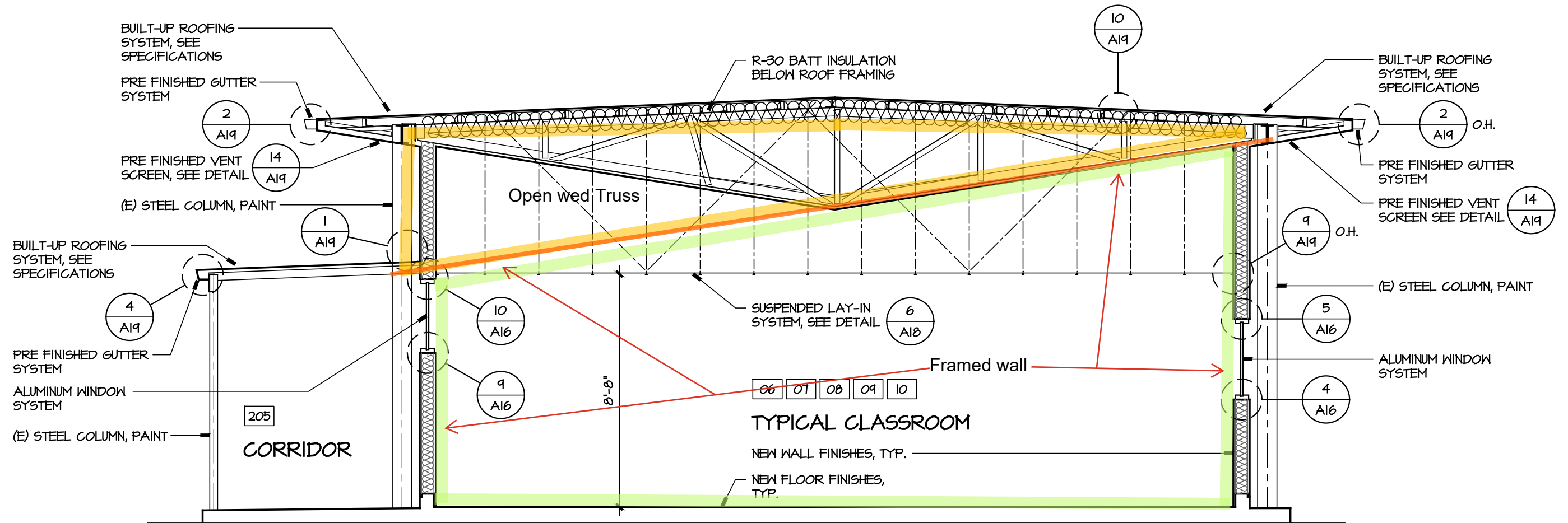
Scott Parish, 5.20.25

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

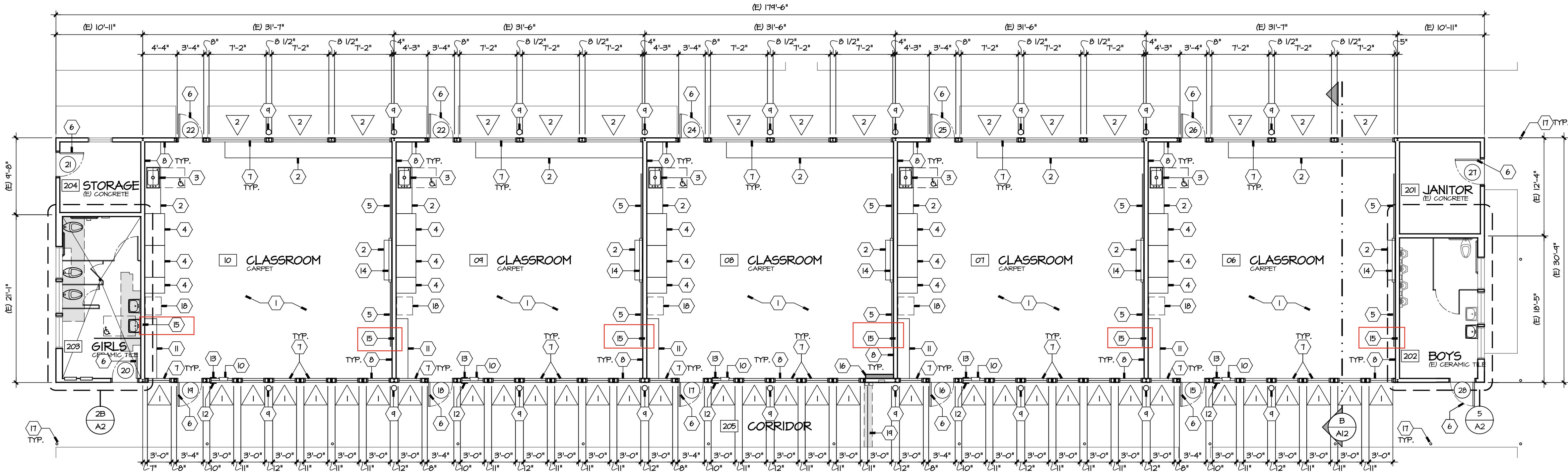
ATTACHMENTS:

Architect: _____ Date: _____

Copies: Owner Inspector



BUILDING 2 **B** BUILDING SECTION SCALE 1/4" = 1'-0"



FLOOR PLAN KEY NOTES, THIS SHEET ONLY:

- 1 FLOORING SYSTEM & BASE, SEE FINISH SCHEDULE.
- 2 PLASTIC LAMINATE CABINET, SEE INTERIOR ELEVATIONS.
- 3 BASE CABINET, COUNTERTOP, & ACCESSIBLE SINK W/ BUBBLER, SEE 2 A17
- 4 FULL HEIGHT CABINET, SEE INTERIOR ELEVATIONS.
- 5 MARKER BOARD, SEE INTERIOR ELEVATIONS.
- 6 HOLLOW METAL DOOR W/ ACCESSIBLE HARDWARE IN (E) FRAME PER DOOR SCHEDULE.
- 7 ALUMINUM WINDOW SYSTEM IN (E) OPENING, SEE INTERIOR & EXTERIOR ELEVATIONS.
- 8 5/8" TYPE "X" GYP. BD. (VINYL COVERED TACKBOARD or GYP. BOARD WHERE OCCURS, SEE INTERIOR ELEVATIONS).
- 9 STRUCTURAL STEEL COLUMN, PAINT, SEE EXTERIOR ELEVATIONS.
- 10 RECESSED FIRE EXTINGUISHER & CABINET, SEE INTERIOR ELEVATIONS.
- 11 CUBBY STORAGE, SEE INTERIOR ELEVATIONS.
- 12 ROOM SIGN, SEE DOOR SCHEDULE & DETAIL 21 A15
- 13 TYPE "B4" EXIT SIGN, SEE DOOR SCHEDULE & DETAIL 21 A15
- 14 BLOCKING & POWER/DATA FOR FUTURE TV MONITOR, COORDINATE W/ ELECTRICAL DRAWINGS.
- 15 SOUND ATTENUATION BATT INSULATION IN WALL (FULL HEIGHT).
- 16 2x6 FURRED WALL, SEE DETAILS 11 A19 & 12 A19
- 17 PAINT (E) PIPE COLUMN, SEE EXTERIOR ELEVATIONS
- 18 (E) CHARGING CART N.I.C..
- 19 (N) CONCRETE PATCH (SHOWN SHADED), TO FLUSH & MATCH (E), COORDINATE UNDERGROUND ELECTRICAL W/ ELECTRICAL DRAWINGS. & DETAILS 7 A19 & 8 A19

GENERAL FLOOR PLAN NOTES:

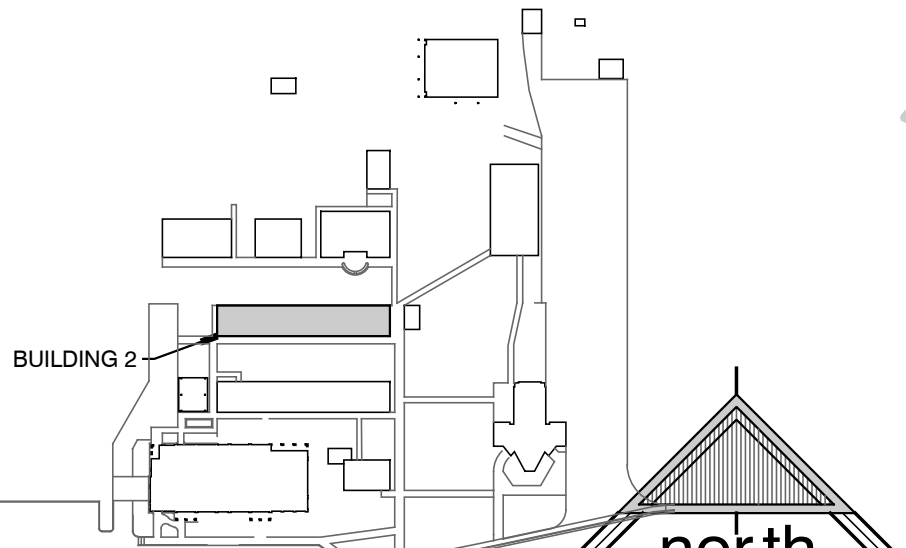
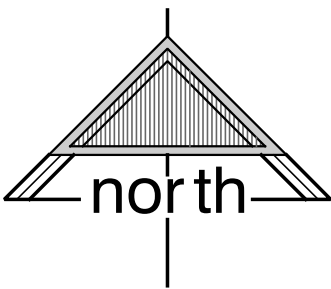
- 1. FINISH ALL GYPSUM BOARD EDGES PER DETAIL 15 A18
- 2. REFER TO INTERIOR ELEVATIONS FOR TYP. ACCESSIBLE MOUNTING HEIGHTS AND REQUIREMENTS.
- 3. REFER TO INTERIOR ELEVATIONS AND DOOR SCHEDULE FOR ALL ROOM AND BUILDING SIGNAGES.
- 4. # = MATERIAL DEFINITION, SEE FINISH SCHEDULE.
- 5. REFER TO FINISH SCHEDULE AND INTERIOR ELEVATIONS FOR ALL ROOM FINISHES.
- 6. FOR WALL PENETRATIONS OF PIPE OR CONDUIT, REFER TO DETAIL 19 A18

FLOOR PLAN LEGEND:

- (E) WOOD FRAMED WALL TO REMAIN, PROTECT.
- 2x6 WOOD STUD @ 16" O.C.
- INDICATES 30"x48" CLEAR FLOOR SPACE.

BUILDING 2 FLOOR PLAN

SCALE 1/8" = 1'-0"







SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.6 Bul#3 - Replace domestic water shut off valve

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



May 21, 2025

Mangini Architects INC.
4320 West Mineral King Ave.
Visalia, CA 93291

RE: Sequoia Union Modernization
COR #23

Dear Scott,


The following cost is per Bulletin 3. please see the attached cost to install 3" gate valve in the existing 3" water main north side of building 2.

JT2		\$	2,539.00
Subtotal		\$	2,539.00
O&P	5.00%	\$	126.95
Subtotal		\$	2,665.95
B. Risk, Liability, & Bond	2.00%	\$	53.32
Subtotal		\$	2,719.27

Total COR #23	\$	2,720.00
Total Requested Days	1	

Please contact our office if you have any questions

Sincerely,


Jerry Riggins
President
Oral E. Micham, Inc.

Please note: OEM is asking for (1) days to be added to the contract to complete this scope of work. Daily rate for supervision and general requirements is \$864.57 per day. Total cost for (1) added days is \$864.67. The cost for days added will be submitted in a formal change order request at the end of the job should the job go beyond the scheduled completion date.

TODD COMPANIES
P O BOX 6820
VISALIA, CA 93290
PH (559) 651-5820
FAX (559) 651-5830
E-MAIL jt2@jt2inc.com

DATE: 5/8/2025 *Revised 5/20/25*
CONTRACTOR: Oral E Micham
JOB: 24084 Modernization at Sequoia Union ES
DESCRIPTION: Remove & Replace 3" gate valve Bulletin #3

CHANGE ORDER PROPOSAL

Contract Time Extension:

24084- P004R

pg 1 of 2

Material Costs

DIRECT MATERIAL COST	\$	1,422.91	
SUBTOTAL MATERIAL			\$ 1,422.91

Labor Costs

PLUMBER	5 HRS @	\$ 96.01	HR.	\$	480.05	
LABOR BURDEN	40% OF E-G			\$	192.02	
SUBTOTAL				\$	672.07	
TRAVEL TIME	TRIPS	\$ 60.00	TRIP	\$	-	
TRAVEL TIME	HRS @	\$ 65.00	HR.	\$	-	
SUBTOTAL LABOR						\$ 672.07

Equipment/Other Costs

EQUIPMENT-Tool Support Truck	2.5 HRS @	\$ 45.00	HR.	\$	112.50	
SUBTOTAL OTHER DIRECT COST						\$ 112.50

SUBTOTAL PRIME COSTS				\$	2,207.48	
OVERHEAD/ PROFIT	15%			\$	331.12	
SUBTOTAL						\$ 2,538.60

TOTAL COST						<u>\$ 2,539</u>
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ESTIMATOR: DT/pa

PRICING IS VALID ON THIS CHANGE ORDER FOR 14 CALENDAR DAYS. AFTER 14 DAYS AND PRIOR TO FINALIZING THE CHANGE ORDER, CONTACT TODD TO CONFIRM THE PRICE REMAINS VALID. THIS IS DUE TO THE CURRENT HIGH VOLATILITY IN MATERIAL PRICING.

TODD COMPANIES**P O BOX 6820****VISALIA, CA 93290****PH (559) 651-5820****FAX (559) 651-5830****E-MAIL jt2@jt2inc.com****DATE:****5/8/2025****CONTRACTOR:****Oral E Micham****JOB: 24084****Modernization at Sequoia Union ES****DESCRIPTION:****Remove & Replace 3" gate valve Bulletin
#3****CHANGE ORDER PROPOSAL****Contract Time Extension:****24084- P004R**

pg 2 of 2

Break down of materials:

	UOM	Quantity	Rate	Total
3" GATE VALVE	EA	1	607.50	\$ 607.50
3" QUANTUM COUPLING	EA	2	189.00	\$ 378.00
3 GALVE NIPPLE X 6"	EA	2	25.65	\$ 51.30
3" FL X IPS BLIND FL	EA	2	93.15	\$ 186.30
3" RING GASKETS	EA	2	6.75	\$ 13.50
3" BOLT KITS	EA	2	6.08	\$ 12.16
G5 BOX	EA	1	81.00	\$ 81.00
G5 LID	EA	1	81.00	\$ 81.00
10 MIL TAPE	RL	1	12.15	\$ 12.15

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

\$ -

Total

\$ 1,422.91

Break down of total hours:

	Men	Hrs	Total
PLUMBER- Cut in valve & back fill	2	2.5	5

Total Hours:

5

BULLETIN

NO. 3

TO: Oral E. Micham, Inc.
P.O. Box 745
Woodlake, CA 93286

DATE: September 20, 2024
BULLETIN NO.: Three
PROJECT NO.: 2044
DSA FILE NO.: 54-84
DSA APPL. NO.: 02-119126

PROJECT: Modernization at Sequoia Union Elementary School
Sequoia Union Elementary School District

- ☐ **Supplemental Instructions:** The Work shall be carried out in accordance with the following supplementary instructions, clarifications, or interpretations issued in accordance with the Contract Documents without change in Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgment that there will be no change in Contract Sum or Contract Time.
- ☒ **Proposal Request:** Submit an itemized proposal for changes in Contract Sum and/or Time for to the proposed modifications to the Contract Documents described herein. **This is not a Change Order, a Construction Change Directive, or a direction to proceed with the changes to the Work described herein.**

BULLETIN DESCRIPTION: Shut-Off-Valves

Item B3.1: Refer to attached letter from Lawrence Engineering Group for changes to the plumbing drawings.

ATTACHMENTS: Lawrence Engineering Group letter, dated September 19, 2024.

END BULLETIN NO. 3

September 19, 2024

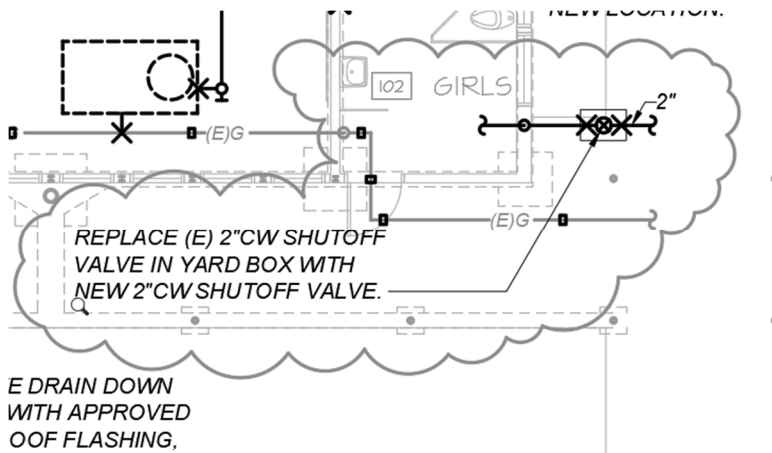
Mr. Manuel Acosta
Mangini Associates
4320 West Mineral King Avenue
Visalia, CA 93291

Subject: Modernization at Sequoia Union Elementary School (2044)
LEG Project No. 21008
Bulletin #3
Replace cold water shutoff valve at Building #1 and Building #2.

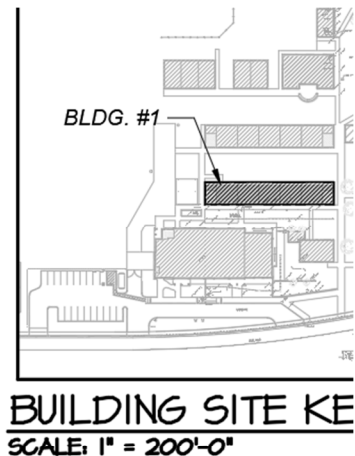
Dear Mr. Acosta:

Please issue the following changes in your published Bulletin #3:

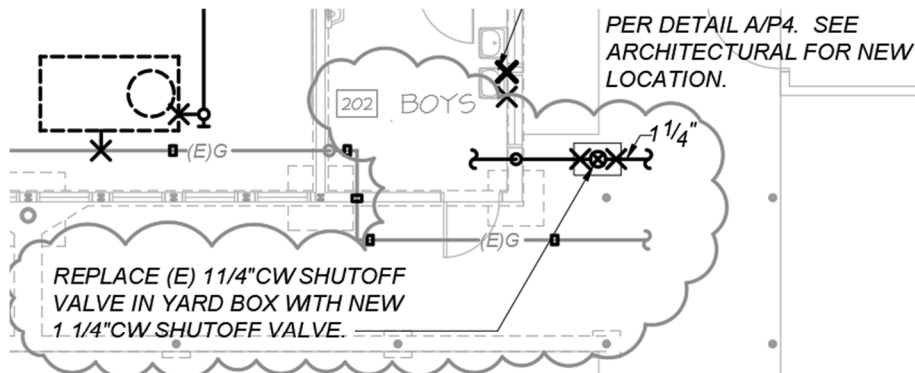
1. **Sheets P1:** Disconnect, remove, and replace (E) 2" domestic cold water shut off valve in yard box at Building #1.



NOTE:
DISCONNECTION, REMOVAL AND/OR LIFTING OF PIPE, NEW CONNECTION OF (E) LP GAS, AND NEW CONDENSATE SHALL BE COORDINATED WITH ROOFING CONTRACTOR.



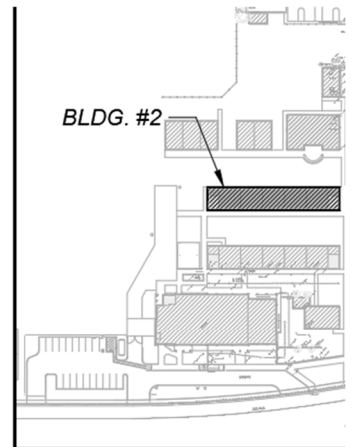
2. **Sheets P2:** Disconnect, remove, and replace (E) 1-1/4" domestic cold water shut off valve in yard box at Building #2



SATE DRAIN DOWN
OF WITH APPROVED
RPROOF FLASHING,

MOVAL AND/OR
V CONNECTION OF
'CONDENSATE
TED WITH ROOFING

PER DETAIL A/P4. SEE
ARCHITECTURAL FOR NEW
LOCATION.



BUILDING SITE K1
SCALE: 1" = 200'-0"



Sincerely,
LAWRENCE ENGINEERING GROUP

Wayne McCracken

Wayne McCracken
Mechanical and Plumbing Designer

P:\2021\21008\2-Correspondence\Letters\Bulletin3.docx

CHANGE ORDER REQUEST**COR 23**

TO: Mangini Associates Inc.
Scott Parish
4320 W. Mineral King Avenue
Visalia, CA 93291

DATE: 5/21/2025
COR NO: 23
CF NO:
PROJECT NO: 2044
VIA: Email

PROJECT: Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126

Description: Bulletin 3 - Install 3 Inch Gate Valve

Attachments:

1 Sequoia Union MOD - COR#23 - Bulletin 3 - Install 3 Inch Gate Valve .pdf

Attached is COR #23 in the amount of \$2,720.00 for replacing the existing inoperable gate valve at Bldg 2.

This cost appears reasonable for the work involve and we recommend you accept it.
Please review the attached Change Order Request and advise if it is acceptable.

Should you have any questions, please call.

Sincerely,

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:

Luke Smith (School Construction & Operation)
Jerry Line (Sequoia Union Elementary School District)



SEQUOIA UNION | **ELEMENTARY SCHOOL**

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.7 Bul#21/RFI 33 - Replace existing door frame at Door 27

Small School, Big Heart

**23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260**

PHONE: 559-564-2106



May 21, 2025

Mangini Architects INC.
4320 West Mineral King Ave.
Visalia, CA 93291

RE: Sequoia Union Modernization
COR #22

Dear Scott,


The following cost is per RFI#33. Please see the attached cost to replace existing door 27 with a new hollow metal door frame.

George Toste		\$	575.00
Metal Manufacturing		\$	625.50
Subtotal		\$	1,200.50
O&P	5.00%	\$	60.03
Subtotal		\$	1,260.53
B. Risk, Liability, & Bond	2.00%	\$	25.21
Subtotal		\$	1,285.74

Total COR #22 Total	\$	1,286.00
Requested Days	1	

Please contact our office if you have any questions

Sincerely,


Jerry Riggins
President
Oral E. Micham, Inc.

Please note: OEM is asking for (1) days to be added to the contract to complete this scope of work. Daily rate for supervision and general requirements is \$864.57 per day. Total cost for (1) added days is \$864.67. The cost for days added will be submitted in a formal change order request at the end of the job should the job go beyond the scheduled completion date.



George Toste Construction

P.O. Box 176, Exeter, California 93221
Phone: (559) 592-9672 Fax: (559) 592-9673
License #560253
PWC Registration #1000007506

Union Affiliate
Workforce Compliance AB 566

Date: May 20, 2025

Attention: Shawn Murphy
Sender: George Toste

Job: Modernization at Sequoia Union Elementary School
Ref: RFI #4

The following bid is for installation labor only. Materials are excluded unless specifically noted.

Scope:

Install (1) 3' x 7' hollow metal dimpled frames
Provide dimpled frame anchors, tack weld, bondo and sand smooth

Material (Anchors)	\$24.00
Labor 4 hours @ \$119.00	<u>\$476.00</u>
	\$500.00
GTC O&P 15%	<u>\$75.00</u>
	Total: \$575.00

If you have any questions regarding this bid please contact George Toste at 559-804-0542.

Sincerely,

George A. Toste
George Toste Construction

Metal Mfg Company

Custom Metal Doors & Frames

(916) 922-3484

FAX No. (916) 922-9022

013802

5-14-25
JERRY

ORAL MICHAM

SHAWN

1EA 3' X 7 X 8 1/4 65 LBS
16GA STD HDWE

300.00
25.50 8.5.
300.00 FT
625.50 TOTAL

3-4 WEEKS

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	33
Owner:	Sequoia Union Elementary School	Date	10/17/2024
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Existing Door 27 Wood Frame

Specification Reference:

Drawing Reference

A8 & A15

Existing Exterior Door 27 (Building 2, Room 201, Janitor) has a Wood Frame (and Door). The Door Schedule (A15) calls out to use the existing frame.

Question:

1. Does the Architect want to use the Wood Frame with New Hollow Metal Door?
2. Or Replace the Wood Frame with a Metal Frame to match other frames on job?

Attachments:

1. (1) Plan Mark Up
2. (3) Photos

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED

CHANGE IN CONTRACT TIME MAY BE REQUIRED

CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Deron Johns, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

Replace the existing frame with a hollow metal frame.

Scott Parish, 10.22.24

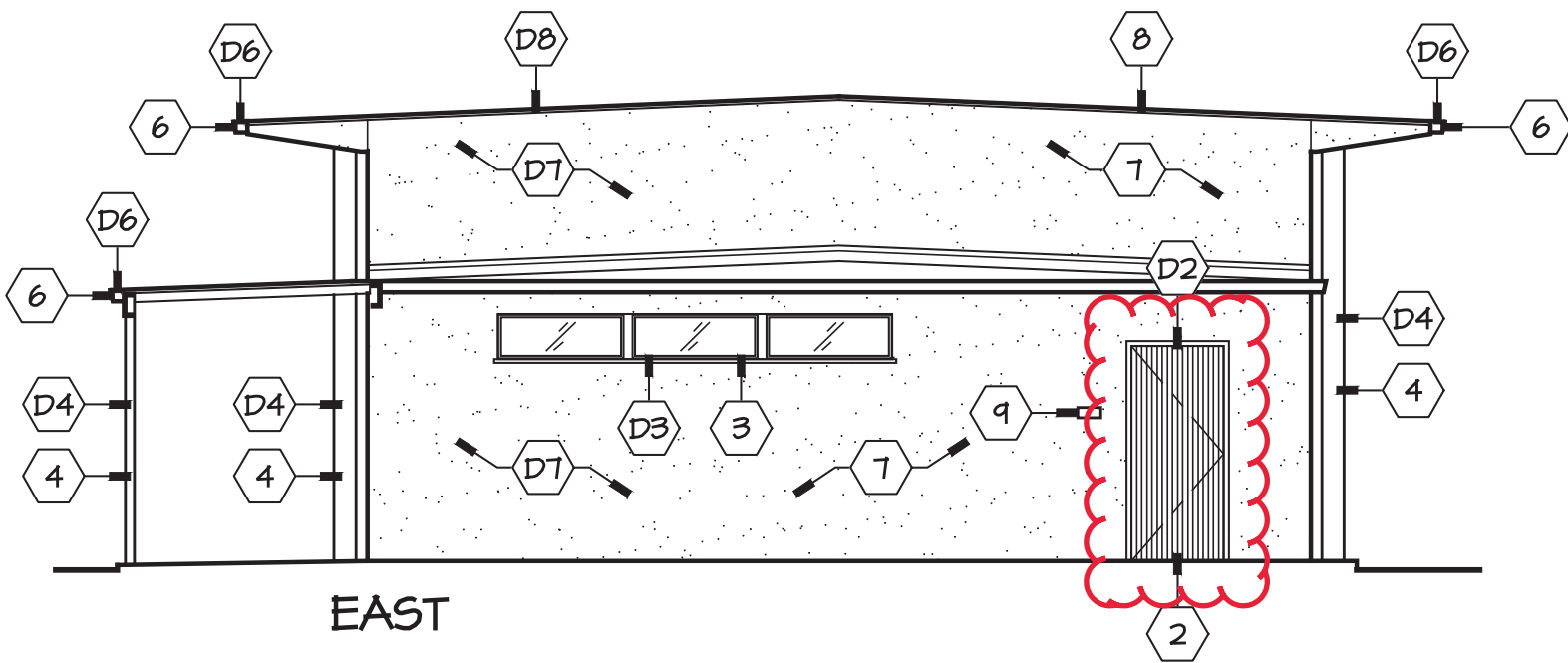
NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

ATTACHMENTS:

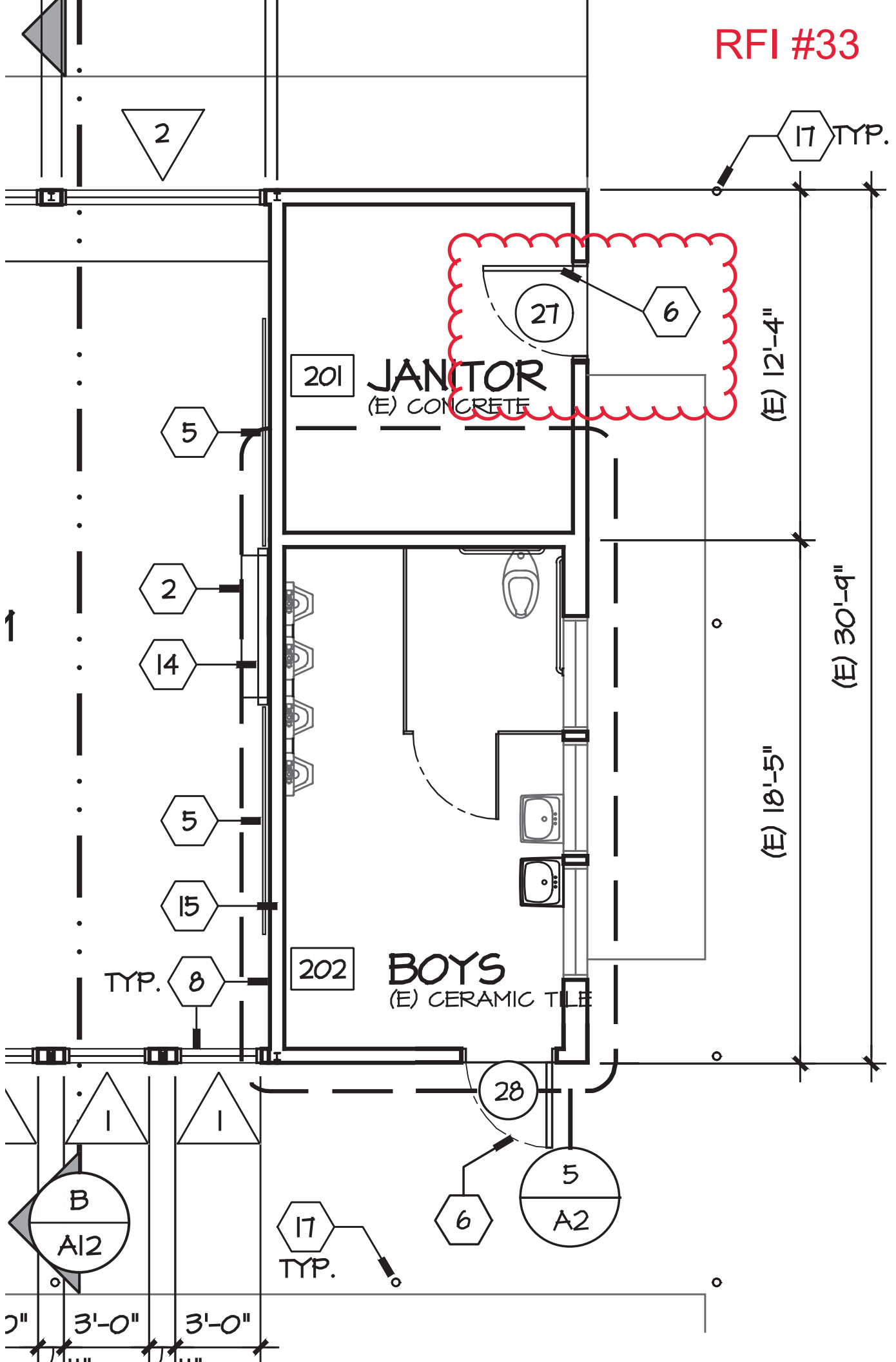
Architect: _____ Date: _____

Copies: Owner Inspector

RFI #33
Plan Sheet A9



RFI #33



DOOR SCHEDULE

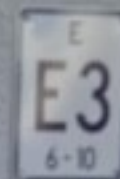
BLD'G. NO.	DOOR NO.	TYPE	DIMENSIONS			HWR GROUP	FINISH	FIRE RATING	FRAME			DETAILS				SIGNAGE		REMARKS: "***" INDICATES VERIFY RM. NAME & NUMBER W/ OWNER PRIOR TO FABRICATION, TYP.
			WIDTH	HGT.	THK.				TYPE	DEPTH	FINISH	HEAD	JAMB	JAMB	SILL	TYPE	TEXT	
BUILDING 1	01	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	02	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	03	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	04	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	05	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	06	A	3'-0"	7'-0"	1 3/4"	02	J	--	3	EXIST.	J	17 Al6	16 Al6	16 Al6	3 Al5	A1 A4	-- BOYS	'A1' MOUNTED ON DOOR; 'A4' AT FULL SIDE, SEE EXT. ELEV. & 21/A15 FOR PLACEMENT
	07	A	3'-0"	7'-0"	1 3/4"	03	J	--	3	EXIST.	J	19 Al6	19 SIM. Al6	19 SIM. Al6	3 Al5	B2	**	
	08	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	09	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	10	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	11	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	12	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	13	A	3'-0"	7'-0"	1 3/4"	04	J	--	3	EXIST.	J	19 Al6	19 SIM. Al6	19 SIM. Al6	3 Al5	B2	**	
	14	A	3'-0"	7'-0"	1 3/4"	05	J	--	3	EXIST.	J	18 Al6	18 SIM. Al6	18 SIM. Al6	3 Al5	A2 A4	-- GIRLS	'A2' MOUNTED ON DOOR; 'A4' AT FULL SIDE, SEE EXT. ELEV. & 21/A15 FOR PLACEMENT
BUILDING 2	15	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	16	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	17	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	18	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	19	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	14 Al6	13 Al6	15 Al6	2 Al5	B1 B4	** EXIT	
	20	A	3'-0"	7'-0"	1 3/4"	02	J	--	3	EXIST.	J	17 Al6	16 Al6	16 Al6	3 Al5	A2 A4	-- GIRLS	'A2' MOUNTED ON DOOR; 'A4' AT FULL SIDE, SEE EXT. ELEV. & 21/A15 FOR PLACEMENT
	21	A	3'-0"	7'-0"	1 3/4"	06	J	--	3	EXIST.	J	19 Al6	19 SIM. Al6	19 SIM. Al6	3 Al5	B2	**	
	22	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	23	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	24	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	25	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	26	A	3'-0"	7'-0"	1 3/4"	01	J	--	3	EXIST.	J	12 Al6	11 Al6	11 Al6	2 Al5	--	--	
	27	A	3'-0"	7'-0"	1 3/4"	06	J	--	3	EXIST.	J	19 Al6	19 SIM. Al6	19 SIM. Al6	3 Al5	B2	**	
	28	A	3'-0"	7'-0"	1 3/4"	05	J	--	3	EXIST.	J	18 Al6	18 SIM. Al6	18 SIM. Al6	3 Al5	A1 A4	-- BOYS	'A1' MOUNTED ON DOOR; 'A4' AT FULL SIDE, SEE EXT. ELEV. & 21/A15 FOR PLACEMENT . PREP (E) FRAME FOR (N) STRIKE.

ID
 DIV.
 APP
 SS
 DAT

Sequoia Union
Modernization

Building 2
Room 201
Janitor

Door 27
Existing Door &
Frame
Wood Door
Wood Frame



Sequoia Union
Modernization

Building 2
Room 201
Janitor

Door 27
Existing Door & Frame
Wood Door
Wood Frame

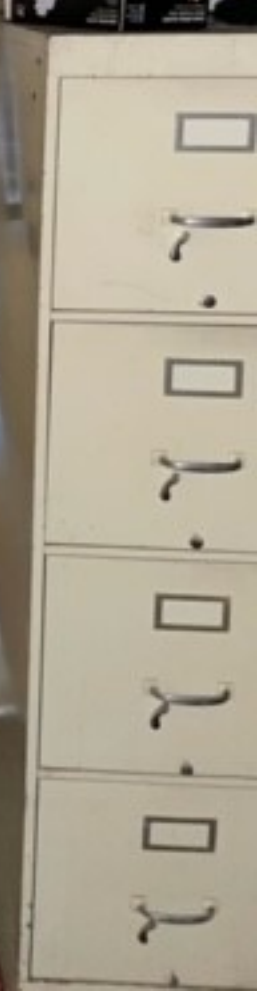






Existing Door 27
Interior View

RFI #33



CHANGE ORDER REQUEST**COR 22****TO:** Sequoia Union Elementary School District
Scott Pickle
23958 Avenue 234
Lemon Cove, CA 93244**DATE:** 5/21/2025
COR NO: 22
CF NO:
PROJECT NO: 2044
VIA: Email**PROJECT:** Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126**Description:** RFI#33 - Replace Existing Door Frame**Attachments:**

1 Sequoia Union MOD - COR#22 - RFI#33 - Replace Existing Door Frame.pdf

Attached is COR #23 in the amount of \$1,286.00 to replace the existing door frame at Door 27. This door frame was indicated to remain on the Drawings but it is deteriorating condition and should be replaced.

This cost appears reasonable for the work involved and we recommend you accept it. Please review the attached Change Order Request and advise if it is acceptable.

Should you have any questions, please call.

Sincerely,

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:Luke Smith (School Construction & Operation)
Jerry Line (Sequoia Union Elementary School District)



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.8 Bul#27/RFI 65 - Provide thermostat control wire and conduit

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



June 3, 2025

Mangini Architects INC.
4320 West Mineral King Ave.
Visalia, CA 93291

RE: Sequoia Union Modernization
COR #29

Dear Scott,


The following cost is per RFI#65. Please see the attached cost to provide and install a new control conduit and wire in walls and add a new seal tite flex from roof stub at Building 2 only.

Kings County Air		\$	1,990.00
Subtotal		\$	1,990.00
O&P	5.00%	\$	99.50
Subtotal		\$	2,089.50
B. Risk, Liability, & Bond	2.00%	\$	41.79
Subtotal		\$	2,131.29

Total COR #29	\$	2,132.00
Total Requested Days	1	

Please contact our office if you have any questions

Sincerely,


Jerry Riggins
President
Oral E. Micham, Inc.

Please note: OEM is asking for (1) days to be added to the contract to complete this scope of work. Daily rate for supervision and general requirements is \$864.57 per day. Total cost for (1) added days is \$864.67. The cost for days added will be submitted in a formal change order request at the end of the job should the job go beyond the scheduled completion date.

KINGS COUNTY AIR, INC.

License No. 828256
14670 Hanford-Armona Rd
Hanford, Ca 93230
E-Mail: kevin@kcairinc.com

Date: June 2, 2025
To: Micham
Attn: Shawn Murphy
Re: Control Wire and Conduit COP

Description of work:

Provide and install new control conduit in walls, and new seal tite flex from roof stub to unit. Provide and install new thermostat wire. Building 2 only

Materials

50' ¾" emt	\$ 50
5 Wall boxes	\$ 25
5 plaster rings	\$ 10
20' ¾" seal tight	\$ 80
Misc Fittings	\$ 100
150' Thermostat wire	\$ 75
Tax	\$ 70

Labor

Rough 1m x 4 hours	\$ 440
Finish 2m x 4 hours	\$ 880

Subtotal	\$1,730
<u>O&P 15%</u>	<u>\$ 260</u>
Total	\$1,990

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	65
Owner:	Sequoia Union Elementary School	Date	06/02/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION

Request For: Thermostat Cable

Specification Reference:

Drawing Reference

M1

The existing Thermostat Cables in each Classroom of Building 2 are too short to install the Thermostat at the required ADA elevation of 48" AFF maximum. These existing Thermostat Cables were not in conduit in the stud wall cavity.

Question:

The contractor proposes to install new cable from ADA Thermostat location to HVAC Units on roof at (5) locations. Thermostat Cable to be installed in Conduit at concealed wall cavities.

Attachments:

1. RFI #65 Plan Mark Up

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>	NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT TIME MAY BE REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

Provide pricing for new cables, which do not need to be in conduit in wall cavities or attic spaces.

Scott Parish, 6.2.25

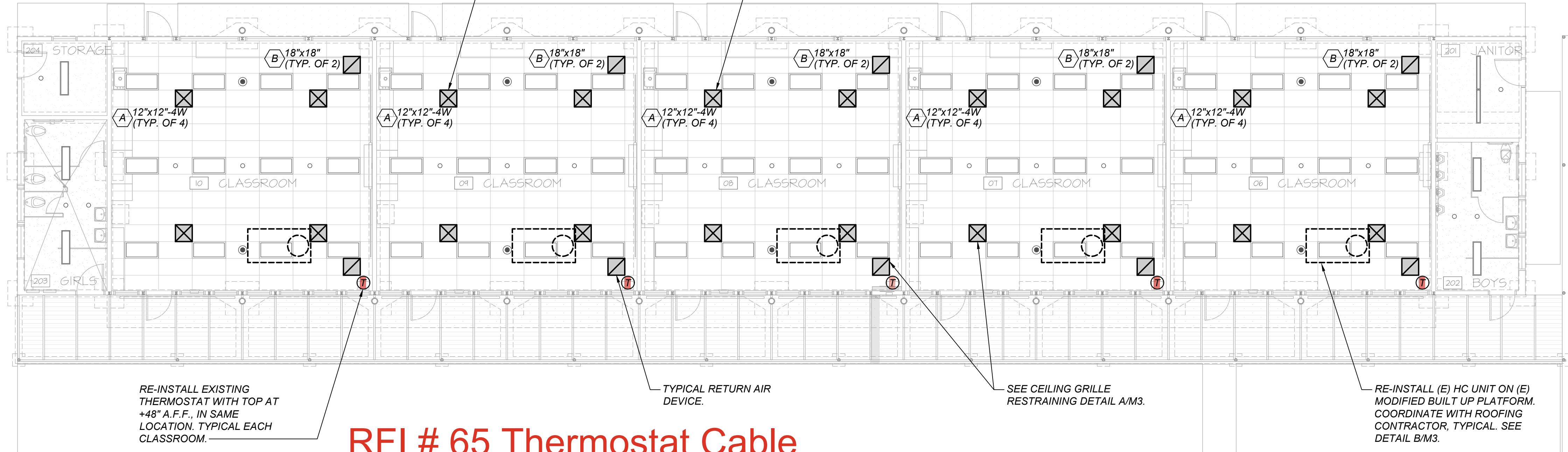
NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
PROPOSAL REQUEST WILL BE ISSUED

ATTACHMENTS:

Architect: _____ Date: _____

Copies: Owner Inspector

CONTRACTOR TO VERIFY NECK SIZES
AND DUCT CONNECTIONS PRIOR TO
ORDERING. NOTIFY ARCHITECT AND
ENGINEER OF DISCREPANCIES, TYP.



RFI # 65 Thermostat Cable

BLDG 2 HVAC PLAN

SCALE: 1/8" = 1'-0"

CHANGE ORDER REQUEST**COR 29****TO:** Sequoia Union Elementary School District
Scott Pickle
23958 Avenue 234
Lemon Cove, CA 93244**DATE:** 6/3/2025
COR NO: 29
CF NO:
PROJECT NO: 2044
VIA: Email**PROJECT:** Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126**Description:** RFI#65 - Provide New Control Conduit**Attachments:**

1 Sequoia Union MOD - COR#29 - RFI#65 Provide New Control Conduit.pdf

Attached is COR #29 in the amount of \$2,132.00 for adding new thermostat control wire and conduit to classroom thermostats in Bldg 2. Existing thermostat wire was too short the new installation.

This cost appears reasonable for the work involved and we recommend you accept it.
Please review the attached Change Order Request and advise if it is acceptable.

Should you have any questions, please call.

Sincerely,

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:Luke Smith (School Construction & Operation)
Jerry Line (Sequoia Union Elementary School District)



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSTRUCTION/MODERNIZATION ITEMS

10.9 Bul#28/RFI 61 - Provide trap primer in girl's restroom

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



June 3, 2025

Mangini Architects INC.
4320 West Mineral King Ave.
Visalia, CA 93291

RE: Sequoia Union Modernization
COR #30

Dear Scott,

The following cost is per RFI#61. Please see the attached cost to add trap primer in girls restroom in building 2.

JT2		\$	502.00
Subtotal		\$	502.00
O&P	5.00%	\$	25.10
Subtotal		\$	527.10
B. Risk, Liability, & Bond	2.00%	\$	10.54
Subtotal		\$	537.64

Total COR #30	\$	538.00
Total Requested Days	1	

Please contact our office if you have any questions

Sincerely,

Jerry Riggins
President
Oral E. Micham, Inc.

Please note: OEM is asking for (1) days to be added to the contract to complete this scope of work. Daily rate for supervision and general requirements is \$864.57 per day. Total cost for (1) added days is \$864.67. The cost for days added will be submitted in a formal change order request at the end of the job should the job go beyond the scheduled completion date.

TODD COMPANIES
P O BOX 6820
VISALIA, CA 93290
PH (559) 651-5820
FAX (559) 651-5830
E-MAIL jt2@jt2inc.com

DATE: 5/22/2025
CONTRACTOR: Oral E Micham
JOB: 24084 Modernization at Sequoia Union ES
DESCRIPTION: Add TP-1 & access panel

CHANGE ORDER PROPOSAL

Contract Time Extension:

24084- P005

pg 1 of 2

Material Costs

DIRECT MATERIAL COST		\$	302.40	
SUBTOTAL MATERIAL			\$	302.40

Labor Costs

PLUMBER	1 HRS @	\$	96.01	HR.	\$	96.01	
LABOR BURDEN	40% OF E-G		\$		\$	38.40	
SUBTOTAL			\$		\$	134.41	
TRAVEL TIME	TRIPS	\$	60.00	TRIP	\$	-	
TRAVEL TIME	HRS @	\$	65.00	HR.	\$	-	
SUBTOTAL LABOR					\$	134.41	

Equipment/Other Costs

EQUIPMENT	DAYS @	\$	-	DAY	\$	-	
SUBTOTAL OTHER DIRECT COST					\$	-	

SUBTOTAL PRIME COSTS		\$	436.81	
OVERHEAD/ PROFIT	15%	\$	65.52	
SUBTOTAL		\$	502.34	
TOTAL COST		\$	502	

ESTIMATOR: DT/pa

PRICING IS VALID ON THIS CHANGE ORDER FOR 14 CALENDAR DAYS. AFTER 14 DAYS AND PRIOR TO FINALIZING THE CHANGE ORDER, CONTACT TODD TO CONFIRM THE PRICE REMAINS VALID. THIS IS DUE TO THE CURRENT HIGH VOLATILITY IN MATERIAL PRICING.

TODD COMPANIES
P O BOX 6820
VISALIA, CA 93290
PH (559) 651-5820
FAX (559) 651-5830
E-MAIL jt2@jt2inc.com

DATE: 5/22/2025
CONTRACTOR: Oral E Micham
JOB: 24084 Modernization at Sequoia Union ES
DESCRIPTION: Add TP-1 & access panel

CHANGE ORDER PROPOSAL

24084- P005

pg 2 of 2

Contract Time Extension:

Break down of materials:	UOM	Quantity	Rate	Total
12X12 SS ACCESS PANEL	EA	1	135.00 \$	135.00
P-1 500 TRAP PRIMER	EA	1	121.50 \$	121.50
1/2 BALL VALVE	EA	1	18.90 \$	18.90
1/2 BRASS UNION	EA	1	13.50 \$	13.50
1/2 BRASS NIPPLE	EA	1	8.10 \$	8.10
1/2 COPPER MA	EA	2	2.70 \$	5.40
			\$	-

Total			\$	302.40

Break down of total hours:	Men	Hrs	Total
PLUMBER- Install TP-1 & Access Panel	1	1	1

Total Hours:			1

REQUEST FOR INFORMATION

Project:	Modernization	RFI #:	61
Owner:	Sequoia Union Elementary School	Date	05/19/2025
Contractor:	Oral E. Micham, Inc.	Date Information Required:	ASAP
Architect:	Mangini Associates	Project #:	477

CLARIFICATION OR INTERPRETATION	Specification Reference:	P3
Request For: Wall Insulation North & South Walls	Drawing Reference	

Per Plumbing sheet P3 Building #2 it does not call for a trap primer in the girl's restroom.
One was installed in building 1 boy's restroom.

Questions

- 1 Do we need to add a trap primer in the girl's restroom?

Attachments:

1. Building 2, Sheet P3-1 Plan Mark Up
2. Photos

CONTRACTOR'S CONTRACT STATUS:

<input type="checkbox"/>	NO CHANGE IN CONTRACT TIME OR SUM REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT TIME MAY BE REQUIRED
<input checked="" type="checkbox"/>	CHANGE IN CONTRACT SUM MAY BE REQUIRED

The undersigned certifies that the Contractor has thoroughly reviewed all Contract Documents and determines that the information requested is not contained in the Contract Documents.

CONTRACTOR NAME: Shawn Murphy, Oral E. Micham, Inc.

ARCHITECT'S RESPONSE:

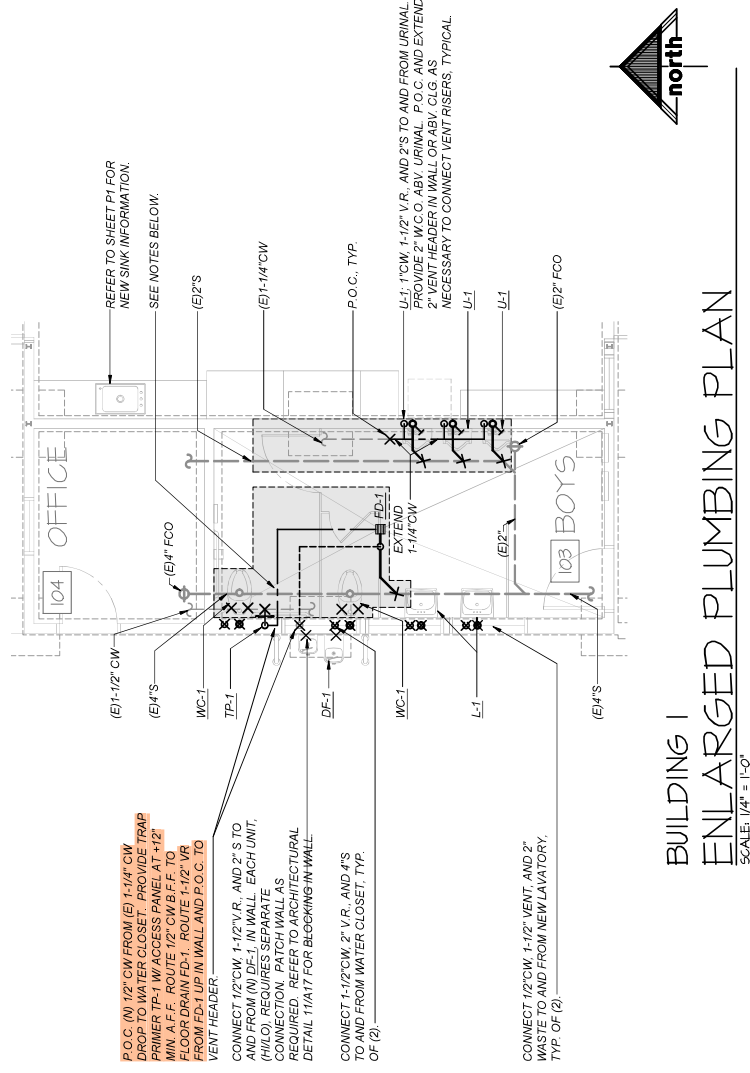
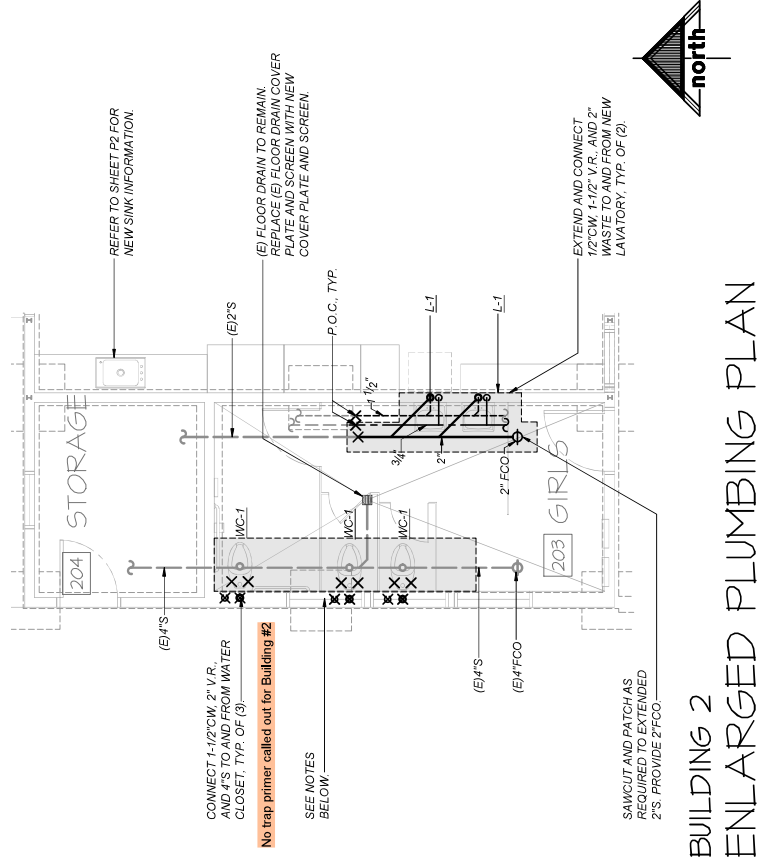
Install equipment tag trap primer TP-1.
Install with access panel at +12" min AFF. Route 1/2" CW BFF to floor drain.

Charlie Merino/LEG May 20, 2025

NO CHANGE IN CONTRACT TIME OR SUM REQUIRED **ATTACHMENTS:**
PROPOSAL REQUEST WILL BE ISSUED

Architect: _____ **Date:** _____

Copies: **Owner** **Inspector**



NOTES: (THIS PLAN ONLY)

1. DO NOT SAWCUT OR DEMO (E) FOOTING. (E) FOOTING IS 2" BEL SLAB, TYPICAL.
2. FOR SAWCUT AND PATCH, REFER TO ARCHITECTURAL DETAILS ON SHEET A19.
3. SAWCUT AND PATCH AREAS SHOWN SHADED.

NOTES: (THIS PLAN ONLY)

1. DO NOT SAWCUT OR DEMO (E) FOOTING. (E) FOOTING IS 2" BEL. SLAB, TYPICAL
2. FOR SAWCUT AND PATCH, REFER TO ARCHITECTURAL DETAIL ON SHEET A19.
3. SAWCUT AND PATCH AREAS SHOWN SHADED.

CHANGE ORDER REQUEST**COR 30**

TO: Sequoia Union Elementary School District
Scott Pickle
23958 Avenue 234
Lemon Cove, CA 93244

DATE: 6/3/2025
COR NO: 30
CF NO:
PROJECT NO: 2044
VIA: Email

PROJECT: Modernization of Sequoia Union Elementary School
Sequoia Union Elementary School District
DSA # 02-119126

Description: RFI#61 - Trap Primer

Attachments:

1 Sequoia Union MOD - COR#30 - RFI#61 - Trap Primer .pdf

Attached is COR #30 in the amount of \$538.00 for adding a trap primer in the girls restroom in Bldg 2.

This cost appears reasonable for the work involved and we recommend you accept it.
Please review the attached Change Order Request and advise if it is acceptable.

Should you have any questions, please call.

Sincerely,

Scott Parish, Retired Principal, Consultant
MANGINI ASSOCIATES INC.

Cc:

Luke Smith (School Construction & Operation)
Jerry Line (Sequoia Union Elementary School District)



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

SUPERINTENDENT

11.1 Superintendent Report

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Sequoia Union Elementary District

SMALL SCHOOL. BIG HEART.

Board Update

June 12, 2024

What a year! Now that the school year has come to a close, it is our time to reflect and plan for 2025-26.

This past week was the biggest of the year, as you are all aware.

On Monday June 2nd, we held the 8th grade dance. The students had a great time on the patio of the Memorial Building.

Then on June 3rd, we held the Kindergarten Promotion Ceremony in the morning and then the 8th grade graduation at 6:00pm. Both ceremonies were well planned and presented to families with professionalism. Kids were awarded several awards and the cafeteria was packed for both events.

On Wednesday the 4th, we had the traditional Water Day for the last day of school. The students had a great time enjoying water slides, water toys, the water truck, and Hot Dogs. It was a great day and an even better send off. Thank you to the Parent club for the support.

Thursday the 5th was the teachers last day. We had a meeting to celebrate wins for the year and forecast the 2025-26 school year.



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

HUMAN RESOURCES

12.1 Hire 6th Grade Teacher David Bivona - Step 3 Salary \$60,764.61

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

HUMAN RESOURCES

12.2 Hire 2nd Grade Teacher Shawna Young - Step 3 Salary \$60,764.61

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | **ELEMENTARY SCHOOL**

H. Scott Pickle, Ed. D.
Superintendent/Principal

HUMAN RESOURCES

12.3 SETA Contract Agreement

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

AGREEMENT
BY AND BETWEEN THE

SEQUOIA ELEMENTARY
TEACHERS
ASSOCIATION/CTA/NEA

AND THE

SEQUOIA UNION ELEMENTARY
SCHOOL DISTRICT

2024-2027

TABLE OF CONTENTS

ARTICLE I: PURPOSE OF AGREEMENT	1
ARTICLE II: RECOGNITION	2
ARTICLE III: DISTRICT RIGHTS	3
ARTICLE IV: NEGOTIATION PROCEDURES	4
ARTICLE V: ASSOCIATION RIGHTS	5
ARTICLE VI: PAYROLL DEDUCTIONS	6
ARTICLE VII: WORK HOURS AND WORK VEAR	7
ARTICLE VIII: GRIEVANCE PROCEDURE	9
ARTICLE IX: CLASS SIZE	12
ARTICLE X: TEACHING CONDITIONS AND SAFETY	13
ARTICLE XI: PROCEDURES FOR EVALUATION	15
ARTICLE XII: TRANSFERS	17
ARTICLE XIII: SALARIES	19
ARTICLE XIV: FRINGE BENEFITS	21
ARTICLE XV: LEAVES	22
ARTICLE XVI: PERSONNEL FILES	34
ARTICLE XVII: PUBLIC COMPLAINTS	35
ARTICLE XVIII: EFFECT OF AGREEMENT	37
ARTICLE XIX: SAVINGS	38
ARTICLE XX: COMPLETION OF MEET AND NEGOTIATION	39
ARTICLE XXI: DISCIPLINARY ACTION	40
ARTICLE XXII: NEW EMPLOYEE ORIENTATION	41
ARTICLE XXIII: SIGNATURE PAGE/DURATION	44
APPENDIX A: SALARY SCHEDULE	45

ARTICLE I: PURPOSE OF AGREEMENT

- 1.1 It is the purpose of this Agreement to promote more effective and efficient educational programs through a binding and bilateral agreement by and between the Governing Board of the Sequoia Union School District (hereinafter referred to as "District") and the Sequoia Elementary Teachers Association/CTA/NEA (hereinafter referred to as "Association" or "SETA"). This Agreement will preserve both the public interest and management responsibility and recognizes the legitimate interest of employees represented by SETA.
- 1.2 This Agreement is entered into pursuant to Chapter 10.7, sections 3540-3549 of the Government Code.
- 1.3 This Agreement shall remain in full force and effect from July 1, 2024 to June 30, 2027.

ARTICLE II: RECOGNITION

- 2.1 The District recognizes the Association as the exclusive representation for all certificated employees of the District except those employees serving as substitutes and any employee designated as Management, Confidential or Supervisory. Any disputes regarding the appropriateness of a unit shall be submitted to the Public Employment Relations Board for resolution.

ARTICLE III: DISTRICT RIGHTS

- 3.1 It is understood and agreed that the District retains all powers and authority to direct and control District operations to the full extent of the law. Included but not limited to those duties and powers are the rights in accordance with applicable laws and District regulations to:
- 3.2 Direct the work of employees, determine the means and services to be provided, establish the educational philosophy and the goals and objectives of the District, school and/or other activity, insure the rights of students, parents, employees, managers, and Board of Education members, determine the number and kinds of personnel required, determine new job descriptions except for salary placement, maintain the efficiency of the District operation, build, move or modify the facilities, develop a budget, develop and implement budget procedures, and determine the methods of raising revenue. In addition, the District retains the right to hire, assign, evaluate, terminate, and discipline employees.
- 3.3 Nothing in this Article shall be construed to limit, amend, decrease, revoke, or otherwise modify the rights and powers vested in the District to adopt, amend, or rescind such policies, rules, and regulations as the Board of Trustees, in its discretion, shall deem necessary, or any other powers vested in the District by the California Education Code, or by other laws regulating, authorizing or empowering the District to act or refrain from acting, except as expressly agreed to in the Master Agreement.

ARTICLE IV: NEGOTIATION PROCEDURES

- 4.1 Once the provisions of Government code 3547 are met concerning public notice, the parties shall meet and negotiate in good faith on negotiable items. Any agreement reached between the parties shall be reduced to writing and signed.
- 4.2 Either party may utilize the services of outside consultants to assist in the negotiations.
- 4.3 The Board and Association may discharge their respective duties by means of authorized officers, individuals, representatives, or committees.
- 4.4 Negotiations shall take place at mutually agreeable times and places within forty-five (45) calendar days from receipt of written request, provided that the Board shall grant only such release time for negotiations as is reasonable.
- 4.5 The Board shall furnish upon written request, the Association with two (2) copies of all required state and county reports in a timely fashion, and copies of all budgetary and other material necessary for the Association to fulfill its role as the exclusive bargaining representative in a timely fashion, so long as nothing shall be required of the Board to make any material available in other than its ordinary form.
- 4.6 The Board shall furnish SETA members with placement of personnel on the certificated salary schedule on or before October 1st of each year or within 30 days of any adjustment and employee placement to the salary schedule.

ARTICLE V: ASSOCIATION RIGHTS

- 5.1 It is understood and agreed to by the parties that the Association shall enjoy the rights provided for in California Government Code Sections 3543.1 (a), (b), (c) and (d), subject to appropriate and reasonable rules of the District.
- 5.2 Upon appropriate written authorization from the employee, the District shall deduct from the salary of any employee and make appropriate remittance for annuities, credit unions, or any other plans jointly approved by the Association and the District.
- 5.3 SETA and its members shall have the right to make reasonable use of school buildings and in accordance with the District's use of facilities policy SETA shall be able to transact official Association business on school property during all non-instructional times and shall notify the Superintendent/Principal of intended use.
- 5.4 The SETA president or designee will be provided with the complete Board agenda and adopted minutes of the previous meeting prior to the Board meetings.
- 5.5 No reprisals shall be levied against any member of the SETA because of lawful SETA activity outside the regular workday.
- 5.6 SETA has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the public school employer under the law.
- 5.7 The Association shall be entitled to use up to three (3) days of release time for use by designated Association members for the conduct of Association business.
 - 5.7.1 The dates upon which such days are to be used, and the names of the specific unit members to be released shall be designated by the SETA President.
 - 5.7.2 Said dates and names shall be provided in writing to the Superintendent at least five (5) work days before the actual days of utilization.

ARTICLE VI: PAYROLL DEDUCTIONS

6.1 Professional Dues

Any unit member who is a member of Sequoia Unified Teachers Association/CTA/NEA, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

6.2 Information to District

The Association agrees to furnish any information needed by the District to fulfill the provisions of all the sections of this Article.

ARTICLE VII: WORK HOURS AND WORK YEAR

- 7.1 Full time members shall be on campus thirty (30) minutes before and thirty (30) minutes after the instructional day, normally not to exceed seven and three-quarter (7 3/4) hours per day.
- 7.2 The number of scheduled workdays for all unit members shall be one hundred eighty five (185) days.
- 7.3 Workdays for the school year shall be as set forth in the school calendar. The school calendar shall be subject to consultation between the District and SETA.
- 7.4 Unit members are entitled to a duty free lunch period of at least thirty (30) minutes.
- 7.5 Unit members shall be allowed an earlier departure time on the last workday before the Thanksgiving Holiday, the Winter Break Holiday and Spring Recess.
- 7.6 Extra duties (bus/yard/crosswalk) before, during, and after school shall be assigned as equitably as possible.
- 7.7 Professional responsibilities beyond the duty day which will not be compensated include the following:
 - 7.7.1 Back to School night
 - 7.7.2 Open House
 - 7.7.3 Parent Conferences
 - 7.7.4 Graduation
 - 7.7.5 Grade Level Field Trips
 - 7.7.6 Carnival
 - 7.7.7 Winter Program
- 7.8 SUSd values the time that is spent by unit members in site staff meetings. Unit members may be required to attend one (1) meeting per week for a time period not to normally exceed one and one-half (1 1/2 hours) past the assigned duty day or 4:45 p.m.
- 7.9 A unit member may be excused from attending a meeting past the end of the duty day due to a previously scheduled appointment, as approved by the site administrator or designee.

7.10 SETA shall be granted time at each staff meeting to address the site faculty regarding issues of concern for SETA membership.

ARTICLE VIII: GRIEVANCE PROCEDURE

- 8.1 A "grievance" is a claim by one or more unit members that there has been a violation, misinterpretation or misapplication of a specific provision of this Agreement.
- 8.2 A "grievant" is the person or persons, including the Association, making the claim.
- 8.3 A "day" is any day in which bargaining unit members are scheduled to work (one of 185).
- 8.4 The "immediate supervisor" is the Principal/Superintendent.
- 8.5 Before filing a formal grievance, the grievant must attempt to resolve it by an informal conference with the Principal/Superintendent.
- 8.6 Level I - Principal/Superintendent
- Within twenty (20) days after the occurrence of the act or omission giving rise to the grievance, the grievant must present such grievance in writing on the appropriate form to the Principal/Superintendent. This statement must be a clear, concise statement of the grievance, the circumstances involved, the decision rendered at the informal conference and the specific remedy sought. The Principal/Superintendent shall communicate a decision to the grievant in writing within twenty (20) days after receiving the grievance. If no response is provided in the time frame allotted, the grievant may appeal to the next level. Within the above time limits, either party may request a personal conference with the other party.
- 8.7 Level II - Mediation
- In the event the grievant is not satisfied with the decision at Level I, he/she may appeal the matter to Mediation by submitting such appeal to the Superintendent or his/her designee and the Association, using the appropriate form.
- 8.7.1 Such appeal may be filed at any time within ten (10) days after the grievant has received the Level I decision.
- 8.7.2 The parties shall contact the California State Mediation and Conciliation Service to obtain the services of a mediator who shall work with the parties in an effort to resolve the grievance. The mediation phase of this

procedure shall be completed as soon as practicable. If this step is not successful, no report shall be issued.

8.8 Level III - Arbitration

In the Event that a resolution which is satisfactory to the grievant and/or the Association cannot be achieved at Level II (Mediation), the grievant may request the Association to submit the grievance to arbitration or the Association, on its own motion, may forward the matter to arbitration.

8.8.1 If the Association proceeds to arbitration, it shall notify the District in writing. Within ten (10) days of such notification, representatives of the District and the Association shall attempt to agree upon a mutually acceptable arbitrator and obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator within the specified period, the Association shall request a list of arbitrators with experience in the public school setting from the California State Mediation and Conciliation Service. As soon as practicable the parties shall alternatively strike names until only one name appears. That name shall be the arbitrator. The order of striking shall be determined by lot. The arbitration proceedings shall be conducted under the Voluntary Labor Arbitration Rules of the American Arbitration Association.

8.8.2 The fees and expenses of the arbitrator in the hearing, including the cost of any transcript of the hearing, shall be borne equally by the District and the Association. All other expenses shall be borne by the party incurring them.

8.8.3 The arbitrator shall, as soon as possible, hear evidence and render a decision on the issue or issues submitted. If the parties cannot agree upon a submission issue, the arbitrator shall determine the issues by referring to the written grievance and the answers thereto at each step.

8.8.4 The arbitrator shall have no power to add to, subtract from, or modify the terms of this Agreement.

- 8.8.5 After a hearing, the arbitrator shall submit in writing to all parties his/her findings of fact, reasoning and conclusions on the issues submitted.
- 8.8.6 The decision of the arbitrator shall be final and binding on all parties subject only to judicial review.
- 8.9 The grievant may have the grievance adjusted without intervention by the Association at any level, provided that the proposed adjustment is first submitted in writing to the Association and the Association is given the opportunity to respond.
- 8.10 The bargaining unit member has the right to represent him/herself or to have a representative of his/her choice in the grievance process including the informal level. In no case may the grievant's choice be a representative of any organization other than the exclusive representative. The grievant and one (1) representative shall be granted reasonable released time for the purpose of attending grievance hearings at each level should such release time be necessary.
- 8.11 In the event multiple employees are alleged to be adversely affected in an identical manner by a violation of the specific provision of this Agreement a single employee may carry the grievance in the name(s) of those affected and any finding or decision shall apply equally to all affected.
- 8.12 No reprisals of any kind will be taken against unit members because of the exercise of their rights in following the grievance procedure.

ARTICLE IX: CLASS SIZE

9.1 Class Size Maximums

9.1.1	Grades TK-3	24:1per class
9.1.2	Grades 4-5	29:1 per class
9.1.3	Grades 6-8	30:1 per class
9.1.4	Grades TK-2 Combo classes	20:1per class
9.1.5	Grades 3-5 Combo Classes	22:1 per class
9.1.6	Grades 6-8 Combo Classes	24:1 per class

9.2 Beginning July 1, 2020, Bargaining Unit Member teaching grades TK-3 who have more than 24 students enrolled in the Bargaining Unit Member's homeroom will be remunerated \$20.00 per student, per day, based upon class enrollment, at the end of each month.

9.3 Beginning July 1, 2020, Bargaining Unit Members teaching grades 4-5 who have more than 29 students enrolled in the Bargaining Unit Member's homeroom will be remunerated \$20.00 per student, per day, based upon class enrollment, at the end of each month.

9.4 Beginning July 1, 2020, Bargaining Unit Members teaching grades 6,7, & 8 who have more than 30 students per period in core academic classes (English, Math, Science, History/Social Studies), will be remunerated \$4.00 per student, per day, based upon enrollment, at the end of each month. In the event of block schedules, each block will equal two periods.

9.5 Beginning July 1, 2020, Bargaining Unit Members teaching a combo class in grades TK- 2 who have more than 20 students enrolled in the Bargaining Unit member's class will be remunerated \$20.00 per student, per day, based upon class enrollment, at the end of each month.

9.6 Beginning July 1, 2020, Bargaining Unit Members teaching a combo class in grades 3- 8 who have more than 24 students enrolled in the Bargaining Unit Member's class will be remunerated \$20.00 per student per day in grades 4-5 and \$4.00 per academic class period (English, Math, Science, History/Social Studies) in grades 6, 7, & 8 per period per day based upon enrollment, at the end of each month.

ARTICLE X: TEACHING CONDITIONS AND SAFETY

- 10.1 The District recognizes that appropriate materials are the tools of the teaching profession. The District agrees to consult with teachers on the purchase and use of texts and materials. The District recognizes the teacher's concerns for assistance in the preparation of instructional materials, and will try where feasible to provide it. Teachers shall not be required to work under unsafe conditions, or to perform tasks, which endanger their health, safety, or well-being, and shall be required to report unsafe conditions to the Superintendent/Principal.
- 10.2 To facilitate effective communication, employees need professional development and staff in-service, the administration shall provide for a planning group(s) to develop recommendations for pre-service and in-service training. Meetings shall be called as necessary.
- 10.3 In order to maintain open and honest communication between the administration and teachers, the certificated staff and SETA representatives shall meet with the Board and the Superintendent/Principal at the request of either party.
- 10.4 A teacher may suspend a student from his/her class for the day of the suspension and the day following for good cause. The teacher shall report the suspension to the Superintendent/Principal and send the student to the Superintendent/Principal for appropriate action.
- 10.5 The District shall reimburse teachers for any loss or damage to personal property that occurs during the course of the teacher's performance of his/her duties and responsibilities with the District. It is understood and agreed that these items shall have the prior written approval of the Superintendent to be eligible for District coverage.
- 10.6 Teachers shall be reimbursed by the District for all pre-authorized expenses incurred while at required (in writing) meetings, workshops or classes. This includes registration, mileage, meals and any other expense related to the activity.
- 10.7 The Governing Board recognizes that parents may request to change class placement for their student(s) after school commences. The following criteria must be met before a request from parent(s) for change of placement can be granted.

- A minimum of 15 classroom days of instruction prior to change
- Parents must meet with the teacher to express concern before classroom visitations
- Parents must schedule 2 separate classroom visits with at least 2 school days' notice.
Visits should be between 30 to 60 minutes
- Administrator must be present during the entire visit
- Unscheduled visits are not permitted
- Parents must meet with the teacher after each visitation to the classroom prior to change
- If the conferences with the teacher have not resolved the problem, then a conference with the Superintendent/Principal is required
- Classroom changes must be the result of a serious need, determined by the Superintendent/Principal, school psychologist, classroom teacher, and parent.

10.8 If, in the event of an emergency placement by administration, the receiving teacher will be given information about the student before the placement and access to the student support services.

ARTICLE XI: PROCEDURES FOR EVALUATION

- 11.1 Every probationary certificated unit member shall be evaluated by the administration in writing at least twice each school year and such written evaluation shall be transmitted to the employee not later than thirty {30} calendar days before the end of each school year in which the evaluation takes place. No later than the end of the seventh school week after the start of an assignment of the year in which the evaluation is to take place, the evaluator and the certificated employee shall meet and discuss the evaluation process. Each evaluation shall be based upon at least one pre-arranged observation lasting either thirty-five (35) minutes or one full lesson. At least two (2) observations shall take place prior to any negative comments or judgments being included in the annual summary evaluation, except in instances of unprofessional conduct. Prior to any formal observation, the Principal will conduct a conference with the evaluate for the purpose of reviewing the employee's job description and establishing goals, objectives, and assessment techniques to be utilized during the school year.
- 11.1.1 Any certified employee who receives a negative evaluation shall, upon written request, be entitled to a subsequent observation as prescribed above.
- 11.1.2 Consistent with California Education Code Section 44929.21 and other applicable statutes, the employment of any probationary staff member may be non-renewed without cause.
- 11.2 Every permanent certificated staff member shall be evaluated by the administration on a continuing basis in writing at least once per year. Employees may schedule their evaluations in advance. The written evaluation shall be transmitted to the employee not later than thirty {30} calendar days before the end of the school year in which the evaluation takes place.
- 11.3 It is understood and agreed by the parties that the primary objective of the evaluation process is to improve the quality of instruction. A teacher shall be evaluated by the Superintendent/Principal.

- 11.4 Following each formal evaluation by the Superintendent/Principal, a meeting shall be held between the evaluator and the evaluated. The evaluated shall have the right to initiate a written reaction or response to the evaluation. Such responses shall become an attachment to the evaluation and be placed in the evaluated's personnel file.

ARTICLE XII: TRANSFERS

- 12.1 A Transfer refers to the reassignment of a teacher to another position within the school.
- 12.2 Voluntary reassignment - A teacher may request a voluntary transfer to take effect during the school year or at the beginning of the next school year.
 - 12.2.1 The request for reassignment shall be made within ten (10) days of the announcement of a vacancy.
 - 12.2.2 All requests for voluntary reassignments shall be considered on the basis of the applicant being properly credentialed, and being best qualified for the vacancy.
 - 12.2.3 If a voluntary reassignment request is denied, the teacher shall be provided, upon request, with the specific reasons for the denial.
- 12.3 Involuntary Reassignment - No teacher may be involuntarily reassigned except for good and sufficient cause.
 - 12.3.1 Teachers shall be given notification of any administrative request that they be transferred for the coming school year and every effort will be made to provide such notification by the last day of school.
 - 12.3.2 A meeting between the teacher and the Superintendent/Principal will be held before a new assignment is made, at which time the teacher will be notified as to the reasons for the reassignment.
- 12.4 A unit member who is transferred to a new classroom during the work year shall be provided up to two (2) days of release time for the purpose of preparing and moving materials.
- 12.5 The District shall provide reasonable assistance in moving materials for any voluntary or involuntary re-assignee.
- 12.6 Teachers being involuntarily reassigned at any time shall submit purchase requests up to \$300.00 for materials to be used to meet the educational needs of their students. Teachers shall submit receipts for purchases to the Superintendent/Principal for reimbursement.

- 12.7 Currently employed certificated staff members who have applied and are qualified for a vacant position in the District's teaching staff shall receive first consideration for the position prior to the employment of anyone from outside the District. Exceptions to this provision are authorized when such exceptions are necessary in order to meet the requirements of the District's Affirmative Action Program or when the qualifications of an outside applicant are clearly superior. Unit members not selected for any transfer will be provided reasons for the "non-transfer" if the unit member makes such a request in writing within five (5) days of the transfer being completed.
- 12.8 No position shall be filled until after the closing date for application specified on the notice of vacancy. All vacancies will be posted at the school site for at least seven calendar days before the position is filled. Exceptions to the seven day posting may occur when a vacancy is posted two weeks before instruction starts at the beginning of any school year. In those cases, vacancies will be posted for a minimum of three calendar days.

ARTICLE XIII: SALARIES

13.1 Employees shall be appropriately placed on the salary schedule and in no case shall more than one (1)_step be taken for each year of service. Units will be paid as the employee moves across the columns of the salary schedule.

13.2 The maximum number of years credit provided for experience of the salary schedule for teachers new to the District shall be ten (10) years with placement on Step 11.

13.3 Stipends shall be paid as follows:

13.3.1 Back to School Night \$100.00

13.3.2 Open House \$100.00

13.3.3 Winter Program \$100.00

13.3.4 Drama Program Stipend(s) \$2,000.00

(Drama stipend must be split if assistants are involved. Joint discretion with Business Manager and Drama Lead Teacher)

13.3.5 Sports Coach \$1,000.00 each
(Head Coach/Per Sport Season)

13.3.6 Ag Team Leader \$690.00
(1 Individual)

13.3.7 Christmas Program \$200.00
(1 Individual)

13.3.8 SCICON \$100.00 per day
(1 Individual)

13.3.9 Yearbook \$690.00
(1 Individual)

13.3.10 Student Council Advisor \$800.00

13.3.11 Master's Degree \$920.00 each

13.3.12 Doctorates \$1,000.00 each

13.4 Lead Teacher \$2,500.00 (3 Individuals)

This is to be a 2 year position. The grade level Leader may serve for subsequent terms if voted to do so by the members of the Grade Level Team. This position serves at the bequest of the Administration.

13.4.1 Lead Teacher Responsibilities:

- 13.4.1.1 Serve as the lead Educator for one of three teams (K-2, 3-5, or Jr. Hi.)
- 13.4.1.2 Attend Leadership meetings as scheduled
- 13.4.1.3 Transmit information from the Leadership Meeting to your team
- 13.4.1.4 Support the program as laid out by Administration and the School Board
- 13.4.1.5 Assist and mentor other teachers as needed

13.5 Overnight Field Trips for 6th and 8th grades: The District agrees to pay the cost of the overnight lodging plus \$40.00 for meals per day. For a teacher attending day field trips the hourly rate outlined in Article 13.8 will be applied to time outside their normal contracted day.

13.6 Salary Schedule Adjustments

13.6.1 For 24-25 a 1.5% adjustment to the salary schedule and is retroactive to August 2024.

13.6.2 For 25-26 a 2.5% adjustment to the salary schedule

13.6.3 For 26-27 a minimum of 2% adjustment to the salary schedule. If Statutory COLA is larger than the offered 2% then the Statutory COLA will be offered for 26-27.

13.7 ~~Steps 21 and 23 in Columns BA+ 60 and BA+ 75 will be added to the 2019-2020 Salary Schedule, and will be retroactive to July 1, 2019. (See Appendix A)~~ Salary schedule will add Column 1 BA only. All other columns (BA+30, BA+45, BA+60, BA+75) are reserved for preliminary or clear credential holders only. (See Appendix A)

ARTICLE XIV: FRINGE BENEFITS

- 14.1 The District agrees to increase the current benefit cap from \$1,425.00 to \$1,500.00 per month, ongoing. Benefits provided by SISC including the following:
- 14.1.1 100-A \$20
 - 14.1.2 ESI Prescriptions 200/10-35
 - 14.1.3 Delta Dental Incentive
 - 14.1.4 VPS - C \$10 Co-pay
- 14.2 Employees on Board approved unpaid personal leaves of absence shall have the option to continue the insurance coverage for the duration of the leave with premium payments to be paid by the employee to the District on designated dates defined by the District.
- 14.3 Employees returning from a leave of absence shall assume the same percentage of benefits as they had prior to their leave consistent with past practices of carriers.
- 14.4 ~~SETA agrees to table GAP Insurance discussion until the 2024-2025 school year. The District Agrees to complete cost analysis of GAP insurance and report the findings to SETA by September 1st, 2024.~~ A Post Employment benefit will be offered to staff with **20 consecutive years** service in the District retiring at **60 years** of age or above. The District will cover the cost of the Health Insurance Premium at the same percentage for which the Bargaining Unit Member is eligible at the time of retirement. This benefit will be paid annually until the age of **65** or until qualifying for medicare, whichever comes first. The benefit will be extended for a maximum of 5 years.

ARTICLE XV: LEAVES

15.1 Sick Leave

- 15.1.1 Certificated employees employed five (5) days per week shall be entitled to ten (10) days sick leave each school year commencing on the first day of employment.
- 15.1.2 Differential Pay: Any certificated employee, who is absent from duty on account of illness, accident, or pregnancy for more than his or her sick leave entitlement, shall receive the difference between his or her regular salary and the emergency 40- day substitutes only.
- 15.1.3 Unit members absent for more than three (3) consecutive days or a total of Twenty (20) days in any one school year may be required to submit a physician's statement verifying causes of illness.
- 15.1.4 The District may require a review and examination by a District selected physician for any illness recorded.
- 15.1.5 The personnel records of the District shall allow the attendance of each unit member which shall also include the unused sick leave days accumulated by each member.
- 15.1.6 Sick leave is credited to the employee's account in advance of accrual. The amount of sick leave an employee may use at any time is the total amount credited to his/her account, whether or not it has actually been accrued. In the event an employee leaves the employ of the District after having used more sick leave than the total amount earned at the rate of one (1) day per month, the unearned portion shall be reimbursed by deduction from his/her final warrant or by cash payment to the District.
- 15.1.7 Certificated employees may charge medical appointments against sick leave. However, whenever possible such appointments shall be made when school classes are not in session.
- 15.1.8 In addition, certificated employees may use sick leave for giving care

to members of the immediate family (as defined in Section 15.3).

- 15.1.9 Emergency Absence for more than two (2) hours in classroom supervision shall result in the loss of one-half (1/2) day sick leave. The reasons for such absences must be presented to and approved by the Superintendent/Principal.

15.2 Personal Necessity Leave

- 15.2.1 Teachers shall be entitled to use up to seven (7) days of accumulated and/or credited sick leave during each year in case of personal necessity.

- 15.2.2 Purposes and/or reasons for which Personal Necessity Leave may be used shall include the following:

- 15.2.2.1 Death of a member of the immediate family. Use of Personal Necessity Leave for this purpose shall occur after the full amount of Bereavement Leave time as provided for in Paragraph 15.3 below has been utilized

- 15.2.2.2 Accident involving the teacher's person or property or the person or property of a member of his/her immediate family.

- 15.2.2.3 Observance of an established religious holiday of the employee's particular faith or denomination (one day only),

- 15.2.2.4 An illness or an unusual circumstance involving the employee or a member of the employee's immediate family which, under the circumstances, the employee cannot reasonably be expected to disregard and which requires the attention of the employee during his/her assigned hours of service.

- 15.2.2.5 Such other reasons as the District may approve.

- 15.2.3 In no case shall Personal Necessity Leave be used for:

15.2.3.1 Extension of school holiday or vacation

15.2.3.2 Extension of approved vacation.

15.2.3.3 Personal vacation when not provided under the terms of employment.

15.2.3.4 Convention-related to employees' avocation.

15.2.4 Compensation for Personal Necessity Leave shall be in accordance with the applicable provisions of the sick leave policy of the sick leave provisions of this Agreement.

15.2.5 Requests for Personal Necessity Leave shall be made at least seven (7) days in advance to the Superintendent/Principal who reserves the right to verify such requests by an appropriate means.

15.2.6 Advance permission is not required in the following situations which are specified by statute: "(a) death or serious illness of his/her immediate family, (b) accident involving his/her person or property, or the person or property of his/her immediate family."

15.3 Bereavement Leave

Every certificated employee is entitled to a leave of absence not to exceed three (3) days; or five (5) days if one-way travel exceeds 200 miles is required because of the death of a member of his/her immediate family. No deductions shall be made from the employee's salary nor will this leave be deducted from sick leave. Members of the immediate family as designated in this contract means Mother, Stepmother, Father, Stepfather, Grandparents. Mother-in-law, Father-in-law or Grandchildren of the Employee or of the Spouse or Registered Domestic Partner of the employee and the Spouse or Registered Domestic Partner, Son, Stepson, Son in-law, Daughter, Stepdaughter, Daughter-in-law. Brother, Stepbrother or Sister, Stepsister of the employee or any relative living in the immediate household of the employee.

15.4 Personal Leave

A teacher shall be entitled to two (2) days of paid leave per school year. A teacher

shall notify the Superintendent/Principal at least twenty-four (24) hours in advance of taking such leave. A teacher shall not be required to secure permission for utilizing such leave. Such leave shall not be deducted from sick leave.

15.5 Maternity/Paternity Leave

Teachers may use accumulated illness, accident leave as set forth in this Article for disabilities caused or contributed to by pregnancy, miscarriage, childbirth and recovery, or infant adoption. The length of such leave, including the date on which the leave is to begin and the date on which the duties are to resume, shall be determined by the teacher and the physician.

15.6 Child Care Leave

15.6.1 A leave of absence may be granted to a teacher without pay for the purpose of raising his/her natural or adopted child, (or providing primary care for an immediate family member). Such a leave shall normally be for no more than twelve (12) months duration.

15.6.2 District and the teacher may agree to extend the period of leave beyond twelve (12) months in order that the return date may coincide with the normal school breaks, i.e., the beginning of the semester. The District may grant an extension of the leave for up to an additional twelve (12) months.

15.7 Jury Duty Leave

Members of SETA shall be entitled to leave, without loss of pay, to appear in court as a witness, or to respond to an official order from duly authorized government agencies, or to serve as a juror.

15.7.1 Any compensation received for appearance as a witness or from serving as a juror, (minus any mileage expense) under this section, shall be endorsed over to the District so that the member's compensation for any days of absence for the above purposes shall not be in excess of or no less than his/her regular pay.

15.7.2 Persons requesting leave under this policy shall submit a copy of the

subpoena or summons requiring their appearance.

15.8 Extended Illness Leave

Upon exhaustion of all accumulated illness/injury leave credit, a unit member who continues to be absent under the provisions of this article shall receive, for up to one hundred (100) days, the difference between his/her pay and the amount actually paid a substitute, or, if no substitute has been employed, the amount that would have been paid a substitute.

15.9 Industrial Accident and Illness Leave

15.9.1 A member of the bargaining unit who is absent from duty because of an industrial accident or illness shall be entitled to industrial accident or illness leave under the following conditions and regulations as authorized under Education Code Section 44984.

15.9.2 Allowable leave shall be for sixty (60) days during which the schools of the District are required to be in session or when the employee would otherwise have been performing work for the District in any one fiscal year for the same accident.

15.9.3 Allowable leave shall not be accumulated from year to year.

15.9.4 Such leave shall commence on the first day of absence.

15.9.5 When a certificated employee is absent from his duties resulting from an industrial accident or illness, he shall be paid such portion of the salary due him for any month in which the absence occurs as when added to his temporary disability indemnity (Div. 4 or Div. 4.5 of the Labor Code) will result in a payment to him of not more than his full salary.

15.9.6 An industrial accident or illness leave shall be reduced by one day for each day of authorized absence regardless of a temporary disability indemnity award.

15.9.7 In the event an industrial accident or illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due him for the same illness or injury.

15.9.8 Upon termination of the industrial accident or illness leave, the employee

shall be entitled to benefits provided in Education Code Sections 44977, 44978, 44983 and for the purposes of each of these sections, his absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave.

- 15.9.9 Should an employee continue to be receiving temporary disability indemnity he may elect to take as much of the dollar value of his accumulated sick leave which, when added to his temporary disability indemnity, will result in a payment to him of not more than his full salary.
- 15.9.10 During any paid leave of absence, the employee shall endorse to the District the temporary disability indemnity checks received on account of his industrial accident or illness. The District in turn, shall issue the employee appropriate salary warrants for payment of the employee's salary and shall deduct no mal retirement and other authorized contributions.
- 15.9.11 Any employee receiving benefits as a result of this section shall, during periods of injury or illness, remain within the State of California unless the Board of Trustees so authorizes travel outside the State. (EC 44984)

15.10 Family Care and Medical Leave

15.10.1 Entitlement to leave

An employee shall be entitled to family care and medical leave as set forth in Government Code 12945.2 and the Family and Medical Leave Act of 1993 (FMLA).

15.10.2 Use of Sick Leave

For leave allowed under this Article 15.10. other than for employee illness, an employee shall substitute any of the employee's accrued vacation leave, other ACCRUED time off and any other paid or unpaid time off. If an employee takes leave under Article 15.10. A because of the employee's own serious health condition, the employee shall substitute accrued time off and any other paid or unpaid time off. In no

case, however, shall an employee be required, or otherwise, permitted to use sick leave during a period of leave in connection with the birth, adoption or foster care of a child or to care for a child, parent or spouse with a serious health condition without agreement by the employee.

15.10.3 Payment of Health Premiums

The District may recover the premium paid for maintaining group health plan coverage for the employee for the duration of any leave granted under Article 15.10, if both the following conditions occur:

15.10.3.1 The employee fails to return from the leave after the period of leave to which the employee is entitled has expired; and

15.10.3.2 The employee's failure to return from leave is for a reason other than the continuation, recurrence or onset of a serious health condition that entitles the employee to leave under this Article or other circumstances beyond the control of the employee.

15.10.4 Advance Notice of Leave

If the employee's need for a leave pursuant to this Article is known, the employee shall provide the District with thirty {30} calendar day advance notice, or as many days as possible, of the need for the leave.

15.10.5 Health Care Provider/Certification of Leave

15.10.5.1 Child, Spouse, or Parent Care - An employee's request for leave to care for a child, a spouse, or a parent who has a serious health condition shall be supported by a Certification issued by the health care provider of the individual requiring care. The Certification shall provide the following:

15.10.5.1.1 The date on which the serious health condition commenced;

15.10.5.1.2 Probable duration of the condition;

15.10.5.1.3 Estimate of the amount of time that the health care provider believes the employee needs to care for the individual requiring the care; and

15.10.5.1.4 A statement that the serious health condition warrants the participation of the family member to provide the care during the period of treatment or supervision of the individual requiring care. Under expiration of the time estimated by the health care provider for the employee to care for the individual requiring care, the employee shall obtain re-certification in accordance with the procedures specified above, if additional leave is required.

15.10.5.2 Employee Illness - An employee's request for a leave because of the employee's own serious health condition shall be supported by a Certification issued by his/her health care provider. The Certification shall specify:

15.10.5.2.1 The date on which the serious health condition commenced;

15.10.5.2.2 Probable duration of the condition; and

15.10.5.2.3 A statement that due to the serious health condition the employee is unable to perform functions of his/her position.

15.10.5.3 The employee shall obtain subsequent re-certification regarding the employee's serious health condition, in accordance with the procedures specified immediately

above, if additional leave is required.

15.10.5.4 Second and Third Opinion of Health Care Provider - In any case in which the District has reason to doubt the validity of the certification provided, the District may require, at the District's expense, that the employee obtain the opinion of a second health care provider, designated or approved by the employer, concerning any information certified. If the second opinion differs from the opinion in the original certification, the District may require, at the District's expense, that the employee obtain the opinion of a third health care provider, designated or approved jointly by the employer and the employee. If this is done, the opinion of the third health care provider must be considered to be final and shall be binding on the District and the employee.

15.10.5.5 Employee's Certification to Return to Work - As a condition of an employee's return from leave taken because of the employee's own serious health condition, the District shall require the employee to obtain certification from his/her health care provider that the employee is able to resume work.

15.10.5.6 Amendment of Statutory Law-This Article shall be deemed to be automatically modified to conform to any amendment or modification of Government Code 12945.2, the FMLA, or any other applicable law.

15.11 Catastrophic Leave Program

15.11.1 An employee who is, or whose family is, suffering from a catastrophic illness or injury may request donations of accrued vacation or sick leave credits under the catastrophic- leave program.

- 15.11.2 "Catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's immediate family (mother, father, grandmother, grandfather, husband, wife, child, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, or any other relative of the employee who may be living in the immediate household of the employee) which incapacity requires the employee to take time off from work for an extended period of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off. (Education Code 44043.5)
- 15.11.3 Upon requesting donations under this program, the employee shall provide verification of the catastrophic injury or illness. (Education Code 44043.5) Verification shall be made by means of a letter, dated and signed by the sick or injured person's physician, indicating the incapacitating nature and probable duration of the illness or injury.
- 15.11.4 The Superintendent or designee shall determine:
- 15.11.4.1 That the employee is unable to work due to the employee's or his/her family member's catastrophic illness or injury, and
- 15.11.4.2 That the employee has exhausted all accrued paid leave credits. (Education Code 44043.5)
- 15.11.5 When the above verification and determinations are made, the Superintendent, or designee, may approve the transfer of accrued vacation and sick leave credits. (Education Code 44043.5)
- 15.11.6 The Superintendent or designee shall inform employees of the means by which donations may be made in response to the employee's request.
- 15.11.7 Any employee, upon written notice to the District, may donate accrued

vacation and/or sick leave credits to the requesting employee at a minimum of one day, and in full day increments thereafter. All transfers of eligible leave credit shall be irrevocable. (Education Code 44043.5)

- 15.11.8 To ensure that employees retain sufficient accrued sick leave to meet needs that normally arise, donors shall not reduce their accumulated sick leave to fewer than twenty (20) days.
- 15.11.9 Benefiting employees may use donated leave credits for a maximum of twelve (12) consecutive months. If donated credits have not been consumed by that employee at the end of the twelve (12) month period, the credits will be returned to the donor.
- 15.11.10 Donated sick days shall be used from donating employees on a basis of one day at a time such that one day shall be taken from all donating employees prior to a second day being utilized from a donating employee.
- 15.11.11 If, at the conclusion of the illness, injury, or episode, all days have not been used, the remaining days shall be returned to the donating employees who have, in reverse order, the fewest remaining sick days. In the event that multiple days are donated, the unused days shall be returned to the employees who have made multiple donations in reverse order of their accumulated total sick leave.
- 15.11.12 An employee who received paid leave pursuant to this program shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program. (Education Code 44045.5)

15.12 Military Leave

Military service shall be granted in accordance with state law upon written request to the Governing Board from the unit member involved. If a unit member enters the military service of the United States during a declared emergency, he/she shall be given an indefinite leave of absence. He/she shall retain all rights of

employment, and time spent in the military service shall be considered in computing years of service.

15.12.1 Security of Position

In the event a unit member enters the military service of the United States, the vacant position(s) and any new position(s) created in the class of positions shall be deemed temporary positions.

15.12.1.1 Any persons subsequently appointed to the class will be considered to have less credit for years of service than the unit member who left the position to enter military service.

15.12.1.2 In the event a layoff is necessary, persons appointed to temporary positions will be laid off first.

15.12.2 Termination of Leave

A unit member returning from military service shall be reinstated in his/her former position provided application for reinstatement is made within six (6) months of separation from service, and the unit member is physically and mentally able to perform the duties required of him/her by the position or office.

ARTICLE XVI: PERSONNEL FILES

- 16.1 A personnel file for each certificated employee shall be maintained by the Superintendent/Principal in the Administration Office and remain locked unless being used. A single central file shall be maintained. Subsidiary records shall be maintained for ease and data gathering only. Personnel wishing to review their own records shall review the record in the presence of the Superintendent/Principal or his or her designee, and may make no alterations to the record nor remove any material therefrom.
- 16.2 Prior to the placement of any derogatory document in the personnel file of a teacher, a copy of each document shall be supplied to the teacher shall have the right to attach any written rebuttal or evidence negating the derogatory document.
- 16.3 In the event that the Superintendent/Principal is convinced that false material has been placed in a file, such material shall be sealed in an envelope marked "Do Not Open."

ARTICLE XVII: PUBLIC COMPLAINTS

17.1 No negative and/or unsatisfactory evaluation, assignment, discipline, dismissal, or other adverse action shall be predicated upon complaints, information or material of a derogatory or critical nature which has been received by the District from pupils, parents, District, employees, public agency, and/or the public, unless the following procedures have been followed:

17.1.1 Any serious/formal public complaint about a bargaining unit member shall be reported to the bargaining unit member by the administrator receiving the complaint, within five (5) days of receipt.

17.1.2 Should the involved bargaining unit member believe the allegations in the public complaint warrant a meeting, the immediate supervisor shall attempt to schedule a meeting between the member and the complainant within five (5) days of receipt of complaint by the bargaining unit member. At the request of the bargaining unit member, Association representative(s) may be present at the meeting. If the complainant refuses to attend the meeting, the complaint shall neither be placed in the bargaining unit members' personnel file nor utilized in any evaluation, assignment, or disciplinary or dismissal action against the bargaining unit member.

17.1.3 If the matter is not resolved at the meeting to the satisfaction of the complainant, the complainant may reduce the complaint to writing and submit the original to the bargaining unit member, with a copy to the bargaining unit member's immediate supervisor. The bargaining unit member shall be given time during the duty day, without salary deduction, to review the complaint and prepare responsive comments. If the bargaining unit member believes the complaint is false and/or based on hearsay, a grievance may be initiated to determine the validity of such complaint. If no written complaint is received, the matter shall be dropped.

- 17.2 Complaints which are withdrawn, shown to be false, or are not sustained by the grievance procedure shall neither be placed in the bargaining unit member's personnel file nor utilized in any evaluation, assignment, or disciplinary or dismissal action against the bargaining unit member.
- 17.3 All information or proceedings regarding any complaint shall be kept confidential by the District.

ARTICLE XVIII: EFFECT OF AGREEMENT

It is understood and agreed that the specific provisions contained in this Agreement shall prevail over present and past District practices, procedures and regulations that are inconsistent with its terms, and over state laws to the extent permitted by state law.

ARTICLE XIX: SAVINGS

- 19.1 If any provisions of this Agreement or any application thereof is held by a court of competent jurisdiction to be contrary to law, then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effect.
- 19.2 The parties shall meet no later than forty (40) days after such court decision to renegotiate the provision or provisions affected.

ARTICLE XX: COMPLETION OF MEET AND NEGOTIATION

The Association and District waive and relinquish the right to meet and negotiate during the term *of* this Agreement, and agree that the District and the Association shall not be obligated to meet and negotiate with respect to any subject matter referred to or covered in this Agreement except by the provisions of this Agreement unless both parties mutually agree to meet and negotiate during the term of the Agreement.

ARTICLE XXI: DISCIPLINARY ACTION

The parties agree that provisions of Education Code Section 44932 shall apply to bargaining unit members regarding discipline of permanent and probationary employees.

ARTICLE XXII: NEW EMPLOYEE ORIENTATION

22.1 District Notice to SETA of New Hires

Each time a person is newly employed in a position in the bargaining unit, the District shall inform the new employee of their employment status, rights, benefits, duties, responsibilities, and other related matters.

22.1.1 The following new Bargaining Unit Member information will be sent from the District to the SETA President and the Kings/Tulare UniServ Unit electronically in Excel or another agreed-upon format, within thirty (30) days of the employee's date of hire or by the first pay period of the month of hire:

- Name
- Home Address
- Phone Numbers (Cell, Home, Work)
- Personal Email Address (Not District Email)
- Last four (4) Digits of Social Security Number
- Date of Hire
- Grade Level/Assignment
- Employment Status (Probationary, Intern, PIP, STIP, Temporary, Other)

22.2 New Employee Orientation

22.2.1 SETA will have two (2) hours, during the new certificated employee in service training held prior to the start of the school year, to meet with newly hired employees.

22.2.2 For employees hired during the school year, the District shall provide written notice of the date, time, and location of all Bargaining Unit Member orientations/on-boarding meetings by electronic email to the Chapter President at least five (5) work days in advance of the orientation meeting.

- 22.2.3 New bargaining unit members will be compensated at the hourly rate of pay for the time spent attending the required orientation/on-boarding meeting when the orientation occurs outside of the Contract year and/or Contract day.
- 22.2.4 SETA shall be provided up to one-half (.5) hour of uninterrupted time for the unit member orientation/on-boarding meeting held during the work year.
- 22.2.5 The District administration will excuse themselves during the SETA's orientation time.
- 22.2.6 SETA may invite California Teachers Association (CTA) endorsed vendors and CTA staff to orientation/on-boarding meetings.
- 22.2.7 If the orientation/on-boarding meeting is held during contractual time, SETA shall have District paid release time for one (1) Bargaining Unit Member to attend and participate in the orientation/on-boarding meetings.

22.3 Bargaining Unit Member Information

- 22.3.1 The following information for all Bargaining Unit Members will be sent from the District to the SETA President and the Kings/Tulare UniServ Unit electronically in Excel or another agreed-upon format on the last working day of September, January and May:
- Name
 - Home Address
 - Phone Numbers (Cell, Home, Work)
 - Personal Email Address (Not District Email)
 - Last four (4) Digits of Social Security Number
 - Date of Hire
 - Grade Level/Assignment
 - Employment Status (Permanent, Probationary, Intern, PIP, STIP, Temporary, Other)

- Status Change Reason (Contact Information, Leave of Absence, Retired, Non-Reelect, Resigned, Moved to Administration, Terminated, New Hire, Other}

ARTICLE XXIII: SIGNATURE PAGE/DURATION

~~23.1 This Agreement shall remain in full force and effect beginning July 1, 2023 through June 30, 2024, or until a Successor Agreement is reached.~~

23.1 This Agreement shall remain in full force and effective beginning July 1, 2024 through June 30, 2027, or until a Successor Agreement is reached.

Superintendent

SETA President

APPENDIX A: SALARY SCHEDULE

Summary of Salary Settlement Agreement
With the

Sequoia Union

School District

Section 1: AGREEMENT

Document

Preliminary

Final Approved

(circle one)

Name of Bargaining/Represented Unit Sequoia Elementary Teachers Association/CTA

The proposed agreement covers the period beginning 7/1/2024 and ending 6/30/2027 and

will be acted upon by the Governing Board at its meeting on 6/12/2025

Select the type of employee represented 1. Certificated Salaries

Report Version 2014.1

C:\Users\jane.bettencourt.SEQUOIA\Documents\Salary Settlement\2024-25\

TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS: In compliance with the Public Disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213) as well as the Salary Settlement Notification requirements of SB-1677 when Teachers Salary/Benefit Negotiations are finalized after the final budget is adopted.

PUBLIC DISCLOSURE

The agreement was publicly disclosed on : 6/6/2025
Date

The agreement was [posted at / advertised in] : Location / Newspaper
(Circle one)

Board agenda posted to Sequoiaunion.org
Details of Distribution

GENERAL

Section 2: STATUS OF BARGAINING UNIT AGREEMENTS

If this Public Disclosure is **NOT** applicable to all of the District's bargaining units, indicate the current status.

Certificated

(Select One)

Settled

of Employees Represented

21

Classified

(Select One)

Settled

15

Section 3: PROPOSED CHANGE IN COMPENSATION

Compensation		Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement			
			Current Year Increase/Decrease 2024-25		Year 2 Increase/Decrease 2025-26	
			Year 3 Increase/Decrease 2026-27			
1	Salary Schedule	\$ 1,731,751.00	\$ 25,976.27		\$ 43,943.18	\$ 36,033.41
	% Increase		1.50%	%	2.50%	2.00%
			\$0.00		\$34,635.02	\$35,327.72
	Step and Column		0.00%	%	2.00%	2.00%
2	Other Compensation	\$ 21,680.00	\$0.00		\$0.00	\$0.00
	Stipends, Bonuses, Longevity		0.00%	%	0.00%	0.00%
	Overtime, Differential, etc					
	Description of other compensation					
3	Statutory Benefits STRS, PERS, FICA, WC, UI, Medicare	\$ 385,433.00	\$5,712.19		\$17,279.35	\$15,692.31
			21.99%	%	21.99%	21.99%
4	Health/Welfare Plans	\$ 58,260.00	\$0.00		\$0.00	\$0.00
			0.00%	%	0.00%	0.00%
5	Total Compensation, Add Items 1 thru 4 to equal 5	\$ 2,197,124.00	\$31,688.46		\$95,857.55	\$87,053.44
			1.44%	%	4.36%	3.96%
6	Total Number of Represented Employees (Use FTEs if appropriate)	21.00				
7	Total Compensation Cost for Average Employee	\$104,624.95	\$1,508.97		\$4,564.65	\$4,145.40
			1.44%	%	4.36%	3.96%

Section 4: EXPLANATIONS REGARDING PROPOSAL

Sequoia Union School District

Please include an explanation for all questions.

1 Provide a brief narrative of the proposed agreement, including but not limited to:

Proposed changes in compensation, step and column, COLA, health & welfare, include effective dates.

COLA 2024-25 1.5%, 2025-26 2.5%, 2026-27 2.0%. Hourly rate for non-teaching time is \$35. Drama stipend changed to \$2000 to be split if Assistants involved from \$1000 for Drama Program Lead and \$1000 for Drama Program Assistant. Field Trip compensation paid at hourly rate for hours worked over 7.75 contracted day.

2 Were any additional steps, columns, or ranges added to the schedules? (If yes, explain)

Fix salary schedule by adding column 1 for Bachelors degree only, without postgraduate credits.

3 Explain Non-Compensation Items. le. Class Size changes, Staff Development Days, Teacher Prep Time, etc.

Add grades 3-5 combo class at 22:1. Establish Other Post Employment Benefits of district paid health benefits (District cap of \$18000 per year) up to age 65 to teachers that have worked in district for at least 20 years and retire at age 60 or over

4 Explain specific impact (positive or negative) on instructional and support programs to accommodate the settlement? Include staff reductions or increases, elimination or addition of services or programs.

District cancelling contracted grounds service, contract summer cleaning, reduced mental health and psychology services to students.

5 Describe contingency language included in the agreement.

In 2026-27, COLA of 2.0% will be increased to Statutory COLA if Statutory COLA is larger than estimated 3.1%.

6 Are there any major provisions that do not directly affect the district's costs such as binding arbitration, grievance procedures, etc.?

N/A

7 What is the Source of Funding for Proposed Agreement in Current Year?

LCFF

8 If multi-year agreement, what is the source of funding, including assumptions used, to fund the obligations in future years?

LCFF, and reduced costs.

Section 6: IMPACT ON CURRENT YEAR		Sequoia Union School District			
General Fund	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Sources (8010-8099)	\$585,183	\$0	\$0	\$0	\$585,183
Federal Revenues	\$19,541	\$0	\$0	\$0	\$19,541
Other State Revenues	\$42,471	\$0	\$0	\$0	\$42,471
Other Local Revenues	\$83,996	\$0	\$0	\$0	\$83,996
TOTAL	\$731,191	\$0	\$0	\$0	\$731,191
OPERATING EXPENDITURES					
Certificated Salaries	\$305,124	\$3,440	\$0	\$0	\$308,564
Classified Salaries	\$105,680	\$0	\$0	\$583	\$106,263
Employee Benefits	\$198,809	\$756	\$0	\$210	\$199,775
Books and Supplies	\$102,246	\$0	\$0	\$0	\$102,246
Services, Other Operating Expenses	\$144,037	\$0	\$0	\$0	\$144,037
Capital Outlay	\$4,800	\$0	\$0	\$0	\$4,800
Other Outgo	\$28,112	\$0	\$0	\$0	\$28,112
Direct/Indirect Support Costs	-\$690	\$0	\$0	\$0	-\$690
TOTAL	\$888,118	\$4,196	\$0	\$793	\$893,107
OPERATING SURPLUS (DEFICIT)	-\$156,927	-\$4,196	\$0	-\$793	-\$161,916
OTHER FINANCING SOURCES/USES					
Transfers In	\$0	\$0	\$0	\$0	\$0
Transfers <Out>	-\$270,000	\$0	\$0	\$0	-\$270,000
Other Sources	\$0	\$0	\$0	\$0	\$0
Other <Uses>	\$0	\$0	\$0	\$0	\$0
Contributions	\$0	\$0	\$0	\$0	\$0
TOTAL	-\$270,000	\$0	\$0	\$0	-\$270,000
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	-\$426,927	-\$4,196	\$0	-\$793	-\$431,916
FUND BALANCE, RESERVES					
Beginning Fund Balance	\$1,090,619				\$1,090,619
Audit Adjustments/Restatements	\$0				\$0
Adjusted Beginning Fund Balance	\$1,090,619				\$1,090,619
Ending Fund Balance	\$663,692	-\$4,196	\$0	-\$793	\$658,703
COMPONENTS OF ENDING BALANCE:					
a. Nonspendable	\$0				\$0
b. Restricted	\$434,081				\$433,911
c. Committed	\$0				\$0
1. Stabilization Arrangements	\$0				\$0
2. Other Commitments	\$0				\$0
d. Assigned	\$0				\$0
e. Unassigned/Unappropriated	\$0				\$0
1. Reserve for Economic Uncertainties	\$0				\$0
2. Unassigned/Unappropriated	\$229,611				\$224,792
f. Total Components of Ending Fund Balance	\$663,692				\$658,703
(Line f must agree with Ending Fund Balance)					

Section 7: IMPACT ON CURRENT YEAR UNRESTRICTED RESERVES		
1. State Reserve Standard		
Total Expenditures, Transfers Out and Uses	\$	1,163,107
State Standard Minimum Reserve Percentage		4%
State Standard Minimum Reserve Amount	\$	87,000
2. Budgeted Unrestricted Reserved		
1. General Fund Budgeted Unrestricted Reserved for Economic Uncertainties (9789)	\$	0
2. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$	224,874
3. Special Reserve Fund (17) Budgeted Designated for Economic Uncertainties & Undesignated Ending Fund Balance	\$	947,957
Total District Budgeted Unrestricted Reserves (sum lines 1 - 3)	\$	1,172,831
3. Do unrestricted reserves meet the state standard minimum reserve amount?		
Yes	<input checked="checked" type="checkbox"/>	No <input type="checkbox"/>

Section 8: CERTIFICATION

Sequoia Union School District

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN LCFF FUNDING

(a) LCFF Base Funding for year prior to settlement	\$572,077.00
(b) Projected LCFF Base Funding for year of settlement	\$583,394.00
(c) Amount of Current-Year Increase: (b) minus (a)	\$11,317.00
(d) Percentage Increase Base LCFF Funding: (c) divided by (a)	1.98%
(e) Total Compensation Percentage Increase from Section 3, Line 7, Page 1 for current year	1.44%

THE FOLLOWING BUDGET REVISIONS WILL BE NECESSARY TO FUND THE COSTS OF THIS AGREEMENT*Revisions must be filed with County Office of Education within 45 days of adoption (E.C. 42142)*

Description	Revenue Increases	Expenditure Decreases	Fund Balance Reduction
Salary Settlement Costs net of Previously Budgeted Increases			\$4,989
Totals (must agree with Section 6)	\$0	\$0	\$4,989

Budget Revisions must be filed with County Office of Education on or before:**7/27/2025**

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement.

Certification of Financial Condition

District Superintendent (Signature)	6/12/2025 Date	Positive Certification Select One
District Chief Business Officer (Signature)	6/12/2025 Date	Positive Certification Select One

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on, 6/12/2025 took action to approve the proposed Agreement with the Sequoia Elementary Teachers Assn Bargaining Unit and adopted the new budget figures as calculated per the agreement.

President, Governing Board (Signature)	6/12/2025 Date
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Section 9: MULTI-YEAR PROJECTION - GENERAL FUND

Sequoia Union School District

General Fund	2024-25 Projected Budget	Change	2025-26 Projected Budget	Change	2026-27 Projected Budget
Latest prepared Form MYP - ATTACH TO DISCLOSURE					
Date Prepared	6/6/2025				
It Includes this Settlement	Yes				
Fund 01 Expenditures and Other Financing Uses	\$1,158,118		\$783,072		\$793,599
Total Available Reserves	\$229,106		\$208,970		\$203,472
IMPACT OF AGREEMENT ON AVAILABLE RESERVES	(\$4,027)		(\$12,182)		(\$11,063)
OTHER ADJUSTMENTS TO AVAILABLE RESERVES					
ESTIMATED RESERVES AFTER SETTLEMENT	\$225,079		\$196,788		\$192,409

MINIMUM RESERVE LEVEL					
Minimum Required Percent	4%				
Required Amount per Form MYP Attached	87,000		87,000		87,000
Required Amount after Settlement	87,000		87,000		87,000
Over (Under) Required Reserves	138,079		109,788		105,409
Reserve Requirement Met?	Yes		Yes		Yes

Section 3 :Proposed Change in Compensation

Compensation	Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement			
		Current Year Increase/Decrease	Year 2 Increase/Decrease	Year 3 Increase/Decrease	
		2024-25	2025-26	2026-27	
1 Salary Schedule	\$ 220,078.00	\$3,301.17	\$5,584.48	\$4,579.27	
% Increase		1.50%	2.50%	2.00%	%
		\$0.00	\$4,401.56	\$4,489.59	
Step and Column			2.00%	2.00%	%
2 Other Compensation	\$2,213.00	\$0.00	\$0.00	\$0.00	
Stipends, Bonuses, Longevity Overtime, Differential, etc					%
Description of other compensation					
3 Statutory Benefits STRS, PERS, FICA,WC,UI, Medicare	\$48,820.00	\$725.93	\$2,195.93	\$1,994.24	
		21.99%	21.99%	21.99%	%
4 Health/Welfare Plans	\$36,990.00	\$0.00	\$0.00	\$0.00	
					%
5 Total Compensation, Add	\$ 308,101.00	\$4,027.10	\$12,181.97	\$11,063.10	
Items 1 thru 4 to equal 5		1.31%	3.95%	3.59%	%

Section 6: IMPACT ON CURRENT YEAR

General Fund - Unrestricted	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	<Previously> Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Sources (8010-8099)	\$585,183				\$585,183
Federal Revenues	\$0				\$0
Other State Revenues	\$8,902				\$8,902
Other Local Revenues	\$80,000				\$80,000
TOTAL	\$674,085		\$0	\$0	\$674,085
OPERATING EXPENDITURES					
Certificated Salaries	\$291,066	\$3,301			\$294,367
Classified Salaries	\$68,856	\$0		\$522	\$69,378
Employee Benefits	\$149,963	\$726		\$188	\$150,877
Books and Supplies	\$19,463				\$19,463
Services, Other Operating Expenses	\$119,908				\$119,908
Capital Outlay	\$0				\$0
Other Outgo	\$28,112				\$28,112
Direct/Indirect Support Costs	-\$846				-\$846
TOTAL	\$676,522	\$4,027	\$0	\$710	\$681,259
OPERATING SURPLUS (DEFICIT)	-\$2,437	-\$4,027	\$0	-\$710	-\$7,174
OTHER FINANCING SOURCES/USES					
Transfers In	\$0				\$0
Transfers <Out>	-\$270,000				-\$270,000
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	-\$69,519				-\$69,519
TOTAL	-\$339,519	\$0	\$0	\$0	-\$339,519
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	-\$341,956	-\$4,027	\$0	-\$710	-\$346,693
FUND BALANCE, RESERVES					
Beginning Fund Balance	\$571,062				\$571,062
Audit Adjustments/Restatements	\$505				\$505
Adjusted Beginning Fund Balance	\$571,567				\$571,567
Ending Fund Balance	\$229,611	-\$4,027	\$0	-\$710	\$224,874
COMPONENTS OF ENDING BALANCE:					
a. Nonspendable					
b. Restricted					
c. Committed					
1. Stabilization Arrangements					
2. Other Commitments					
d. Assigned					
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties					
2. Unassigned/Unappropriated	\$229,611				\$224,874
f. Total Components of Ending Fund Balance	\$229,611				\$224,874
(Line f must agree with Ending Fund Balance)					

Section 3 :Proposed Change in Compensation

Compensation	Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease 2024-25	Year 2 Increase/Decrease 2025-26	Year 3 Increase/Decrease 2026-27
1 Salary Schedule	\$ 9,258.00	\$138.87	\$234.92	\$192.64
% Increase		1.50%	2.50%	2.00%
		\$0.00	\$185.16	\$188.86
Step and Column		0.00%	2.00%	2.00%
2 Other Compensation		\$0.00	\$0.00	\$0.00
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00%	0.00%	0.00%
Description of other compensation				
3 Statutory Benefits STRS, PERS, FICA,WC,UI, Medicare	\$2,035.00	\$30.54	\$92.38	\$83.89
		21.99%	21.99%	21.99%
4 Health/Welfare Plans	\$1,920.00	\$0.00	\$0.00	\$0.00
		0.00%	0.00%	0.00%
5 Total Compensation, Add	\$ 13,213.00	\$169.41	\$512.46	\$465.39
Items 1 thru 4 to equal 5		1.28%	3.88%	3.52%

Section 6: IMPACT ON CURRENT YEAR

General Fund - Restricted	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Sources (8010-8099)	\$0				\$0
Federal Revenues	\$19,541				\$19,541
Other State Revenues	\$33,569				\$33,569
Other Local Revenues	\$3,996				\$3,996
TOTAL	\$57,106		\$0	\$0	\$57,106
OPERATING EXPENDITURES					
Certificated Salaries	\$14,058	\$139			\$14,197
Classified Salaries	\$36,824	\$0		\$61	\$36,885
Employee Benefits	\$48,846	\$31		\$22	\$48,899
Books and Supplies	\$82,783				\$82,783
Services, Other Operating Expenses	\$24,129				\$24,129
Capital Outlay	\$4,800				\$4,800
Other Outgo	\$0				\$0
Direct/Indirect Support Costs	\$156				\$156
TOTAL	\$211,596	\$170	\$0	\$83	\$211,849
OPERATING SURPLUS (DEFICIT)	-\$154,490	-\$170	\$0	-\$83	-\$154,743
OTHER FINANCING SOURCES/USES					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	\$69,519				\$69,519
TOTAL	\$69,519	\$0	\$0	\$0	\$69,519
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	-\$84,971	-\$170	\$0	-\$83	-\$85,224
FUND BALANCE, RESERVES					
Beginning Fund Balance	\$519,557				\$519,557
Audit Adjustments/Restatements	-\$505				-\$505
Adjusted Beginning Fund Balance	\$519,052				\$519,052
Ending Fund Balance	\$434,081	-\$170	\$0	-\$83	\$433,828
COMPONENTS OF ENDING BALANCE:					
a. Nonspendable					
b. Restricted	\$434,081				\$433,911
c. Committed					
1. Stabilization Arrangements					
2. Other Commitments					
d. Assigned					
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties					
2. Unassigned/Unappropriated	\$0				-\$83
f. Total Components of Ending Fund Balance	\$434,081				\$433,828
(Line f must agree with Ending Fund Balance)					

Section 3 :Proposed Change in Compensation

Compensation	Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement			
		Current Year Increase/Decrease	Year 2 Increase/Decrease	Year 3 Increase/Decrease	
		2024-25	2025-26	2026-27	
1 Salary Schedule	\$ 1,415,621.00	\$21,234.32	\$35,921.38	\$29,455.53	
% Increase		1.50%	2.50%	2.00%	%
		\$0.00	\$28,312.42	\$28,878.67	
Step and Column		%	2.00%	2.00%	%
2 Other Compensation	\$19,467.00	\$0.00	\$0.00	\$0.00	
Stipends, Bonuses, Longevity Overtime, Differential, etc		%	%	%	%
Description of other compensation					
3 Statutory Benefits STRS, PERS, FICA,WC,UI, Medicare	\$315,497.00	\$4,669.43	\$14,125.01	\$12,827.69	
		21.99%	21.99%	21.99%	%
4 Health/Welfare Plans		\$0.00	\$0.00	\$0.00	
		%	%	%	%
5 Total Compensation, Add	\$ 1,750,585.00	\$25,903.75	\$78,358.81	\$71,161.89	
Items 1 thru 4 to equal 5		1.48%	4.48%	4.07%	%

Section 6: IMPACT ON CURRENT YEAR

Charter Fund - Unrestricted	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	<Previously> Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Sources (8010-8099)	\$3,862,330				\$3,862,330
Federal Revenues	\$0				\$0
Other State Revenues	\$63,351				\$63,351
Other Local Revenues	\$24,000				\$24,000
TOTAL	\$3,949,681		\$0	\$0	\$3,949,681
OPERATING EXPENDITURES					
Certificated Salaries	\$1,697,099	\$21,234			\$1,718,333
Classified Salaries	\$537,585	\$0		\$4,695	\$542,280
Employee Benefits	\$1,035,277	\$4,669		\$1,689	\$1,041,635
Books and Supplies	\$127,869				\$127,869
Services, Other Operating Expenses	\$754,414				\$754,414
Capital Outlay	\$0				\$0
Other Outgo	\$27,704				\$27,704
Direct/Indirect Support Costs	-\$6,826				-\$6,826
TOTAL	\$4,173,122	\$25,903	\$0	\$6,384	\$4,205,409
OPERATING SURPLUS (DEFICIT)	-\$223,441	-\$25,903	\$0	-\$6,384	-\$255,728
OTHER FINANCING SOURCES/USES					
Transfers In	\$270,000				\$270,000
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	-\$31,202				-\$31,202
TOTAL	\$238,798	\$0	\$0	\$0	\$238,798
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	\$15,357	-\$25,903	\$0	-\$6,384	-\$16,930
FUND BALANCE, RESERVES					
Beginning Fund Balance	\$112,595				\$112,595
Audit Adjustments/Restatements	\$4,083				\$4,083
Adjusted Beginning Fund Balance	\$116,678				\$116,678
Ending Fund Balance	\$132,035	-\$25,903	\$0	-\$6,384	\$99,748
COMPONENTS OF ENDING BALANCE:					
a. Nonspendable					
b. Restricted					
c. Committed					
1. Stabilization Arrangements					
2. Other Commitments					
d. Assigned					
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties					
2. Unassigned/Unappropriated	\$132,035				\$99,748
f. Total Components of Ending Fund Balance	\$132,035				\$99,748
(Line f must agree with Ending Fund Balance)					

Section 3 :Proposed Change in Compensation

Compensation	Costs prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease 2024-25	Year 2 Increase/Decrease 2025-26	Year 3 Increase/Decrease 2026-27
1 Salary Schedule	\$ 86,794.00	\$1,301.91	\$2,202.40	\$1,805.97
% Increase		1.50%	2.50%	2.00%
		\$0.00	\$1,735.88	\$1,770.60
Step and Column		0.00%	2.00%	2.00%
2 Other Compensation		\$0.00	\$0.00	\$0.00
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00%	0.00%	0.00%
Description of other compensation				
3 Statutory Benefits STRS, PERS, FICA,WC,UI, Medicare	\$19,081.00	\$286.29	\$866.03	\$786.49
		21.99%	21.99%	21.99%
4 Health/Welfare Plans	\$19,350.00	\$0.00	\$0.00	\$0.00
		0.00%	0.00%	0.00%
5 Total Compensation, Add	\$ 125,225.00	\$1,588.20	\$4,804.31	\$4,363.06
Items 1 thru 4 to equal 5		1.27%	3.84%	3.48%

Section 6: IMPACT ON CURRENT YEAR

Charter Fund - Restricted	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Sources (8010-8099)	\$0				\$0
Federal Revenues	\$257,829				\$257,829
Other State Revenues	\$408,408				\$408,408
Other Local Revenues	\$0				\$0
TOTAL	\$666,237		\$0	\$0	\$666,237
OPERATING EXPENDITURES					
Certificated Salaries	\$133,344	\$1,302			\$134,646
Classified Salaries	\$214,228	\$0		\$3,083	\$217,311
Employee Benefits	\$291,367	\$286		\$1,109	\$292,762
Books and Supplies	\$76,324				\$76,324
Services, Other Operating Expenses	\$72,635				\$72,635
Capital Outlay	\$0				\$0
Other Outgo	\$0				\$0
Direct/Indirect Support Costs	\$1,239				\$1,239
TOTAL	\$789,137	\$1,588	\$0	\$4,192	\$794,917
OPERATING SURPLUS (DEFICIT)	-\$122,900	-\$1,588	\$0	-\$4,192	-\$128,680
OTHER FINANCING SOURCES/USES					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	\$31,202				\$31,202
TOTAL	\$31,202	\$0	\$0	\$0	\$31,202
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	-\$91,698	-\$1,588	\$0	-\$4,192	-\$97,478
FUND BALANCE, RESERVES					
Beginning Fund Balance	\$661,087				\$661,087
Audit Adjustments/Restatements	-\$4,083				-\$4,083
Adjusted Beginning Fund Balance	\$657,004				\$657,004
Ending Fund Balance	\$565,306	-\$1,588	\$0	-\$4,192	\$559,526
COMPONENTS OF ENDING BALANCE:					
a. Nonspendable					
b. Restricted	\$565,306				\$559,526
c. Committed					
1. Stabilization Arrangements					
2. Other Commitments					
d. Assigned					
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncertainties					
2. Unassigned/Unappropriated	\$0				\$0
f. Total Components of Ending Fund Balance	\$565,306				\$559,526
(Line f must agree with Ending Fund Balance)					

Section 3 :Proposed Change in Compensation		Fiscal Impact of Proposed Agreement			
Compensation	Costs prior to Proposed Agreement	Current Year Increase/Decrease 2024-25		Year 2 Increase/Decrease 2025-26	
		Year 3 Increase/Decrease 2026-27			
1 Salary Schedule		\$0.00		\$0.00	\$0.00
% Increase		1.50%	%	2.50%	%
		\$0.00		\$0.00	\$0.00
Step and Column		0.00%	%	2.00%	%
2 Other Compensation		\$0.00		\$0.00	\$0.00
Stipends, Bonuses, Longevity Overtime, Differential, etc		0.00%	%	0.00%	%
Description of other compensation					
3 Statutory Benefits STRS, PERS, FICA,WC,UI, Medicare		\$0.00		\$0.00	\$0.00
		21.99%	%	21.99%	%
4 Health/Welfare Plans		\$0.00		\$0.00	\$0.00
		0.00%	%	0.00%	%
5 Total Compensation, Add	\$ -	\$0.00		\$0.00	\$0.00
Items 1 thru 4 to equal 5		#DIV/0!	%	#DIV/0!	%

Section 6: IMPACT ON CURRENT YEAR					
Cafeteria Fund	Latest Brd Apprvd Budget	Settlement Costs Agreement Adjustments	Previously Budgeted	Other Budget Adjustments	New Projected Budget
OPERATING REVENUES					
LCFF/Revenue Limit Sources (8010-8099)	\$0				\$0
Federal Revenues	\$125,000				\$125,000
Other State Revenues	\$130,000				\$130,000
Other Local Revenues	\$2,000				\$2,000
TOTAL	\$257,000		\$0	\$0	\$257,000
OPERATING EXPENDITURES					
Certificated Salaries	\$0	\$0			\$0
Classified Salaries	\$95,183	\$0		\$623	\$95,806
Employee Benefits	\$52,215	\$0		\$224	\$52,439
Books and Supplies	\$111,000				\$111,000
Services, Other Operating Expenses	\$55				\$55
Capital Outlay	\$0				\$0
Other Outgo	\$0				\$0
Direct/Indirect Support Costs	\$6,277				\$6,277
TOTAL	\$264,730	\$0	\$0	\$847	\$265,577
OPERATING SURPLUS (DEFICIT)	-\$7,730	\$0	\$0	-\$847	-\$8,577
OTHER FINANCING SOURCES/USES					
Transfers In	\$0				\$0
Transfers <Out>	\$0				\$0
Other Sources	\$0				\$0
Other <Uses>	\$0				\$0
Contributions	\$0				\$0
TOTAL	\$0	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) TO FUND BALANCE	-\$7,730	\$0	\$0	-\$847	-\$8,577
FUND BALANCE, RESERVES					
Beginning Fund Balance	\$184,830				\$184,830
Audit Adjustments/Restatements	\$0				\$0
Adjusted Beginning Fund Balance	\$184,830				\$184,830
Ending Fund Balance	\$177,100	\$0	\$0	-\$847	\$176,253
COMPONENTS OF ENDING BALANCE:					
Reserve for:					
Revolving Cash					
Stores					
Other Reserves	\$177,100				\$176,253
Designations					
Economic Uncertainties					
Other Designations					
Undesignated/Unappropriated	\$0				\$0

Sequoia Union School District

Parent & Teacher Organizations

[illegible]

Current List must be supplied for each settlement disclosure



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

BUSINESS

13.1 Business Report

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Sequoia Union Elementary School District

Budget Report June 12, 2025

ADA CHARTER	346
ADA DISTRICT	44
Total	390

Accounts Payable	5/1/2025	\$	174,366.83
	5/8/2025	\$	79,697.00
	5/15/2025	\$	18,017.20
	5/29/2025	\$	58,690.62
Total		\$	330,771.65

Payroll May	Mid-Month	\$	14,448.03
	EOM	\$	244,050.43
Total		\$	258,498.46

Attendance Summary By Grade

Sequoia Union Charter School
08/05/2024 to 08/30/2024 = 20 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	0	28	0	0	28	560	0	16	31.00	513.00	25.65	94.30%
0	0	34	0	0	34	680	0	44	29.00	607.00	30.35	95.44%
Subtotal	0	62	0	0	62	1240	0	60	60.00	1120.00	56.00	94.92%
1	0	37	0	0	37	740	0	0	21.00	719.00	35.95	97.16%
2	0	44	0	1	43	880	0	10	47.00	823.00	41.15	94.60%
3	0	34	0	0	34	680	0	0	27.00	653.00	32.65	96.03%
Subtotal	0	115	0	1	114	2300	0	10	95.00	2195.00	109.75	95.85%
4	0	45	0	0	45	900	0	7	33.00	860.00	43.00	96.30%
5	0	46	0	0	46	920	0	0	56.00	864.00	43.20	93.91%
6	0	36	0	1	35	720	0	10	25.00	685.00	34.25	96.48%
Subtotal	0	127	0	1	126	2540	0	17	114.00	2409.00	120.45	95.48%
7	0	46	0	2	44	920	0	38	37.00	845.00	42.25	95.80%
Subtotal	0	46	0	2	44	920	0	38	37.00	845.00	42.25	95.80%
Grand Total	0	350	0	4	346	7000	0	125	306.00	6569.00	328.45	95.55%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 =
ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Attendance Summary By Grade

Sequoia Union Elementary School
08/05/2024 to 08/30/2024 = 20 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
8	0	44	0	0	44	880	0	0	45.00	835.00	41.75	94.89%
Subtotal	0	44	0	0	44	880	0	0	45.00	835.00	41.75	94.89%
Grand Total	0	44	0	0	44	880	0	0	45.00	835.00	41.75	94.89%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date _____

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 =
ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Accounts Payable Final PreList - 5/1/2025 12:04:18PM

*** FINAL ***

Batch No 404

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Batch No 404								Total Accounts Payable:	\$174,366.83	

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 174,366.83 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorizing Signature

5/1/25
 Date

Fund Summary	Total
010	\$2,166.95
090	\$18,132.58
351	\$154,067.30
Total	\$174,366.83

Accounts Payable Final PreList - 5/8/2025 8:54:28AM

*** FINAL ***

Batch No 405

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Audit Amount	Flag	EFT
Batch No 405								Total Accounts Payable:	\$79,697.00	

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 79,697.00 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorizing Signature

5/8/25
 Date

Fund Summary	Total
010	\$62,035.83
090	\$13,520.64
130	\$2,790.53
351	\$1,350.00
Total	\$79,697.00

Accounts Payable Final PreList - 5/15/2025 2:11:04PM

*** FINAL ***

Batch No 406

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Audit	Amount	Flag	EFT
Batch No 406								Total Accounts Payable:	\$18,017.20		

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 18,017.20 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorizing Signature

5/15/25
 Date

Fund Summary	Total
010	\$1,753.32
090	\$11,547.76
130	\$2,558.62
351	\$2,157.50
Total	\$18,017.20

Accounts Payable Final PreList - 5/29/2025 1:40:45PM

*** FINAL ***

Batch No 407

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Batch No 407								Total Accounts Payable:	\$58,690.62	

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 58,690.62 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorizing Signature


 Date

Fund Summary	Total
010	\$5,608.93
090	\$28,591.70
130	\$8,332.49
351	\$16,157.50
Total	\$58,690.62

PAYROLL PRELIST

5/13/2025

Page 8 of 9

TimeSheet Mid Month - 5/15/2025 7:29:00PMPayroll Status**CLASSIFIED****FINALIZED****CLASSIFIED PAYROLL PRELIST AUDIT TOTALS**

RECEIVING CHECKS: 4
 APD TO CHECKING: 8
 APD TO SAVING: 0
 TOTAL GETTING PAID: 12

STARTING APD CHECKING NEXT MONTH: 0
 STARTING APD SAVING NEXT MONTH: 0

REGULAR FUNDED: 12 SUI=1
 FEDERAL FUNDED: 0 SUI=2
 CETA FUNDED: 0 SUI=3
 NON-SUI: 0 SUI=0

PAYROLL TOTALS

Monthly Gross		Daily Gross		Hourly Gross		Hourly and Daily Gross		Total Gross
NML	1,070.15	NML	1,163.69	NML	2,705.50	NML	3,869.19	NML 4,939.34
Total	1,070.15	COA	1,000.00	Total	2,705.50	COA	1,000.00	COA 1,000.00
		Total	2,163.69			Total	4,869.19	Total 5,939.34
OVERTIME TOTALS								
		OT	654.15	OT	654.15	OT	654.15	OT 654.15
		Total	654.15	Total	654.15	Total	654.15	Total 654.15

NON-NML Total:	0.00	1,000.00	654.15	1,654.15	1,654.15
Total:	1,070.15	2,163.69	3,359.65	5,523.34	6,593.49
DOCKS:	0.00	DEFERRED HELD: 23.28	DEFERRED PAID: 0.00	TAX ADJ: 0.00	WORK COMP: 0.00

Regular Payroll - 5/30/2025 7:53:00PM

Payroll Status
FINALIZED

CLASSIFIED

CLASSIFIED PAYROLL PRELIST AUDIT TOTALS

RECEIVING CHECKS: 4
APD TO CHECKING: 15
APD TO SAVING: 0
TOTAL GETTING PAID: 19

STARTING APD CHECKING NEXT MONTH: 0
STARTING APD SAVING NEXT MONTH: 0

REGULAR FUNDED: 19 SUI=1
FEDERAL FUNDED: 0 SUI=2
CETA FUNDED: 0 SUI=3
NON-SUI: 0 SUI=0

PAYROLL TOTALS

Monthly Gross

Total Gross

NML 71,496.95
LNG 1,178.00
Total 72,674.95

NML 71,496.95
LNG 1,178.00
Total 72,674.95

OVERTIME TOTALS

NON-NML Total:	1,178.00	0.00	0.00	0.00	0.00	1,178.00
Total:	72,674.95	0.00	0.00	0.00	0.00	72,674.95
DOCKS:	0.00	DEFERRED HELD: 1,939.42	DEFERRED PAID: 0.00	TAX ADJ: 0.00	WORK COMP: 0.00	

PAYROLL PRELIST

5/28/2025

Regular Payroll - 5/30/2025 7:53:00PMPayroll Status**FINALIZED****DISTRICT PAYROLL PRELIST AUDIT TOTALS**

RECEIVING CHECKS: 4
 APD TO CHECKING: 37
 APD TO SAVING: 1
 TOTAL GETTING PAID: 42

STARTING APD CHECKING NEXT MONTH: 0
 STARTING APD SAVING NEXT MONTH: 0

REGULAR FUNDED: 42 SUI=1
 FEDERAL FUNDED: 0 SUI=2
 CETA FUNDED: 0 SUI=3
 NON-SUI: 0 SUI=0

PAYROLL TOTALS**Monthly Gross**

NML	240,298.56
LNG	1,178.00
SPL	2,239.31
UGD	334.56
Total	244,050.43

Total Gross

NML	240,298.56
LNG	1,178.00
SPL	2,239.31
UGD	334.56
Total	244,050.43

OVERTIME TOTALS

NON-NML Total:	3,751.87	0.00	0.00	0.00	3,751.87
Total:	244,050.43	0.00	0.00	0.00	244,050.43
DOCKS:	2,862.82	DEFERRED HELD: 11,086.17	DEFERRED PAID: 0.00	TAX ADJ: 0.00	WORK COMP: 0.00

The School District hereby orders that payment be made to the employees listed in the above Payroll Final. The detail listing of such employees is available on the payroll system. The County Office Of Education is also ordered to transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorized Signature

 5/28/25
 Date

PAYROLL PRELIST

5/13/2025

Page 9 of 9

TimeSheet Mid Month - 5/15/2025 7:29:00PMPayroll Status**FINALIZED****DISTRICT PAYROLL PRELIST AUDIT TOTALS**

RECEIVING CHECKS: 9
 APD TO CHECKING: 16
 APD TO SAVING: 0
 TOTAL GETTING PAID: 25

STARTING APD CHECKING NEXT MONTH: 0
 STARTING APD SAVING NEXT MONTH: 0

REGULAR FUNDED: 25 SUI=1
 FEDERAL FUNDED: 0 SUI=2
 CETA FUNDED: 0 SUI=3
 NON-SUI: 0 SUI=0

PAYROLL TOTALS

Monthly Gross		Daily Gross		Hourly Gross		Hourly and Daily Gross		Total Gross
NML	2,120.15	NML	1,978.23	NML	2,705.50	NML	4,683.73	NML 6,803.88
SPL	4,750.00	COA	2,000.00	Total	2,705.50	COA	2,000.00	COA 2,000.00
SPT	240.00	Total	3,978.23			Total	6,683.73	SPL 4,750.00
Total	7,110.15							SPT 240.00
								Total 13,793.88
OVERTIME TOTALS								
				OT	654.15	OT	654.15	OT 654.15
				Total	654.15	Total	654.15	Total 654.15
NON-NML Total:	4,990.00		2,000.00		654.15		2,654.15	7,644.15
Total:	7,110.15		3,978.23		3,359.65		7,337.88	14,448.03
DOCKS:	0.00	DEFERRED HELD:	334.84	DEFERRED PAID:	0.00	TAX ADJ:	0.00	WORK COMP: 0.00

The School District hereby orders that payment be made to the employees listed in the above Payroll Final. The detail listing of such employees is available on the payroll system. The County Office Of Education is also ordered to transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).


 Authorized Signature

 5/13/25
 Date



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

MAINTENANCE OPERATIONS AND TRANSPORTATION

14.1 Update

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | **ELEMENTARY SCHOOL**

H. Scott Pickle, Ed. D.
Superintendent/Principal

AG FARM BUSINESS

15.1 Update

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSENT AGENDA

16.1 Approve the Minutes of the Regular Board Meeting 3-6-2025

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

MINUTES – SEQUOIA UNION BOARD OF TRUSTEES REGULAR BOARD MEETING

Thursday, March 6, 2025
6:00pm

AGENDA

ATTENDANCE

Board Members <i>Present</i>	Lane Anderson, Board Clerk Greg Dunn, Board Member Jon Cotta, Board Member
Board Members <i>Absent</i>	Melissa Myers, Board Member Cody Bogan, Board President
Staff Members <i>Present</i>	Scott Pickle, Superintendent Gladys Ramirez, Business Manager

OPENING BUSINESS

1. CALL TO ORDER

Regular Board meeting on March 6, 2025 was called to order at 6:00 pm by Clerk, Lane Anderson. 3 Board members were present in the Gymnasium at Sequoia Union Elementary, 23958 Ave 324, Lemon Cove, CA 93244.

2. FLAG SALUTE

Board Clerk, Lane Anderson led the flag salute.

- ##### 3. APPROVAL OF AGENDA
- of the Agenda with the modification of moving the Consent Action items to after the Board Calendar Items ***Motion*** by Trustee, Jon Cotta ***seconded*** by Trustee Greg Dunn, to Approve the agenda with the modifications
Motion carried 3-0.
Vote:

Small School, Big Heart



Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

4. COMMENTS FROM THE PUBLIC

Board Clerk, Lane Anderson opened up for public comments.

Keyv Mendes spoke and thanked the staff for making Kindergarten stay a full day program. She would like Dr. Pickle to look into having a credentialed teacher for the little cougars.

Diana Mendez spoke as well she would also like Dr. Pickle to look into having a credentialed teacher in the TK Little Cougars Program.

Dr. Pickle reported no on online comment.

5. STUDENT/STAFF ACKNOWLEDGEMENT

5.1 Jason Castillo, President, SETA:

As president of SETA Jason brought before the articles that they will be bringing up during negotiations which are 13.3.4 and 13.3.5 SETA seeks to make adjustments to stipend positions, appendix A to increase the certificated salary schedule and Appendix C to cover non credentialed teachers and interns

Article 14.4 cost analysis of gap insurance

Article 9 lower class size maximums

Article 7.5 Fall break to the list

Article 10 define procedure for emergency student placement

Article 13.5 Hours on non-overnight fieldtrips that are over contracted time to be the teachers hourly rate

Also Clean up some of the language the affected Articles are 7.7.1, 7.7.2 and 7.7.7 and 9.1.5

5.2 Yearbook Photos:

Photographer did not show up

6. CORRESPONDENCE

Reminder for Spring Dinner Board Member Dinner

7. PUBLIC HEARING

8. ACTION ITEMS

8.1 OES 130

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve OES 130

Motion carried 3-0.

Small School, Big Heart



Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

8.2 Interdistrict Transfers

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve Interdistrict Transfers

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

9. DISCUSSION & REPORTS

10. CONSTRUCTION/MODERNIZATION ITEMS

11. SUPERINTENDENT

11.1 Field Trips

3-13-25 – 8th Grade – Monarch Madness – Exeter High School

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to approve Field Trips

3-13-25 – 8th Grade – Monarch Madness – Exeter High School

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

11.2 Kaweah Pump – Downed Power Pole/Line

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve Kaweah Pump – Downed Power Pole/Line

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

11.3 Extended Day Kindergarten Resolution (EC46111)

Motion by Trustee, Jon Anderson **seconded** by Trustee Greg Dunn, to Approve Extended Day Kindergarten Resolution (EC46111)

Small School, Big Heart



Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

11.4 TK/Kinder Program Plan review:

Dr. Pickle went over the slides that were gone over at the TK/K parent meeting that was held on Tuesday 3-4-25.

12. HUMAN RESOURCES

13. BUSINESS

13.1 Business Financial Report:

Enrollment as of February 28, 2025 is 394 students.

Charter Budget Report Projected Income is \$4,885,918.00.

District Budget Report Projected Income is \$731,191.00.

Cafeteria Budget Report Projected Income is \$257,000.00

February Payroll Certificated was \$255,811.96.

Classified was \$75,488.83

Vendor Payments

2-6-25 was \$54,324.11

2-13-25 was \$61,092.75

2-27-25 was \$1,699,498.43

Bank Reconciliation Balances Revolving Account is \$40,314.95, Student Body Account is \$11,938.45, Afterschool Program is \$4,736.50

Attendance Summary by Grade was 95.51% for Charter

Attendance Summary by Grade was 98.53% for Elementary

Motion by Trustee, Jon Cotta *seconded* by Trustee Greg Dunn, to Approve Business Financial Report,

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

13.2 Audit Report

Motion by Trustee, Jon Cotta *seconded* by Trustee Greg Dunn, to Approve Audit Report

Motion carried 3-0.

Vote:

Small School, Big Heart



SEQUOIA UNION ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

13.3 Budget Revision

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve Budget Revision

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

13.4 2nd Interim Report

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve 2nd Interim Report

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

13.5 E-Rate Internet Bids (3)

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve E-Rate Internet Bid option number 2

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

13.6 Financing Discussion:

We will be bringing back all the financing options to the board in the next board meeting. The board will be able to weigh in on the options.

14. MAINTENANCE, OPERATIONS AND GROUNDS

14.1 Update:

Transportation- We are trying to get a bus driver. The individual has signed up for the bus classes.

15. CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests

Small School, Big Heart



SEQUOIA UNION ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the members of the Governing Board shall be deemed to have been considered in full and adopted as recommended.

15.1 Approve the Minutes of the Special Board Meeting 1-23-25

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to table the Minutes of the Special Board Meeting 1-23-25,

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

15.2 Approve the Minutes of the Regular Board Meeting 2-6-25

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to table the Minutes of the Regular Board Meeting 2-6-25,

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

16. ORGANIZATION BUSINESS

16.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings:

Greg asked for cost of where we are at for Construction management.
Lane would like to add an agenda item to fence in the AG ground.

17. BOARD CALENDAR

17.1 Add Special Board Meeting on 3-25-2025

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve to Add a Special Board Meeting on 3-25-2025

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

18. CLOSED SESSION

18.1 ANTICIPATED LITIGATION (GC 54956.9) update: 2 potential cases

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

18.2. Public Employee Discipline/Dismissal/Release (Certificated) (GC 54947)

18.3 GOVERNMENT CODE SECTION 54957.6: CONFERENCE WITH LABOR
NEGOTIATOR

AGENCY REPRESENTATIVE: Superintendent-Principal. EMPLOYEE ORGANIZATION:
S.E.T.A.

UNREPRESENTED EMPLOYEES: Sequoia Union Classified Staff.

18.4 25-26 School Year Revoking Charter Agreement

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve to
Go into Open Session at 7:53 pm

Motion carried 3-0.

Vote:

Ayes: Greg Dunn, Jon Cotta, and Lane Anderson

Noes: None

19. OPEN SESSION: OTHER ACTION ITEMS

Nothing to Report

20. ADJORNMENT

Meeting adjourned at 7:55 pm by Board Clerk, Lane Anderson

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSENT AGENDA

16.2 Approve the Minutes of the Regular Board Meeting 4-10-2025

Small School, Big Heart

23958 Ave 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



MINUTES – SEQUOIA UNION BOARD OF TRUSTEES REGULAR BOARD MEETING

Thursday, April 10, 2025
6:00pm

AGENDA

ATTENDANCE

Board Members <i>Present</i>	Lane Anderson, Board Clerk Greg Dunn, Board Member Melissa Myers, Board Member Cody Bogan, Board President
Board Members <i>Absent</i>	Jon Cotta, Board Member
Staff Members <i>Present</i>	Scott Pickle, Superintendent Gladys Ramirez, Business Manager

OPENING BUSINESS

1. CALL TO ORDER

Regular Board meeting on April 10, 2025 was called to order at 6:01 pm by President, Cody Bogan. All Board members were present in the Gymnasium at Sequoia Union Elementary, 23958 Ave 324, Lemon Cove, CA 93244.

2. FLAG SALUTE

President, Cody Bogan led the flag salute.

3. APPROVAL OF AGENDA of the Agenda with the modifications of adding 10.75 MOU for Tulare Office of Education Migrant Contract ***Motion by Trustee, Lane Anderson seconded by Trustee Melissa Myers, to Approve the agenda with the modifications of adding 10.75 MOU for Tulare Office of Education Migrant Contract*** ***Motion carried 4-0.***

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Small School, Big Heart



Noes: None

4. COMMENTS FROM THE PUBLIC

President, Cody Bogan opened up for public comments.
Dr. Pickle reported no on online comment.

5. STUDENT/STAFF ACKNOWLEDGEMENT

5.1 Esther Piepgrass (6th grader) Tulare County Farm Bureau 2025-2026 student are calendar:

Mr. Pickle introduced Esther and her mother Megan Piepgrass. Mrs. Machado spoke about the calendar and presented Esther with a certificate. Esthers art is featured as the Month of June in the 2025 Calendar

6. CORRESPONDENCE

7. PUBLIC HEARING

7.1 Public Hearing on the Negotiation Proposals: SETA and District
Dr. Pickle Opened up for any public comment on Negotiations at 6:06 pm there was no comments made and was closed at 6:07 pm

8. ACTION ITEMS

8.1 1st Read CSBA – Board Policies

Dr. Pickle let the board know they have been sent the links to start going over the CSBA Board Policy updates. He asked them to please let him know if they can not get into their log in. They will then be approved at the May Board Meeting

8.2 Interdistrict Transfers In

Motion by Trustee, Melissa Myers **seconded** by Trustee Lane Anderson, to Approve Interdistrict Transfers – In

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

8.3 Interdistrict Transfers Out

Small School, Big Heart



SEQUOIA UNION ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Motion by Trustee, Melissa Myers **seconded** by Trustee Lane Anderson, to
Approve Interdistrict Transfers – Out

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

8.4 Amira Screener/Marla Yadon (Presentation)

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to
Approve Amira Screener/Marla Yadon (Presentation)

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

8.5 Board Acceptance of Proposals: SETA and District

Motion by Trustee, Melissa Myers **seconded** by Trustee Greg Dunn, to
Approve Board Acceptance of Proposals: SETA and District

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

9. CONSTRUCTION/MODERNIZATION ITEMS

Luke came and updated on the modernization. This is the last week of construction on the 1st wing. Punch list walk will be on Monday April 14, 2025. Building 2 will start on April 28, 2025. There is a change order to give us options for roofing that Dr. Pickle asked Luke to get. That will come at a later board meeting.

10. SUPERINTENDENT

10.1 Field Trips

5-5-25 – 8th Grade – Woodlake High School

5-12-25 – 8th Grade – Exeter Water Tower & Park

6-2-25 – 7th & 8th Grade – Adventure Park

Motion by Trustee, Melissa Myers **seconded** by Trustee Lane Anderson,
to approve Field Trips

5-5-25 – 8th Grade – Woodlake High School

5-12-25 – 8th Grade – Exeter Water Tower & Park

Small School, Big Heart



6-2-25 – 7th & 8th Grade – Adventure Park

Motion carried 4-0

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.2 TCOE Behavioral Health Services Contract 25-26

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to Approve TCOE Behavioral Health Services Contract 25-26

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.3 TCOE Countywide Interdistrict Agreement 2025-2030

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to Approve TCOE Countywide Interdistrict Agreement 2025-2030

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.4 TCOE – ERS Library Agreement

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to Approve TCOE – ERS Library Agreement

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.5 TCOE – Psych Services Agreement

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to Approve TCOE – Psych Services Agreement

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.6 TCOE/Legal Services Consortium Contract

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers,

Small School, Big Heart



H. Scott Pickle, Ed. D.
Superintendent/Principal

to Approve TCOE/Legal Services Consortium Contract

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.7 TCOE/Sandy Hook Promise/Consortium Contract

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers,
to Approve TCOE/Sandy Hook Promise/Consortium Contract

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.75 TCOE- Migrant Education Consortium Contract

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers,
to Approve TCOE/Sandy Hook Promise/Consortium Contract

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.8 Williams Uniform Complaints

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers,
to Approve Williams Uniform Complaints

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

10.9 Strategic Plan Review

*Dr. Pickle Reviewed the Strategic Plan with the Board. Including Goals and
Initiatives for the school this year and the coming years.*

10.10 2025-26 Budget and LCAP Planning Memo

*Dr. Pickle let the board know about the Budget and LCAP Planning Memo and let
them know we will need a vote on the Hearing Planning Form*

10.11 2025-26 Budget Hearing Planning Form

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Motion by Trustee, Greg Dunn **seconded** by Trustee Melissa Myers, to
Approve 2025-26 Budget Hearing Planning Form

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

11. HUMAN RESOURCES

12 .BUSINESS

12.1 Audit Finding 2024-001

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers,
to Approve Audit Finding 2024-001

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

12.2 Audit Finding 2024-002

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to
Approve Audit Finding 2024-002

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

12.3 Christy White 3 Year Agreement

Motion by Trustee, Melissa Myers **seconded** by Trustee Greg Dunn, to
Approve Christy White 3 Year Agreement

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

12.4 Transportation Plan 25-26

Motion by Trustee, Melissa Myers **seconded** by Trustee Lane Anderson, to
Approve Transportation Plan 25-26

Motion carried 4-0.

Vote:

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

12.5 Business Report

Motion by Trustee, Melissa Myers **seconded** by Trustee Lane Anderson, to Approve the Business Report

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

13. MAINTENANCE, OPERATIONS AND GROUNDS

14. AG FARM UPDATE

14.1 Presentation:

Dr. Pickle presented a slide show of the plan for the AG Farm.

Including a Worm Farm, Composting, Row Crops, Flowers and a Market.

The theme will be "Together we Grow"

15. CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the members of the Governing Board shall be deemed to have been considered in full and adopted as recommended.

15.1 Approve the Minutes of the Special Board Meeting 1-23-25

Motion by Trustee, Melissa Myers **seconded** by Trustee Greg Dunn, to table the Minutes of the Special Board Meeting 1-23-25,

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

15.2 Approve the Minutes of the Regular Board Meeting 2-6-25

Small School, Big Heart



SEQUOIA UNION ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Motion by Trustee, Melissa Myers **seconded** by Trustee Greg Dunn, to approve the Minutes of the Regular Board Meeting 2-6-25,

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

15.3 Approve the Minutes of the Regular Board Meeting 3-6-2025

Motion by Trustee, Melissa Myers **seconded** by Trustee Greg Dunn, to table the Minutes of the Regular Board Meeting 3-6-2025,

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

15.4 Approve the Minutes of the Special Board Meeting 3-25-2025

Motion by Trustee, Melissa Myers **seconded** by Trustee Greg Dunn, to table the Minutes of the Special Board Meeting 3-25-2025,

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

16. ORGANIZATION BUSINESS

16.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings:

Nothing at this Time

17. BOARD CALENDAR

17.1 Reschedule Board Meeting June 19, 2025 (Tuesday, June 24th?)

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to Approve to Reschedule Board Meeting June 19, 2025

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

Small School, Big Heart



18. CLOSED SESSION

A. Personnel

18.1 Public Employee Discipline/Dismissal/Release (Certificated) (GC 54947)

18.2 Public Employee Performance Evaluation (Superintendent) (GC 54957)

18.3 Conference with Labor Negotiator (GC 54957.6)

Agency Representative: Superintendent/Principal.

B. Student Matters

18.4

C. Legal Matters

18.5 Anticipated Litigation (GC 54956.9) update: 1 potential cases

***Motion** by Trustee, Melissa Myers **seconded** by Trustee Greg Dunn, to Approve to Go into Open Session at 8:50 pm*

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

19. OPEN SESSION: OTHER ACTION ITEMS

***Motion** by Trustee, Melissa Myers **seconded** by Trustee Lane Anderson, to Approve an Employment Offer to Ciara Machado for an AG Aide starting in Fall 2025. Until she gets her Teaching Credential this offer will change to a Certificated Teaching Employment Offer.*

Motion carried 4-0.

Vote:

Ayes: Greg Dunn, Melissa Myers, Cody Bogan and Lane Anderson

Noes: None

20. ADJORNMENT

Meeting adjourned at 8:51 pm by President, Cody Bogan

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

CONSENT AGENDA

16.3 Approve the Minutes of the Regular Board Meeting 5-8-2025

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

MINUTES – SEQUOIA UNION BOARD OF TRUSTEES REGULAR BOARD MEETING

Thursday, May 8, 2025
6:00pm

AGENDA

ATTENDANCE

Board Members *Present*

Lane Anderson, Board Clerk
Jon Cotta, Board Member
Melissa Myers, Board Member
Cody Bogan, Board President

Board Members *Absent*

Greg Dunn, Board Member

Staff Members *Present*

Scott Pickle, Superintendent
Gladys Ramirez, Business Manager

OPENING BUSINESS

1. CALL TO ORDER

Regular Board meeting on May 8, 2025 was called to order at 6:00 pm by President, Cody Bogan. All Board members were present in the Gymnasium at Sequoia Union Elementary, 23958 Ave 324, Lemon Cove, CA 93244.

2. FLAG SALUTE

President, Cody Bogan led the flag salute.

3. APPROVAL OF AGENDA of the Agenda ***Motion*** by *Trustee, Melissa Myers* ***seconded*** by *Trustee Jon Cotta, to Approve the agenda* ***Motion carried 4-0.***

Vote:

Small School, Big Heart



SEQUOIA UNION ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

4. COMMENTS FROM THE PUBLIC

President, Cody Bogan opened up for public comments:

Diana Mendez asked about seeing 8.1 policies before they are approved. Dr. Pickle explained that no policies have been changed they have been updated to state requirements and will be live on Gamut and then put on the website for parents to see as soon as they are ready.

Jason Castillo added one more thing to add for negotiations. He has said TK-2 is the best it has been in the 12 years he has been here. He would like the board to consider getting more experienced teachers for the other grades.

Dr. Pickle reported no on online comment.

5. STUDENT/STAFF ACKNOWLEDGEMENT

6. CORRESPONDENCE

7. PUBLIC HEARING

8. ACTION ITEMS

8.1 CSBA Board Policies Global Adoption (Final Approval)

Motion by Trustee, Jon Cotta **seconded** by Trustee Lane Anderson, to Approve CSBA Board Policies Global Adoption (Final Approval)

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

8.2 Interdistrict Transfers OUT

Motion by Trustee, Jon Cotta **seconded** by Trustee Melissa Myers, to Approve Interdistrict Transfers OUT

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Small School, Big Heart



Noes: None

8.3 Interdistrict Transfers IN

Motion by Trustee, Jon Cotta **seconded** by Trustee Melissa Myers, to Approve Interdistrict Transfers IN

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

8.4 Jane Bettencourt Consultant Contract 2025-2026

Motion by Trustee, Melissa Myers **seconded** by Trustee Jon Cotta, to Approve Jane Bettencourt Consultant Contract 2025-2026

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

9. CONSTRUCTION/MODERNIZATION ITEMS

9.1 New Construction and Modernization Discussion & Report by Consultant, Luke Smith:

Construction is back under way. They just finished abatement that came back clean. 1 room has been demolished. They are looking to see if we have the same problems in the walls that we had in the first wing. If there is the answers should be much faster since we know how the problem got fixed.

They are waiting on 2 components to hook up the old PA system with the new PA system.

10. CONSTRUCTION/MODERNIZATION ITEMS

10.1 Bulletin 13-RFI #45: Credit for heat detectors \$800

Motion by Trustee, Lane Anderson **seconded** by Trustee Jon Cotta, to approve Bulletin 13-RFI #45: Credit for heat detectors \$800

Motion carried 4-0.

Vote:

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson
Noes: None

10.2 Bulletin 17-RFI #34: Replace downspouts \$1739.00
Motion by Trustee, Jon Cotta **seconded** by Trustee Melissa Myers, to
Approve Bulletin 17-RFI #34: Replace downspouts \$1739.00
Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson
Noes: None

10.3 Bulletin 18- Remove roof replacement and relate sheet metal work
Motion by Trustee, Lane Anderson **seconded** by Trustee Jon Cotta, to
Deny Bulletin 18- Remove roof replacement and relate sheet metal work
and to move forward with roofing Wing 2.
Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson
Noes: None

11. SUPERINTENDENT

Dr. Pickle added a comment that LPAC scores came back today. 8 out of the 9 students scored a 4 and will be reclassified. Dr. Pickle would like to have the students come to a later board meeting to be acknowledged. Dr. Pickle also acknowledged the great work Mrs. Yadon is doing with the EL students.

12. HUMAN RESOURCES

12.1 Annual Statement of Need

Motion by Trustee, Lane Anderson **seconded** by Trustee Jon Cotta, to
Approve Annual Statement of Need
Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson
Noes: None

Small School, Big Heart



12.2 Declaration of need

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to
Approve Declaration of need

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

13. BUSINESS

13.1 Business Report

Motion by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to
Approve the Business Report

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

14. MAINTENANCE, OPERATIONS AND GROUNDS

14.1 Update: The yard has been cleaned. Fence prep on east side for
compost. They are getting rid of trash by bus barn.

15. AG FARM UPDATE

15.1 Update: The ground has been worked behind TK/K building. Bo Smith
and Wester Ag donated for irrigation. Pumpkins will be in ground in 2 weeks

16. CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are
acted on by the Board of Trustees in one motion. There is no discussion of
these items before the Board vote unless a member of the Board, staff, or
public requests specific items be discussed and/or removed from the
Consent Agenda. It is understood that the Administration recommends
approval on all Consent Items. Each item on the Consent Agenda approved
by the members of the Governing Board shall be deemed to have been

Small School, Big Heart



considered in full and adopted as recommended.

16.1 Approve the Minutes of the Special Board Meeting 1-23-25
Motion by Trustee, Lane Anderson **seconded** by Trustee Jon Cotta, to
approve the Minutes of the Special Board Meeting 1-23-25,
Motion carried 3-0.

Vote:

Ayes: Cody Bogan, Jon Cotta, and Lane Anderson

Noes: None

16.2 Approve the Minutes of the Regular Board Meeting 3-6-2025
Motion by Trustee, Lane Anderson **seconded** by Trustee Jon Cotta, to
table the Minutes of the Regular Board Meeting 3-6-2025,
Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

16.3 Approve the Minutes of the Special Board Meeting 3-25-2025
Motion by Trustee, Melissa Myers **seconded** by Trustee Jon Cotta, to
approve the Minutes of the Special Board Meeting 3-25-2025,
Motion carried 3-0.

Vote:

Ayes: Melissa Myers, Jon Cotta, and Lane Anderson

Noes: None

17. ORGANIZATION BUSINESS

17.1 Consideration of Agenda Items the Board Wishes to Discuss in Future
Meetings:
Nothing at this time

18. BOARD CALENDAR

Motion by Trustee, Lane Anderson **seconded** by Trustee Jon Cotta, to

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Approve to Go into Closed Session at 6:40 pm

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

19. CLOSED SESSION

A. Personnel

19.1 Public Employee Discipline/Dismissal/Release (Certificated) (GC 54947)

19.2 Public Employee Performance Evaluation (Superintendent) (GC 54957)

19.3 Conference with Labor Negotiator (GC 54957.6)

Agency Representative: Superintendent/Principal.

B. Student Matters

19.4

C. Legal Matters

19.5 Anticipated Litigation (GC 54956.9) update: 1 potential cases

Motion by Trustee, Lane Anderson **seconded** by Trustee Jon Cotta, to
Approve to Go into Open Session at 8:47 pm

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

19. OPEN SESSION: OTHER ACTION ITEMS

Motion by Trustee, Melissa Myers **seconded** by Trustee Jon Cotta, to
Approve posting for 2nd and 6th grade positions and potentially for 7th grade pending a resignation

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

Motion by Trustee, Melissa Myers **seconded** by Trustee Jon Cotta, to Approve posting and hire of the following classified positions, AG Farm/Grounds/Maintenance position, Cafeteria Aide and ELOP Program Aide/Little Cougars Program

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

Motion by Trustee, Jon Cotta **seconded** by Trustee Melissa Myers, to Approve the satisfactory evaluation of superintendent Dr. Pickle

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

20. ADJORNMENT

Meeting adjourned at 8:50 pm by President, Cody Bogan

Motion by Trustee, Lane Anderson **seconded** by Trustee Melissa Myers, to Adjourn at 8:50 pm

Motion carried 4-0.

Vote:

Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson

Noes: None

Small School, Big Heart



SEQUOIA UNION | ELEMENTARY SCHOOL

H. Scott Pickle, Ed. D.
Superintendent/Principal

ORGANIZATIONAL BUSINESS

17.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

Small School, Big Heart

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