

**Sequoia Union Board of Trustees**  
**Regular Board Meeting**  
**June 24, 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**

Amend to add the following:

Item 12.5 - Hire 7th Grade teacher

Item 8.7.15 Dataworks

Item 13.3 Budget Revision

**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**

**6. CORRESPONDENCE**

**7. PUBLIC HEARING**

**8. ACTION ITEMS**

8.1 Interdistrict Transfers OUT

8.2 Interdistrict Transfers IN

8.3 District LCAP

8.3.1 LCAP District

8.3.2 District LCAP Performance Indicator

8.4 Charter LCAP

8.4.1 LCAP Charter

8.4.2 Charter LCAP Performance Indicator

8.5 2025-2026 Sequoia Union District and Charter Proposed Budget

8.6 25-26 School Safety Plan

8.7 2025-26 Curriculum/Technology Support

8.7.1 McGraw Hill (ELA-Math-History) \$40,489.27

8.7.2 Heggerty \$1113

8.7.3 Literacy Footprints \$165

8.7.4 Pear Assessments \$2375

8.7.5 Kesler Science \$1745

8.7.6 Mystery Science \$1695

8.7.7 MobyMax (All Subjects) \$4142

8.7.8 Brain Pop \$4500

8.7.9 Quizizz \$1987.50

8.7.10 Starfall \$355

8.7.11 Hapara \$5,940.60

8.7.12 Renaissance/STAR \$9404.50

8.7.13 Trafera \$21156.14

8.7.14 Powerschool \$11,082.43

8.7.15 Dataworks \$13,940

**9. DISCUSSION & REPORTS**

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

9.2 Look Ahead schedule/Micham

**10. CONSTRUCTION/MODERNIZATION ITEMS**

10.1 Bul #19/COR #20 - Contractor field supervision costs

10.2 RFI #66/Bul #29 - Downspouts

**11. SUPERINTENDENT**

11.1 Superintendent Report

**12. HUMAN RESOURCES**

**12.1** Hire Cafeteria Aide Christina Mendoza: Range 1: Step 2

**12.2** Hire ELOP Aide Elizabeth Gomez: Range 2: Step 1

**12.3** Certificated Sub Rate to Increase from \$150.00 to \$200.00 starting July 1, 2025

**12.4** Toileting Stipend of \$2000 for 2 employees each for 25-26 school year

**12.5** Hire 7th Grade teacher Ivan Galvez – Column 2: Step 1 - Salary \$57,836.64

**13. BUSINESS**

**13.1** EPA Program

**13.2** District Resolution

**13.3** Budget Revision

**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.

**16.4** Approve the Minutes of the Regular Board Meeting 6-12-2025

**17. ORGANIZATIONAL BUSINESS**

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

**18. BOARD CALENDAR**

**19. CLOSED SESSION**

**A. 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



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## ACTION ITEMS

### 8.1 Interdistrict Transfers Out

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*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**

### **8.2 Interdistrict Transfers IN**

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***Small School, Big Heart***

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

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# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## ACTION ITEMS

### 8.3 District LCAP

8.3.1 LCAP District

8.3.2 District LCAP Performance Indicator

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*Small School, Big Heart*

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

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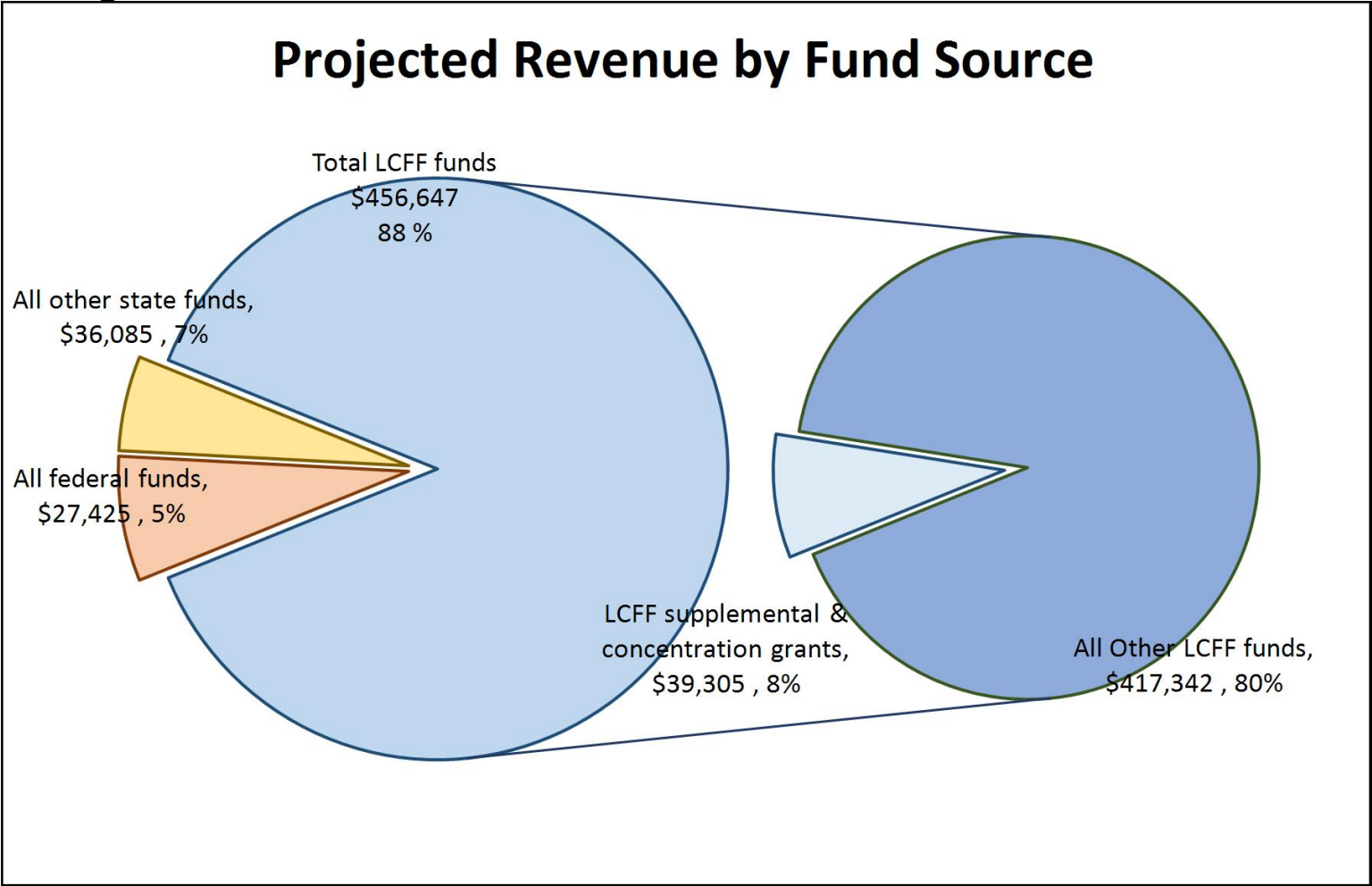


# LCFF Budget Overview for Parents

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

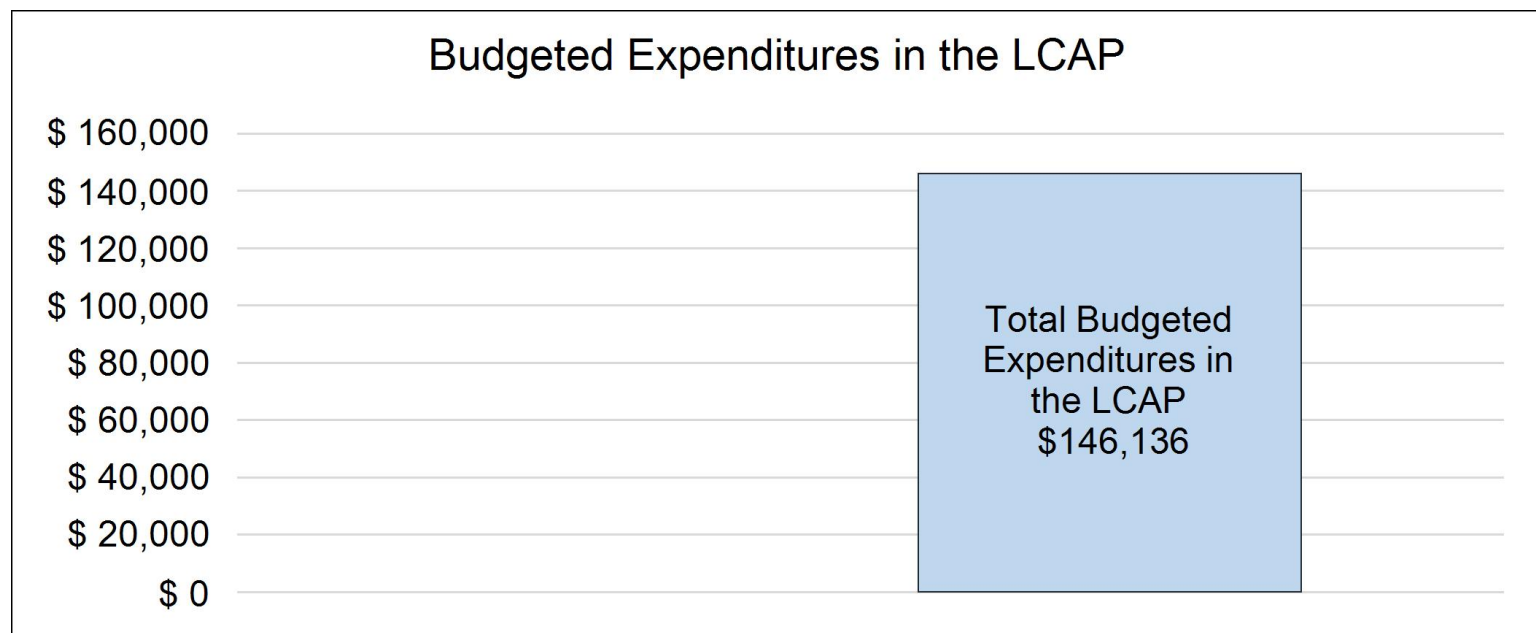


This chart shows the total general purpose revenue Sequoia Union Elementary School District expects to receive in the coming year from all sources.

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.

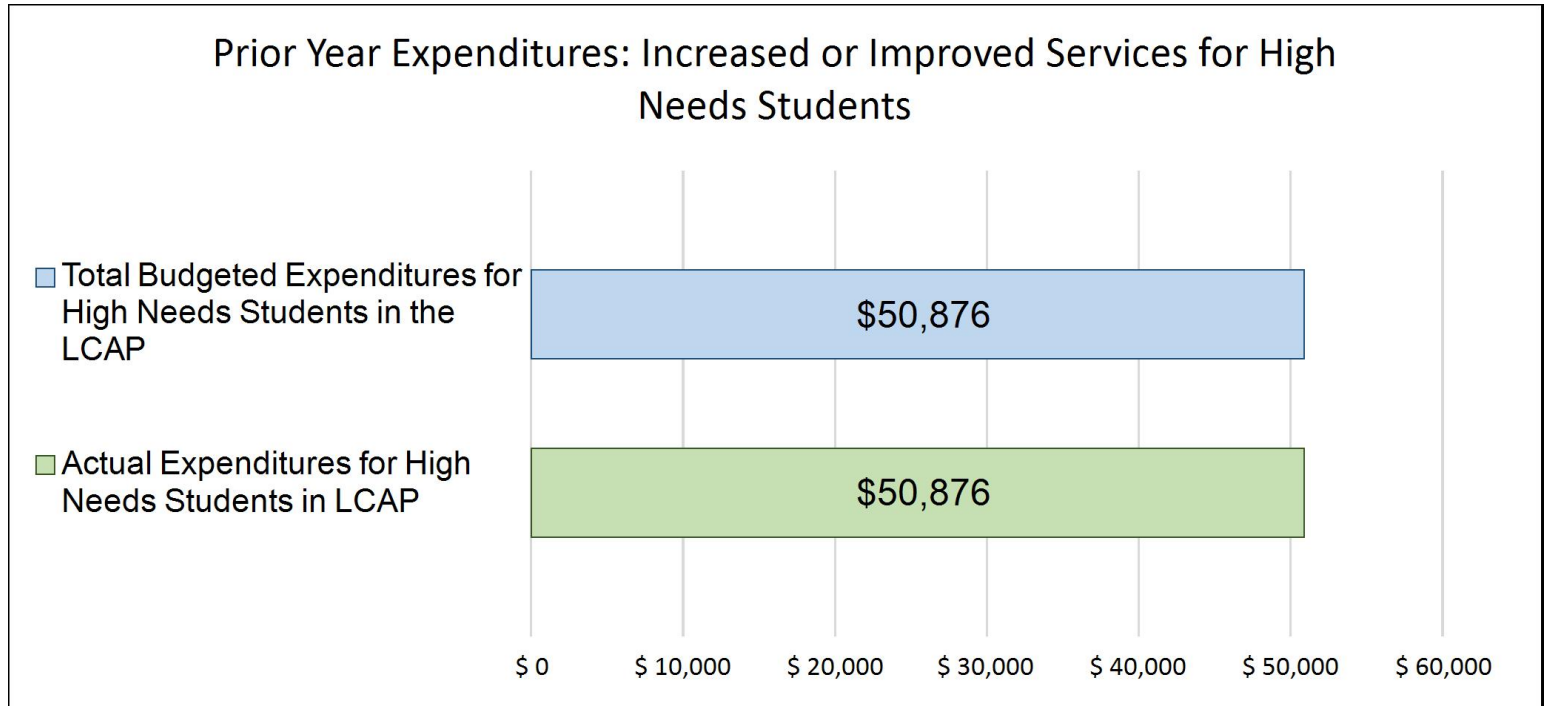
The text description of the above chart is as follows: Sequoia Union Elementary School District plans to spend \$ for the 2025-26 school year. Of that amount, \$146136 is tied to actions/services in the LCAP and \$-146,136 is not included in the LCAP. The budgeted expenditures that are not included in 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
		Fall 10% Spring 6%  *Three or More Grade Levels Below Reading Fall 29% Spring 32% Math Fall 23% Spring 26%			Math Fall 42% Spring 26%  *Two Grade Levels Below Reading Fall 2% Spring 2% Math Fall 9% Spring 5%  *Three or More Grade Levels Below Reading Fall 26% Spring 29% Math Fall 20% Spring 23%	
1.6	8th Grade Benchmark growth of students identified for intervention with the Student Success Center	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.  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	In order to protect student privacy, data is suppressed because fewer than 11 students tested. (23-24)  Fewer than 11 students were served by the Student Services Center.		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.  46% of students who receive services will meet their annual typical growth goals for	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
<b>1.6</b>	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
<b>1.7</b>	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
<b>1.8</b>	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
<b>3.2</b>	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
<b>3.3</b>	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
<b>3.4</b>	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
<b>3.5</b>	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
<b>3.6</b>	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
<b>3.7</b>	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.		
<b>3.8</b>	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
<b>3.9</b>	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
<b>3.10</b>	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"><li>Assist in the supervision of students at school, on the campus and on the bus before, during and after school hours.</li><li>Coordinate the curriculum department and development.</li><li>Assist in the monitoring and evaluation of certificated and classified employees.</li><li>Coordinate Student 504 and SST process</li></ul>	\$16,292.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Assist in the counseling of students and implementing the climate and culture programs and projects</li> <li>Assist in the monitoring and facilitation of school groups and committees such as School Site Council, Student Study Team, Leadership Team and Student Council.</li> <li>Assist in the supervision of duties and responsibilities of staff members.</li> <li>Assist in the staff development program and plan.</li> <li>Assist in the development and implementation of the student discipline procedure plan at the school site, a Multi-Tiered System of Supports (MTSS)</li> <li>Assist in developing a positive school climate.</li> <li>Assist the Superintendent-Principal with the writing of the LCAP</li> <li>Assist in parent/teacher conferences relating to problems, concerns or activities of students.</li> <li>Coordinate Student Testing (Benchmarks; CAASPP; ELPAC)</li> </ul>		
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
<b>4.5</b>	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
<b>4.6</b>	Climate and Culture Implementation Materials and Supplies	Materials and Supplies to implement Climate and Culture programs and projects.	\$550.00	Yes
<b>4.7</b>	Climate and Culture Implementation Travel and Conference	Travel and Conference to implement Climate and Culture programs and projects.		Yes
<b>4.8</b>	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
<b>4.9</b>	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
<b>4.10</b>	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><b>Action:</b> Student Success Center</p> <p><b>Need:</b> 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><b>Scope:</b> 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.	
<b>1.4</b>	<p><b>Action:</b> Local Benchmark Assessment Program</p> <p><b>Need:</b> 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><b>Scope:</b> 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.
<b>2.1</b>	<p><b>Action:</b> CTE Agriculture Program</p> <p><b>Need:</b> 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
	<b>Scope:</b> LEA-wide	educational experiences, thereby promoting equity and excellence.	
<b>2.2</b>	<b>Action:</b> Library Media Center  <b>Need:</b> 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.  <b>Scope:</b> 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
<b>3.7</b>	<b>Action:</b> School Safety Personnel, materials and training  <b>Need:</b> 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
	<b>Scope:</b> LEA-wide	their student achievement. Thus, this action is being implemented district-wide.	
<b>3.8</b>	<p><b>Action:</b> School Nurse LVN</p> <p><b>Need:</b> 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><b>Scope:</b> 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
<b>3.9</b>	<p><b>Action:</b> Counseling/ Social Services</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Solution Tree - Transforming School Culture</p> <p><b>Need:</b> Unduplicated pupils survey data show 57% feel unconnected to school and feel a lack of a sense of purpose.</p> <p><b>Scope:</b> 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><b>Action:</b> Conscious Discipline</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Character Counts</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Let Grow</p> <p><b>Need:</b> 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
	<b>Scope:</b> LEA-wide		
4.6	<b>Action:</b> Climate and Culture Implementation Materials and Supplies  <b>Need:</b> 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%.  <b>Scope:</b> LEA-wide	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	<b>Action:</b> Climate and Culture Implementation Travel and Conference  <b>Need:</b> 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%.  <b>Scope:</b> LEA-wide	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><b>Action:</b> Edlio Website Hosting</p> <p><b>Need:</b> 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><b>Scope:</b> 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><b>Action:</b> Home to School Communication.</p> <p><b>Need:</b> 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><b>Scope:</b> 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
<b>1.2</b>	<p><b>Action:</b> ELD Coordinator</p> <p><b>Need:</b> 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><b>Scope:</b> 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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 %	<b>Total:</b>	\$40,817.00
								<b>LEA-wide Total:</b>	\$40,817.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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](mailto: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"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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  
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## 2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Scott Pickle, Ed.D. Superintendent/Principal	spickle@sequoiaunion.org (559) 564-2106

### Introduction

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

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

### Performance Standards

The approved performance standards require an LEA to:

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

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

### Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	3	3	0	0	0	0	0	0

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0



## Implementation of State Academic Standards (LCFF Priority 2)

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

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

## Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

## Optional Narrative (Limited to 1,500 characters)

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

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

According to the annual Parent and Family Climate and Culture Survey that was administered to families in the spring of 2025:

84.4% of parents agreed that school staff respect their child.  
86.6% replied that the school staff model respectful behavior.

75.5% of parents agreed that their child receives help when they struggle with learning.

The frequency and clarity of communications with parents is an area where the LEA continues to strive for improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Input from our educational partners collected both in person and through surveys indicates that communication, though improved from previous years, will continue to be a focus area.

The fourth goal to the LCAP helps to ensure that continuous improvement of school climate, including building educational partner relationships, is prioritized and positive action toward this goal is taken. Planned actions related to this goal will include initiatives focused on improving relationships between school staff and families. The school has improved the communication platform and website to make information more accessible.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Engaging the parents of English Language Learners and families new to the district remains a challenge. The school website has been updated making information more accessible. Continued professional development in English Language Development and Support will continue to be a focus.

## Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

The following results from our annual survey of parents indicate that the LEA is making progress toward building partnerships with parents:

75.5% of parents surveyed said that they feel welcome to participate at school.  
 91.1% of parents agreed that the school provides a safe and supportive learning environment.  
 80% of parents surveyed agreed that the school communication has been sufficient.

Sequoia Union Elementary School District relies on communication with the Parent's Guild (Parent Teacher Club and Sports Boosters), School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for input and assistance with decision making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

This year the LEA significantly increased the parent participation on campus. Building this relationship is an important part of the LEA goal. Though we continue to focus on the communication and have positive survey outcomes, we will continue to focus on the area.

Based on the survey, we have continued work ahead of us.

86.6% of parents surveyed agreed with the statement "my child's background (race, ethnicity, religion, economic status) is valued at this school"

75.5% of parents surveyed agreed that they feel welcomed at the school.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Continuing our outreach efforts will allow us to build more effective partnerships. Utilizing ELAC meetings to facilitate conversations rather than as a forum to simply convey information will help to move beyond building relationships into the realm of building educational partnerships. Partnerships require clear communication and the technology tools teachers are learning about in professional development that can make it easier to communicate with non English speaking parents can help bridge the language divide.

### Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Our strengths when it comes to seeking input have improved. Survey respondents give the school high marks for behaviors that demonstrate professionalism and respect when interacting with parents.

91.1% of parents agreed that the school provides a safe and supportive learning environment.

80% of parents surveyed agreed that the school communication has been sufficient.

84.4% of parents agreed that school staff respect their child.

86.6% replied that the school staff model respectful behavior.

These behaviors are foundational for a more future, more concerted effort for seeking input for decision making.

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

The following results from our annual survey of parents indicate that the LEA has improved in its efforts to seek input for decision making with parents.

75.5% of parents surveyed said that they feel welcomed at the school, up from 54% from the previous year.

The LEA must build on the positive foundational behaviors cited in question one of this section by encouraging substantive communication between school staff and educational partners, and conveying the value that each party brings to the educational process.

The number of educational partners representing the needs of unduplicated pupils who provide input for decision making is small. The LEA will focus efforts to reach out to these partners and communicate to them the importance of their participation in LEA decisions. When educational partners respond in greater numbers, we get a more complete picture of the needs of our school community. When they provide direct input we can provide what these partners actually need and not just what we think they need.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The same actions that will improve building partnerships for student outcomes will also improve engagement of underrepresented families in seeking input for decision making. The LEA will strive to improve outreach and communication to parents of unduplicated pupils. The school website will be updated more consistently and to contain more resources for parents. Publicizing ELAC meetings in multiple ways, including individual phone invitations provided in the home language proved successful this year in engaging ELL families. The LEA has also recently provided teachers with professional development to teach them about technology tools that can make it easier to communicate with non English speaking parents.

## **School Climate (LCFF Priority 6)**

### **Introduction**

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

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



## Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

Sequoia Union Elementary School District survey data was collected anonymously to encourage true responses from the student, staff, and parents. Though this is the case, the data collected was beneficial to direct our improvement efforts.

Some of the highlighted questions were:

Overall satisfaction with the school: 73.3% agreed

When asked "Do you feel safe at school?": 91.1% agreed

The staff respects my child: 84.4 agreed

School staff model respectful behavior: 86.6% agreed

The school sets high expectations for all students: 73.3% agreed

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

Overall results show students feel a level of safety and connectedness. Communication of rules and expectations was graded low therefore we have some work to do in our communication efforts. Additionally, maintenance did not score exceptionally high prompting more of a focus in that area for the future.

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

There will always be room for improvement in our school culture and with the information gathered from the surveys, we will be more able to affect change.

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

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

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

The LEA uses the PowerSchool Student Information System to store and aggregate student data. This system retains the course completion information of each student over time during the course of their academic career at Sequoia Union. This system can track students identified as belonging to different groups including unduplicated pupils and those with exceptional needs. Since our LEA is a K-8 Elementary school the course offerings are basic and are the same for all students, with the exception of ELD and intervention services, until they reach grades 6, 7 and 8. As such, the tools mentioned above do not really measure broad course of study because none are needed.

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

Students at Sequoia Union are enrolled in self-contained classrooms in grades K-6. In these classrooms all students receive the same core curriculum instruction. In addition to core curriculum, K-6 students also engage in physical education twice a week and music and agriculture once a week. English Language Learners and students performing below grade level also have access to specialized instruction from our intervention and ELD teacher.

In Grades 7 and 8 students participate in afternoon elective classes such as leadership, agriculture, art, and STEM. Students spend a single trimester in each elective ensuring that they get the opportunity to participate in a broad course of study beyond their core curriculum.

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

The main barrier the LEA experiences in attempting to provide all students with a broad course of study is financial. The way our LEA is organized, as an elementary and a dependant charter, and the funding structure currently in place for California schools does not financially favor our school. We do not meet the structural or demographic requirements to receive the majority of funding available to other schools in our area. This means hiring a music teacher, expanding our agricultural program, and obtaining the equipment for true STEAM educational initiatives has been a struggle for our district. Providing other broad course of study areas such as world languages is not feasible at this time.

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

The LEA meets legal requirements for adequate curriculum and courses to meet minimum state standards. Because we often lack the funding to broaden our offerings in an official way, we frequently turn to the community and our county partners to help us offer broad educational opportunities to our students. Our parent groups raise upwards of \$40,000 each year to provide multiple educational field trips to students at all grade levels. Parent volunteers are often available to facilitate extra classroom activities such as art projects. Our campus also takes part in academic competitions offered by the state and county such as Spelling Bee, Math Bowl, Poetry and Prose, Reading Revolution and National History Day to help broaden student access to additional academic experiences.

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## ACTION ITEMS

### 8.4 Charter LCAP

8.4.1 LCAP Charter

8.4.2 Charter LCAP Performance Indicator

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*Small School, Big Heart*

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

PHONE: 559-564-2106



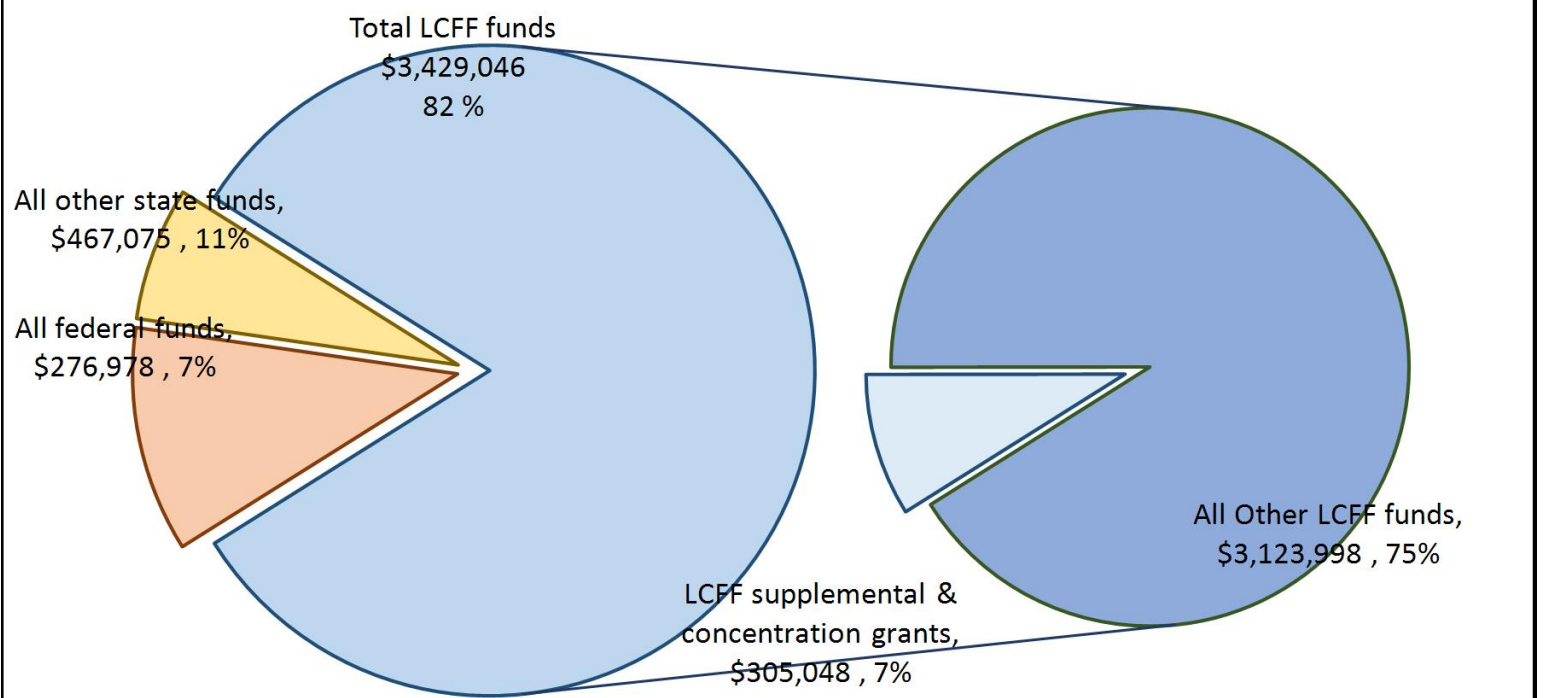
# LCFF Budget Overview for Parents

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



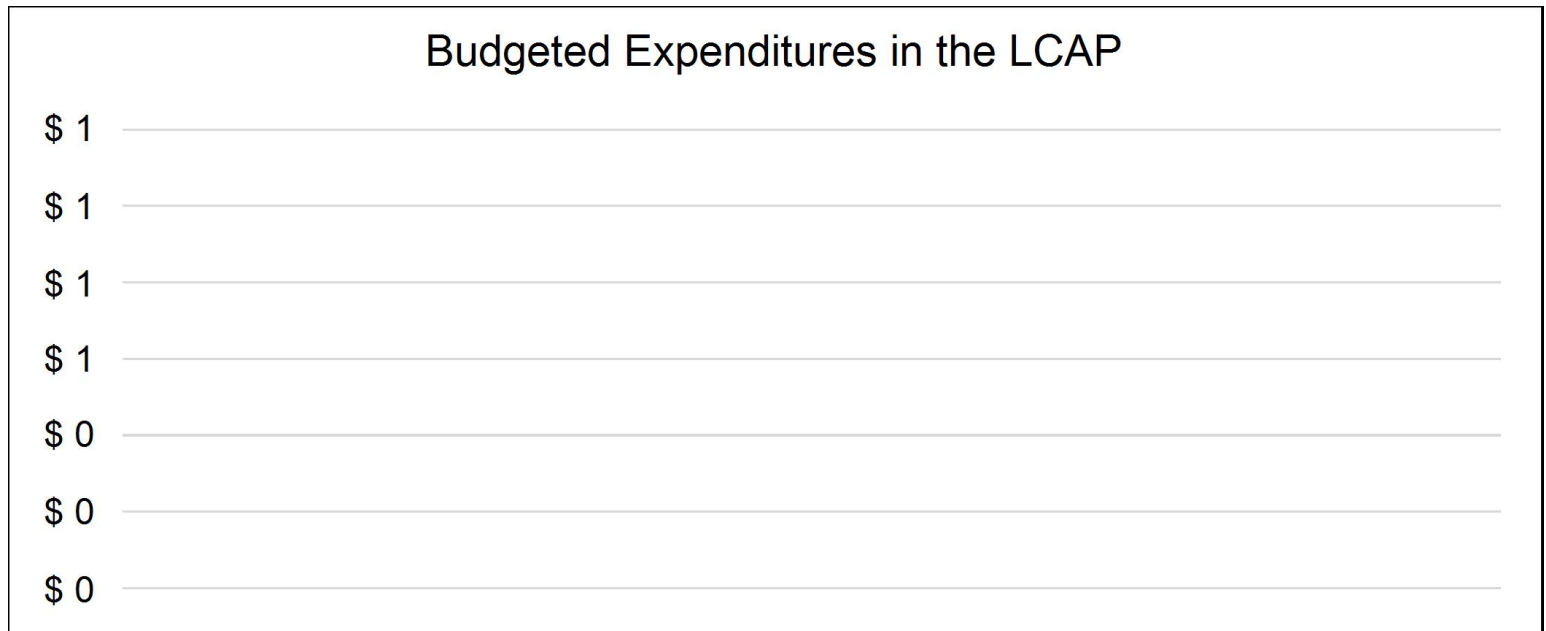
This chart shows the total general purpose revenue Sequoia Union Elementary Charter School and Sequoia Union Elementary School District expects to receive in the coming year from all sources.

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.

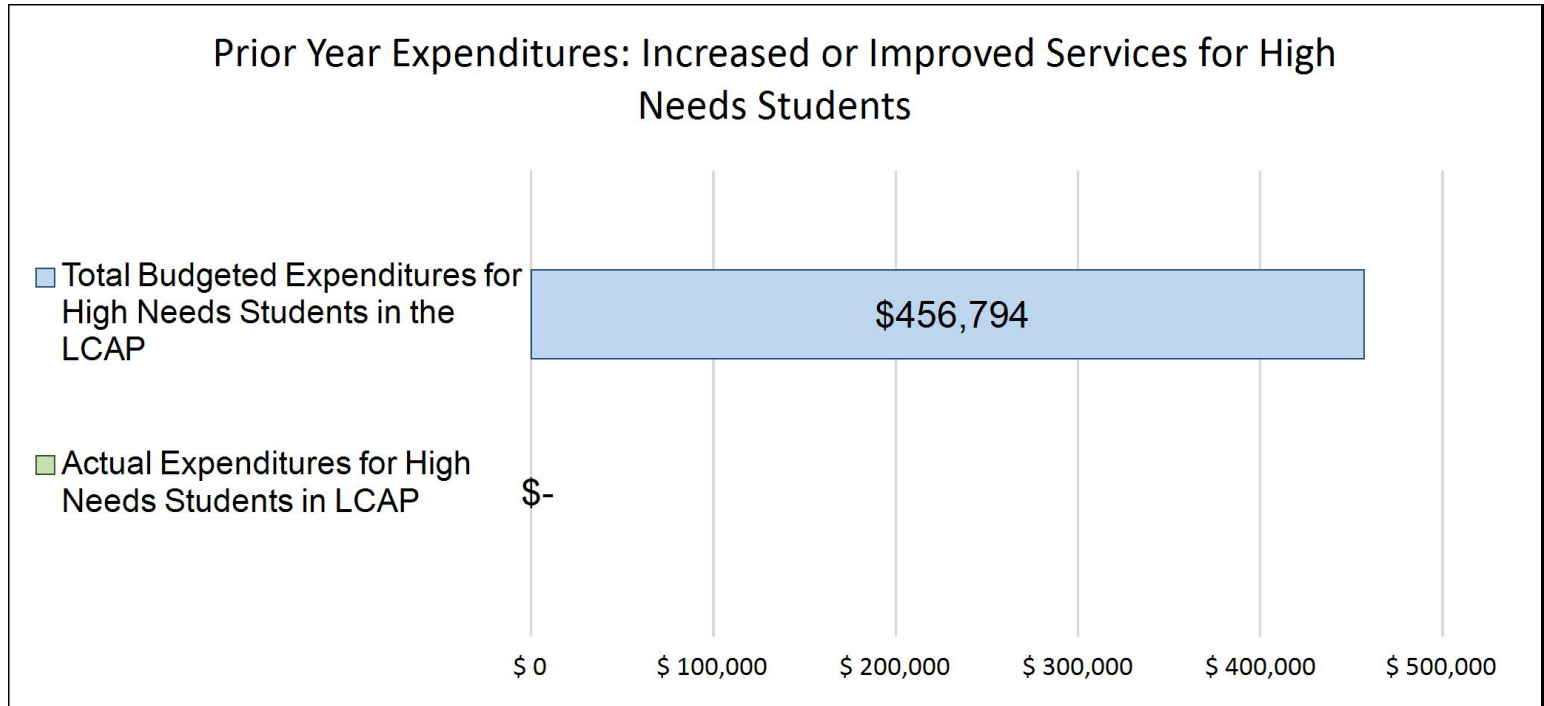
The text description of the above chart is as follows: Sequoia Union Elementary Charter School and Sequoia Union Elementary School District plans to spend \$ for the 2025-26 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures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

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Actions



Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	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
<b>1.2</b>	ELD Coordinator	Staff to coordinate pull out English Language Development Instruction and to coordinate ELPAC testing for English Language Learners.		Yes
<b>1.3</b>	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
<b>1.4</b>	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
<b>1.5</b>	Classified Personnel	Classified salaries for paraprofessionals to support unduplicated students in all academic areas.	\$263,261.00	Yes
<b>1.6</b>	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
<b>1.7</b>	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.		
<b>1.8</b>	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
<b>2.5</b>	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
<b>2.6</b>	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
<b>2.7</b>	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
<b>2.8</b>	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.

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

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## 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
<b>3.7</b>	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
<b>3.8</b>	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
<b>3.9</b>	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
<b>3.10</b>	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	<p>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.</p> <p>6.3% of Hispanic students were suspended at least one day.</p> <p>9.1% Socioeconomically</p>	<p>23-24 Total suspension rate for 22-23 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>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.</p> <p>3.3% of Hispanic students will be suspended at least one day.</p>	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.

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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"> <li>• Assist in the supervision of students at school, on the campus and on the bus before, during and after school hours.</li> <li>• Coordinate the curriculum department and development.</li> <li>• Assist in the monitoring and evaluation of certificated and classified employees.</li> <li>• Coordinate Student 504 and SST process</li> <li>• Assist in the counseling of students and implementing the climate and culture programs and projects</li> <li>• Assist in the monitoring and facilitation of school groups and committees such as School Site Council, Student Study Team, Leadership Team and Student Council.</li> <li>• Assist in the supervision of duties and responsibilities of staff members.</li> <li>• Assist in the staff development program and plan.</li> <li>• Assist in the development and implementation of the student discipline procedure plan at the school site, a Multi-Tiered System of Supports (MTSS)</li> <li>• Assist in developing a positive school climate.</li> <li>• Assist the Superintendent-Principal with the writing of the LCAP</li> <li>• Assist in parent/teacher conferences relating to problems, concerns or activities of students.</li> <li>• Coordinate Student Testing (Benchmarks; CAASPP; ELPAC)</li> </ul>	\$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
<b>4.3</b>	Conscious Discipline	Comprehensive plan to train all staff on the brain research based conscious discipline program, which will be a Multi-year implementation.		Yes
<b>4.4</b>	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
<b>4.5</b>	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
<b>4.6</b>	Climate and Culture Implementation Materials and Supplies	Materials and Supplies to implement Climate and Culture programs and projects.	\$4,500.00	Yes
<b>4.7</b>	Climate and Culture Implementation Travel and Conference	Travel and Conference to implement Climate and Culture programs and projects.	\$4,450.00	Yes
<b>4.8</b>	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
<b>4.9</b>	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
<b>4.10</b>	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><b>Action:</b> Student Success Center</p> <p><b>Need:</b> CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA and Math than non-unduplicated pupils.</p> <p><b>Scope:</b></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		
<b>1.4</b>	<p><b>Action:</b> Local Benchmark Assessment Program</p> <p><b>Need:</b> CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p><b>Scope:</b> 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
<b>1.5</b>	<p><b>Action:</b> Classified Personnel</p> <p><b>Need:</b> CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p><b>Scope:</b> 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.
<b>2.1</b>	<p><b>Action:</b> CTE Agriculture Program</p> <p><b>Need:</b> CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.</p> <p><b>Scope:</b></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		
<b>2.2</b>	<p><b>Action:</b> Library media Center</p> <p><b>Need:</b> CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils..</p> <p><b>Scope:</b> 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
<b>3.7</b>	<p><b>Action:</b> School Safety Personnel, materials and training</p> <p><b>Need:</b> 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><b>Scope:</b> 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.
<b>3.8</b>	<p><b>Action:</b> School Nurse LVN</p> <p><b>Need:</b> 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
	<b>Scope:</b> LEA-wide		
<b>4.1</b>	<b>Action:</b> Assistant Principal  <b>Need:</b> The suspension rate of unduplicated pupils is far higher than the suspension rate of non-unduplicated pupils.  <b>Scope:</b> 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
<b>4.2</b>	<b>Action:</b> Solution Tree - Transforming School Culture  <b>Need:</b> Unduplicated pupils survey data show they feel unconnected to school and feel a lack of a sense of purpose.  <b>Scope:</b> 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.
<b>4.3</b>	<b>Action:</b> Conscious Discipline  <b>Need:</b> 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
	<b>Scope:</b> LEA-wide		
4.4	<b>Action:</b> Character Counts  <b>Need:</b> 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.  <b>Scope:</b> 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	<b>Action:</b> Let Grow  <b>Need:</b> 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.  <b>Scope:</b> 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
<b>4.6</b>	<p><b>Action:</b> Climate and Culture Implementation Materials and Supplies</p> <p><b>Need:</b> 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><b>Scope:</b> 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.
<b>4.7</b>	<p><b>Action:</b> Climate and Culture Implementation Travel and Conference</p> <p><b>Need:</b> 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><b>Scope:</b> 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.
<b>4.8</b>	<p><b>Action:</b> Edlio Website Hosting</p> <p><b>Need:</b></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><b>Scope:</b> LEA-wide</p>		
<b>4.9</b>	<p><b>Action:</b> Home to School Communication</p> <p><b>Need:</b> 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><b>Scope:</b> LEA-wide</p>	<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.</p>	<p>End of Spring Student survey on campus climate, culture, and sense of connection to the school.</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
<b>1.2</b>	<p><b>Action:</b> ELD Coordinator</p>	<p>The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner</p>	<p>ELPAC, CAASP, CAST and STAR data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<b>Need:</b> CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils.  <b>Scope:</b> 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	<b>Action:</b> English Language Development Training  <b>Need:</b> CAASPP, CAST and STAR Data show that English Learner pupils score lower in ELA and Math than non-unduplicated pupils  <b>Scope:</b> 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 %	<b>Total:</b>	\$548,664.00
								<b>LEA-wide Total:</b>	\$548,664.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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](mailto: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"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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  
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## 2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	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

### Introduction

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

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

### Performance Standards

The approved performance standards require an LEA to:

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

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

### Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-25	22	20	0	2	0	0	0	0

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

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

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

Sequoia Union utilizes local benchmarks along with Star Assessments to monitor progress and adherence to State Standards.

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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



## Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

## Optional Narrative (Limited to 1,500 characters)

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

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

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

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

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

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

According to the annual Parent and Family Climate and Culture Survey that was administered to families in the spring of 2025:

84.4% of parents agreed that school staff respect their child.

86.6% replied that the school staff model respectful behavior.

75.5% of parents agreed that their child receives help when they struggle with learning.

The frequency and clarity of communications with parents is an area where the LEA continues to strive for improvement.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Input from our educational partners collected both in person and through surveys indicates that communication, though improved from previous years, will continue to be a focus area.

The fourth goal to the LCAP helps to ensure that continuous improvement of school climate, including building educational partner relationships, is prioritized and positive action toward this goal is taken. Planned actions related

to this goal will include initiatives focused on improving relationships between school staff and families. The school has improved the communication platform and website to make information more accessible.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Engaging the parents of English Language Learners and families new to the district remains a challenge. The school website has been updated making information more accessible. Continued professional development in English Language Development and Support will continue to be a focus.

**Section 2: Building Partnerships for Student Outcomes**

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

The following results from our annual survey of parents indicate that the LEA is making progress toward building partnerships with parents:

75.5% of parents surveyed said that they feel welcome to participate at school.  
91.1% of parents agreed that the school provides a safe and supportive learning environment.  
80% of parents surveyed agreed that the school communication has been sufficient.

Sequoia Union Elementary School District relies on communication with the Parent's Guild (Parent Teacher Club and Sports Boosters), School Site Council (which also serves as our ELAC/DLAC and PAC), staff meetings, board meetings, and parent, student and staff surveys for input and assistance with decision making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

This year the LEA significantly increased the parent participation on campus. Building this relationship is an important part of the LEA goal. Though we continue to focus on the communication and have positive survey outcomes, we will continue to focus on the area.  
Based on the survey, we have continued work ahead of us.

86.6% of parents surveyed agreed with the statement "my child's background (race, ethnicity, religion, economic status) is valued at this school"

75.5% of parents surveyed agreed that they feel welcomed at the school.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Continuing our outreach efforts will allow us to build more effective partnerships. Utilizing ELAC meetings to facilitate conversations rather than as a forum to simply convey information will help to move beyond building relationships into the realm of building educational partnerships. Partnerships require clear communication and the technology tools teachers are learning about in professional development that can make it easier to communicate with non English speaking parents can help bridge the language divide.

### Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Our strengths when it comes to seeking input have improved. Survey respondents give the school high marks for behaviors that demonstrate professionalism and respect when interacting with parents.

91.1% of parents agreed that the school provides a safe and supportive learning environment.

80% of parents surveyed agreed that the school communication has been sufficient.

84.4% of parents agreed that school staff respect their child.

86.6% replied that the school staff model respectful behavior.

These behaviors are foundational for a more future, more concerted effort for seeking input for decision making.

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

The following results from our annual survey of parents indicate that the LEA has improved in its efforts to seek input for decision making with parents.

75.5% of parents surveyed said that they feel welcomed at the school, up from 54% from the previous year.

The LEA must build on the positive foundational behaviors cited in question one of this section by encouraging substantive communication between school staff and educational partners, and conveying the value that each party brings to the educational process.

The number of educational partners representing the needs of unduplicated pupils who provide input for decision making is small. The LEA will focus efforts to reach out to these partners and communicate to them the importance of their participation in LEA decisions. When educational partners respond in greater numbers, we get a more complete picture of the needs of our school community. When they provide direct input we can provide what these partners actually need and not just what we think they need.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The same actions that will improve building partnerships for student outcomes will also improve engagement of underrepresented families in seeking input for decision making. The LEA will strive to improve outreach and communication to parents of unduplicated pupils. The school website will be updated more consistently and to contain more resources for parents. Publicizing ELAC meetings in multiple ways, including individual phone invitations provided in the home language proved successful this year in engaging ELL families. The LEA has also recently provided teachers with professional development to teach them about technology tools that can make it easier to communicate with non English speaking parents.

## School Climate (LCFF Priority 6)

### Introduction

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

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

## Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

Sequoia Union Elementary School District survey data was collected anonymously to encourage true responses from the student, staff, and parents. Though this is the case, the data collected was beneficial to direct our improvement efforts.

Some of the highlighted questions were:

Overall satisfaction with the school: 73.3% agreed

When asked "Do you feel safe at school?": 91.1% agreed

The staff respects my child: 84.4 agreed

School staff model respectful behavior: 86.6% agreed

The school sets high expectations for all students: 73.3% agreed

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

Overall results show students feel a level of safety and connectedness. Communication of rules and expectations was graded low therefore we have some work to do in our communication efforts. Additionally, maintenance did not score exceptionally high prompting more of a focus in that area for the future.

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

There will always be room for improvement in our school culture and with the information gathered from the surveys, we will be more able to affect change.



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

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

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

The LEA uses the PowerSchool Student Information System to store and aggregate student data. This system retains the course completion information of each student over time during the course of their academic career at Sequoia Union. This system can track students identified as belonging to different groups including unduplicated pupils and those with exceptional needs. Since our LEA is a K-8 Elementary school the course offerings are basic and are the same for all students, with the exception of ELD and intervention services, until they reach grades 6, 7 and 8. As such, the tools mentioned above do not really measure broad course of study because none are needed.

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

Students at Sequoia Union are enrolled in self-contained classrooms in grades K-6. In these classrooms all students receive the same core curriculum instruction. In addition to core curriculum, K-6 students also engage in physical education twice a week and music and agriculture once a week. English Language Learners and students performing below grade level also have access to specialized instruction from our intervention and ELD teacher.

In Grades 7 and 8 students participate in afternoon elective classes such as leadership, agriculture, art, and STEM. Students spend a single trimester in each elective ensuring that they get the opportunity to participate in a broad course of study beyond their core curriculum.

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

The main barrier the LEA experiences in attempting to provide all students with a broad course of study is financial. The way our LEA is organized, as an elementary and a dependant charter, and the funding structure currently in place for California schools does not financially favor our school. We do not meet the structural or demographic requirements to receive the majority of funding available to other schools in our area. This means hiring a music teacher, expanding our agricultural program, and obtaining the equipment for true STEAM educational initiatives has been a struggle for our district. Providing other broad course of study areas such as world languages is not feasible at this time.

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

The LEA meets legal requirements for adequate curriculum and courses to meet minimum state standards. Because we often lack the funding to broaden our offerings in an official way, we frequently turn to the community and our county partners to help us offer broad educational opportunities to our students. Our parent groups raise upwards of \$40,000 each year to provide multiple educational field trips to students at all grade levels. Parent volunteers are often available to facilitate extra classroom activities such as art projects. Our campus also takes part in academic



competitions offered by the state and county such as Spelling Bee, Math Bowl, Poetry and Prose, Reading Revolution and National History Day to help broaden student access to additional academic experiences.

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of					

Coordinating Instruction	1	2	3	4	5
residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## ACTION ITEMS

### 8.5 2025-2026 Sequoia Union District and Charter Proposed Budget

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*Small School, Big Heart*

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

PHONE: 559-564-2106

## Sequoia Union Budget Summary 2025-2026

Current Total Est. Enrollment	42
<b>District Revenues COLA</b>	<b>2.3%</b>
LCFF	\$599,050
Federal	\$28,106
Other State	\$84,546
Other Local	\$60,100
<b>Total Revenues</b>	<b>\$771,712</b>
<b>District Expense</b>	<b>\$841,671</b>
<b>Total Fund Balance</b>	<b>-\$69,959</b>
Current Total Est. Enrollment	320
<b>Charter Revenue</b>	<b>\$3,745</b>
LCFF	\$3,745,800
Federal	\$253,462
Other State	\$567,637
Other Local	\$81,889
<b>Total Revenue</b>	<b>\$4,648,788</b>
<b>Charter Expenses</b>	<b>\$4,986,109</b>
<b>Total Fund Balance</b>	<b>-\$187,321</b>

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

Public Hearing:

Place: Sequoia Union Elementary

Date: June 12, 2025

Time: 6:00pm

Adoption Date: June 24, 2025

Signed: \_\_\_\_\_

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Lane Anderson

Title: Clerk, Board Member

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

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%
<b>G. ASSETS</b>									
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				

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)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
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				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
<b>LCFF SOURCES</b>									
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%
<b>OTHER STATE REVENUE</b>									
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)	
<b>OTHER LOCAL REVENUE</b>									
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%
<b>CERTIFICATED SALARIES</b>									
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%
<b>CLASSIFIED SALARIES</b>									
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%
<b>EMPLOYEE BENEFITS</b>									
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%
<b>BOOKS AND SUPPLIES</b>									
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
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%
<b>CAPITAL OUTLAY</b>									
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									

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%
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
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%
<b>INTERFUND TRANSFERS OUT</b>									
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%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
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%
<b>USES</b>									

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%
<b>CONTRIBUTIONS</b>									
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%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)</b>			(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

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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
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
<b>REVENUES</b>					
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%
<b>CERTIFICATED SALARIES</b>					
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%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(131,913.22)	(337,321.00)	155.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			138,086.78	(187,321.00)	-235.7%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>Components of Ending Fund Balance</b>					
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%
<b>G. ASSETS</b>					

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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
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%
<b>FEDERAL REVENUE</b>					
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%
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
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%
<b>CERTIFICATED SALARIES</b>					

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%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(131,913.22)	(337,321.00)	155.7%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			138,086.78	(187,321.00)	-235.7%
<b>F. FUND BALANCE, RESERVES</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(9,324.00)	(2,117.00)	-77.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(9,324.00)	(2,117.00)	-77.3%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b> (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
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%
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
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%
<b>CERTIFICATED SALARIES</b>					
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%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(9,324.00)	(2,117.00)	-77.3%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(9,324.00)	(2,117.00)	-77.3%
<b>F. FUND BALANCE, RESERVES</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			35,000.00	35,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			35,000.00	(115,000.00)	-428.6%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b> (G10 + H2) - (I6 + J2)			0.00		
<b>OTHER LOCAL REVENUE</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
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
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			35,000.00	35,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			35,000.00	(115,000.00)	-428.6%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>Components of Ending Fund Balance</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			18,000.00	18,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			18,000.00	18,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
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%
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					

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%
<del>Proceeds from Leases</del>		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
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			18,000.00	18,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			18,000.00	18,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(1,420,950.00)	(92,000.00)	-93.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,420,950.00)	(92,000.00)	-93.5%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
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%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7551	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(1,420,950.00)	(92,000.00)	-93.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,420,950.00)	(92,000.00)	-93.5%
<b>F. FUND BALANCE, RESERVES</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			2,000.00	2,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,000.00	2,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
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%
<b>G. ASSETS</b>					
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		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>FEDERAL REVENUE</b>					
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%
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
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%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
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%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)</b>			2,000.00	2,000.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
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%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,000.00	2,000.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
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
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> 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
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> 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)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> 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)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	41.40	41.40	41.40	39.90	39.90	39.90
<b>5. District Funded County Program ADA</b>						
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
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	41.40	41.40	41.40	39.90	39.90	39.90
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

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>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
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)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
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]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

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>C. CHARTER SCHOOL ADA</b>						
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.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
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
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
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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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.	<b>X</b>	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	<b>X</b>	
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.	<b>X</b>	
<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	<b>X</b>	
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?	<b>X</b>	
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?	<b>X</b>	
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)?	<b>X</b>	
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?		<b>X</b>
<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
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?	<b>X</b>	<b>X</b>
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?	<b>X</b> <b>X</b> <b>X</b>	<b>X</b>  <b>X</b>
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)?	<b>X</b>	
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)	<b>X</b> <b>X</b> <b>n/a</b>	
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:		<b>X</b>  <b>06/26/2025</b>
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?		<b>X</b>
<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
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?	<b>X</b>	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	<b>X</b>	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	<b>X</b>	
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?	<b>X</b>	
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?	<b>X</b>	
<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	<b>X</b>	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	<b>X</b>	

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

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.		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
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
<b>Governmental Activities:</b>							
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
<b>Business-Type Activities:</b>							
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
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				415,049.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	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
<b>Section II - Expenditures Per ADA</b>				<b>2024-25 Annual ADA/Exps. Per ADA</b>
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
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>			<b>Total</b>	<b>Per ADA</b>
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%
<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
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>B. Base Costs</b>	
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
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b>	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	8.67%
<b>D. Preliminary Proposed Indirect Cost Rate</b>	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see <a href="http://www.cde.ca.gov/fg/ac/ic">www.cde.ca.gov/fg/ac/ic</a> )	
(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.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	463,048.21
<b>B. Carry-forward adjustment from prior year(s)</b>	
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
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
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
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	147,249.33
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
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
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	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
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
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>B. EXPENDITURES AND OTHER FINANCING USES</b>					
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
<b>C. ENDING BALANCE (Must equal Line A7 minus Line B12)</b>	979Z	322,950.93	0.00	83,268.71	406,219.64
<b>D. COMMENTS:</b>					

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)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
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>B. EXPENDITURES AND OTHER FINANCING USES</b>						
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)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
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>B. EXPENDITURES AND OTHER FINANCING USES</b>						
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
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(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)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
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>B. EXPENDITURES AND OTHER FINANCING USES</b>						
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
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(69,959.98)		(69,618.00)		(42,714.00)



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)
<b>D. FUND BALANCE</b>						
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
<b>E. AVAILABLE RESERVES</b>						
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%
<b>F. RECOMMENDED RESERVES</b>						
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

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			
<b>Total ADA</b>	<b>359</b>	<b>41</b>	<b>88.6%</b>	<b>Not Met</b>
Second Prior Year (2023-24)				
District Regular	41	41		
Charter School	318	324		
<b>Total ADA</b>	<b>359</b>	<b>365</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2024-25)				
District Regular	41	41		
Charter School	321	326		
<b>Total ADA</b>	<b>362</b>	<b>367</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2025-26)				
District Regular	40			
Charter School	308			
<b>Total ADA</b>	<b>348</b>			

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**1B. Comparison of District ADA to the Standard**

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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		
<b>Total Enrollment</b>	<b>369</b>	<b>367</b>	<b>0.5%</b>	<b>Met</b>
Second Prior Year (2023-24)				
District Regular	36	36		
Charter School	330	348		
<b>Total Enrollment</b>	<b>366</b>	<b>384</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2024-25)				
District Regular	44	43		
Charter School	340	345		
<b>Total Enrollment</b>	<b>384</b>	<b>388</b>	<b>N/A</b>	<b>Met</b>
Budget Year (2025-26)				
District Regular	42			
Charter School	324			
<b>Total Enrollment</b>	<b>366</b>			

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	
<b>Total ADA/Enrollment</b>	<b>41</b>	<b>367</b>	<b>11.2%</b>
Second Prior Year (2023-24)			
District Regular	32	36	
Charter School	324	348	
<b>Total ADA/Enrollment</b>	<b>356</b>	<b>384</b>	<b>92.6%</b>
First Prior Year (2024-25)			
District Regular	41	43	
Charter School	326	345	
<b>Total ADA/Enrollment</b>	<b>367</b>	<b>388</b>	<b>94.6%</b>
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		
<b>Total ADA/Enrollment</b>	<b>348</b>	<b>366</b>	<b>95.0%</b>	<b>Not Met</b>
1st Subsequent Year (2026-27)				
District Regular	40	42		
Charter School	308	324		
<b>Total ADA/Enrollment</b>	<b>348</b>	<b>366</b>	<b>95.1%</b>	<b>Not Met</b>
2nd Subsequent Year (2027-28)				
District Regular	40	42		
Charter School	308	324		
<b>Total ADA/Enrollment</b>	<b>348</b>	<b>366</b>	<b>95.1%</b>	<b>Not Met</b>

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
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		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)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	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%
<b>LCFF Revenue Standard</b>		<b>-4.01% to -2.01%</b>	<b>2.02% to 4.02%</b>	<b>2.42% to 4.42%</b>
<b>Status:</b>		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
	Salaries and Benefits	Total Expenditures	of Unrestricted Salaries and Benefits
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	to Total Unrestricted Expenditures
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%
	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	4.0%	4.0%	4.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	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
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
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.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
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.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
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 Contribution<sup>1</sup>  
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

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

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

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

**Explanation:**

(required if NOT met  
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> 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%
<b>District's Deficit Spending Standard Percentage Levels</b> (Line 3 times 1/3):	<b>20.8%</b>	<b>19.9%</b>	<b>11.0%</b>

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (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 <sup>1</sup>	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

<sup>1</sup> 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 <sup>2</sup> (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			

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

**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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
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
<b>1b. Transfers In, General Fund *</b>				
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
<b>1c. Transfers Out, General Fund *</b>				
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)





---

**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?

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:

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**

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

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**

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)
--------------------------	----------------------------------	----------------------------------

**Certificated (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?


**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**

- 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


**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**

- 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)
--------------------------	----------------------------------	----------------------------------

**Classified (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?


**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


**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 DISTRICT  
SUMMARY OF BUDGET REVISION  
2024-25**

June 24, 2025

**Fund 010 General Fund**

Expenditures

Certificated Salaries	1,342.00	
Classified Salaries	407.20	
Employee Benefits	2,077.12	
Contributions	0.00	
<b>Total Expenditures &amp; Other Financing Uses</b>		<u>3,826.32</u>

<b>Total Adjustment to Fund Balance</b>	<u><u>(3,826.32)</u></u>
---	--------------------------

**Fund 090 Charter Schools Fund**

Expenditures

Certificated Salaries	41,393.44	
Classified Salaries	(8,166.98)	
Employee Benefits	11,725.67	
Books and Supplies	526.00	
Contributions	0.00	
<b>Total Expenditures &amp; Other Financing Uses</b>		<u>45,478.13</u>

<b>Total Adjustment to Fund Balance</b>	<u><u>(45,478.13)</u></u>
---	---------------------------

**Fund 130 Cafeteria Fund**

Expenditures

Classified Salaries	830.00	
Employee Benefits	300.00	
<b>Total Expenditures &amp; Other Financing Uses</b>		<u>1,130.00</u>

<b>Total Adjustment to Fund Balance</b>	<u><u>(1,130.00)</u></u>
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# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## ACTION ITEMS

### 8.6 25-26 School Safety Plan

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*Small School, Big Heart*

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

PHONE: 559-564-2106

# Comprehensive School Safety Plan

**2024-2025  
School Year**

**School:** Sequoia Union Elementary School  
**CDS Code:** California  
**District:** Sequoia Union Elementary School District  
**Address:** 23958 Ave. 324  
Lemon Cove, CA 93244  
**Date of Adoption:**  
**Date of Update:** June 5, 2025  
**Date of Review:**  
- with Staff June 5, 2025  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

## Safety Plan Vision

Assumptions and Purpose:

This plan assumes that the staff and students remaining on the school campus will be self-sufficient for at least 72 hours and may be required to provide food, shelter, and first aid for themselves during that time.

This Emergency Response Plan is designed to provide a framework for protecting students, staff and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Section binders have been provided to assist staff members in the development and preparation stages.

Levels of Emergencies:

There are three levels of emergencies:



- Level One Emergency

A localized emergency that school site personnel can manage by following their own emergency plan. Example: Power outage, campus disorder

- Level Two Emergency

A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc.

Example: fire, intruder on campus, bomb threat.

- Level Three Emergency

A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

Plan Implementation:

The Emergency Response Plan will be:

- Initiated by the Superintendent, principal or designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually for modifications.

Hazard Assessment:

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the principal or designee. In addition to the structural inspection each teacher and staff member will be required to conduct a survey of his/her classroom or office/office space. Appropriate forms will be completed and submitted to the school and/or district office for remedy.

Staff Training:

Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

On an annual basis:

Allocate time to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in Comprehensive School Safety Plan

Certifications will be kept up-to-date.

The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

Emergency Drills:

In accordance with state law:

- Drills will be initiated by announcement, uniform bell or air horn signals.
- Fire drills will be conducted on a monthly basis.
- "Drop, Cover, and Hold" drills will be held each quarter.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

Together with the Emergency Response Plan and Incident Command System training of staff members, certain components have been provided each teacher and staff member to use during drills or an actual event. They are:

- SAFE and HELP placards to be placed in designated windows or hung on doors to signal safety or the need for help;
- ORANGE and GREEN Alert Vests to be worn when evacuating a classroom or building to signal to the Incident

Commander the status of the class.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

#### Evacuation Routes:

The Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes will be posted in all classrooms, multi-purpose rooms, libraries, and school offices.

#### Parent Communication:

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

#### Student Release/Emergency File:

In all emergency situations, the principal or designee (under the direction of the Superintendent) will make the decision to release students. When students are released certain portions of the Emergency Response Plan may be implemented. If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

#### Communication:

During an emergency each site will report the condition of the site, i.e. injuries, damage to buildings. Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's off-site Teleparent notification system.

If telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites may be established with the use of two-way radios, talk-around or via the microwave communication system already established at the district office and school sites.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Sequoia Union Elementary School Safety Committee**

#### **Assessment of School Safety**

#### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

##### **Comprehensive Safety Plan**

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 3515 - Campus Security)  
(cf. 3515.2 - Disruptions)  
(cf. 3515.3 - District Police/Security Department)  
(cf. 3515.7 - Firearms on School Grounds)  
(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5131.4 - Student Disturbances)  
(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5136 - Gangs)  
(cf. 5137 - Positive School Climate)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. The school campus shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)  
(cf. 9320 - Meetings and Notices)

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)****Child Abuse Reporting Procedures:**

Child abuse as severe consequences and the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. Reasonable suspicion means that is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse or neglect includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child
5. Unlawful corporal punishment or injury

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

**Initial Telephone Report**

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The phone number for CPS is 1-800-331-1585.

**Written Report:**

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. The address for Child Protective Services is 300 W. Mineral King, Suite B, Visalia, CA 93291.

**(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

## **Disaster Plan (See Appendix C-F)**

### General Emergency Procedures:

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures. (This information is also provided in the

Emergency Response Guide, located in each classroom. This section has been divided into three major areas:

#### How to and When to Lockdown:

- Campus Disorder
- Firearm/Shooting
- Hostage/Barricaded Subject
- Threatening Intruder

#### How to and When to Shelter In Place:

- Air Pollution
- Biological/Chemical Threat
- Chemical Spills
- Severe Weather
- Stinging Insects
- Utility Failure/Heat Stress

#### How and When to Evacuate, Drop Cover and Hold:

- Aircraft Accident
- Bomb Threat
- Earthquake
- Fire/Explosion
- Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office each June.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System districts can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government. The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced and presented to the staff on a single page.

#### Multi-Hazard Reference Guide:

The Multi-Hazard Reference Guide is provided in this section. It is also posted in each classroom, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Sequoia Union Elementary School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

#### Lockdown Procedures:

A Lockdown is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life threatening situation on campus and it must be taken seriously.

In the event of a Lockdown, the Principal or Designee will carry out all or some of the following:

1. Notify teachers and staff of Lockdown.
2. Activate Site Incident Command Post which will:
  - a. Contact emergency personnel on and off site, as needed.
  - b. Contact District Office.
  - c. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
  - d. Initiate portions or all of the Incident Command Team to assist in the event.
3. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safer location.
8. Stay in control of all site activities until emergency personnel arrive.

Teachers will carry out some or all of the following depending on the event:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).

6. If Lockdown is modified (principal will advise) teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP sign under door or in a pre-determined window.
9. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
10. When able report any missing or extra students.
11. When able check status of "buddy".
12. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises your students.

#### After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown event by announcing "All Clear". Teachers will not release students until "All Clear" is heard.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report, which will be provided by principal or designee.

Important! In violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or S.W.A.T. members whose weapons will be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.

#### Campus Disorder

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site. Examples are: a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.

If a person or persons are observed causing a serious campus disorder:

1. Notify campus security and Call 9-1-1.
  2. Notify main office.
  3. Move students away from danger to nearest safe location.
- Principal or Designee will:
1. If out of principal's or designee's control, the Site Incident Command Post will be activated and will:
    - a. Confirm call to 9-1-1 and campus security.
    - b. Contact District Office.
    - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
  2. Determine necessity of Lockdown or modified Lockdown.
  3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
  4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
  5. Be prepared to evacuate students and staff to safer locations.
  6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students

only – teachers are directed TO use, as necessary).

6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
9. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
10. When able report any missing or extra students.
11. When able check status of “buddy”.
12. When able initiate additional duties as assigned.

#### After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

#### Procedures for Active Shooter/Lethal Assailant

##### Administrators:

1. Activate full lockdown procedures using any available method.
2. Call 911 and provide all known information including the following:
  - a. Location and number of assailants.
  - b. Description of assailants and any available weapon information.
  - c. Actions you are taking or have taken.
  - d. Known injuries to staff and/or students and locations of such.
3. Stay in contact with 911 if possible and safe to do so
4. If active shooter/lethal assailant is inside, evacuate immediate staff and other if safe to do so and order all persons on the exterior to move a safe distance from the campus.
5. If active shooter/lethal assailant is outside, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remained concealed until told otherwise by law enforcement.

##### Staff inside buildings will follow these procedures:

1. If in contact with a supervisor or other person of authority, follow his/her instructions.
2. Lockdown the classroom by doing the following:
  - a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
  - b. Turn off all lights.
  - c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
  - d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
  - e. Maintain silence to the degree possible.
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc...
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

##### Staff outside buildings will follow these procedures:



1. If in contact with a supervisor or other person of authority, follow his/her instructions.

**IF THREAT IS BELIEVED TO BE ON THE EXTERIOR:**

1. Enter the closest available building, ensure exterior door is secure, and if not an interior room, move to one if available. Lockdown the classroom/room by doing the following:

- a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
- b. Turn off all lights.
- c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
- d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
- e. Maintain silence to the degree possible.

2. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.

3. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.

4. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

5. If it is not safe or possible to enter a building to seek shelter then move in the opposite direction from where the threat is located. Continue to look for anything that will provide cover and concealment while moving away from the threat.

**IF THREAT IS BELIEVED TO BE IN THE SCHOOL:**

1. Immediately flee to the area to the closest area providing cover and concealment.

2. Evaluate the need to move further from the threat in order to increase safety.

3. Maintain custody of students to the degree possible.

4. When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

**Hostage/Barricaded Subject**

If you are the witness to a suspected hostage-taking or barricaded subject:

1. If able, call campus security and 9-1-1.

2. Notify main office.

3. Evacuate nearby students to nearest safe location.

**Principal or Designee will:**

1. Call or confirm call to campus security and 9-1-1.

2. Initiate Lockdown.

3. Activate Site Incident Command Post which will:

a. Call or confirm call to Campus Security and 9-1-1.

b. Contact District Office.

c. Assemble portions of the Incident Command Team, as necessary.

4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.

5. After students have been assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).

6. Be prepared to evacuate students and staff to safer locations.

7. Stay in control of all site activities until the arrival of emergency personnel.

**Teachers will follow Lockdown procedures:**

1. If outside, move students to classrooms or designated safe interior buildings.

2. Close all windows, lock doors and turn off lights.

3. Turn off television.

4. Do not evacuate if you hear a fire alarm.

5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When able check on status of “buddy”.
11. When able initiate additional duties as assigned.

#### After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

#### Threatening Intruder

A threatening intruder is anyone approaching campus or on campus that is suspicious by way of appearance, actions and/or activity.

The witness should not approach or question the suspect but should immediately:

1. Call campus security and 9-1-1.
2. Notify main office.
3. Evacuate nearby students to nearest safe location.

#### Principal or Designee will:

1. Attempt to confirm that an actual threatening intruder is on campus and determine if weapons are present.
2. If out of principal’s or designee’s control, activate Site Incident Command Post which will:
  - a. Call or confirm call to campus security and 9-1-1.
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team, as necessary.
3. Initiate Lockdown.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

#### Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school

administrators.

9. When able report any missing or extra students.
10. When able check on status of "buddy".
11. When able initiate additional duties as assigned.

#### After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

#### Shelter in Place Procedures:

The Shelter In Place system is generally activated when staff and students' safety (outdoors) is compromised. Such conditions are severe wind, chemical/toxic emissions, stinging insects, power outage or air pollution.

Upon notification the Principal or Designee will:

1. Notify teachers and staff of Shelter In Place.
2. Activate Site Incident Command Post which will:
  - a. Contact emergency personnel, as needed.
  - b. Contact District Office.
  - c. Implement portions of the Incident Command Team to address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)
3. Consider evacuating students to nearest safe location.
4. Control all site activities until further help arrives.

Teachers will do some or all of the following depending on event:

1. If outside, move students to classrooms or nearest safe area.
2. If inside instruct students:
  - a. To sit at their desks;
  - b. Not to get up and move about the room;
  - c. To turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
3. Close down air handling systems and circulating fans.
4. Close window coverings and doors.
5. Use thermal blankets and double-sided tape in windows, over doors, and vents to block unwanted air or interference.
6. When classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
7. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
8. Do not evacuate if a fire alarm is heard.
9. When able report any missing, injured or extra students.
10. When able check on status of buddy teachers.
11. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident

Command Post until another adult supervises students.

#### After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.

5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

#### Biological/Chemical Threat

##### During Emergency

If anyone receives a suspicious letter or package with one or more of the following characteristics:

- Has no return address or one that cannot be verified as legitimate;
- Is of unusual weight given the size of the letter/package;
- Is oddly shaped;
- Has been marked with “Personal” or “Confidential” notations;
- Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- Has a visible protruding wire or aluminum foil;
- Shows a city or state in the postmark that doesn’t match the return address;
- Is marked with threatening language;
- Has excessive postage or packing material, such as masking tape and string;
- Has misspellings of common words;
- Is not addressed to a specific person.

Follow these directions:

1. Notify main office.
2. Do not open the letter/package.
3. If letter/package is open or torn do not touch, smell or taste the substance.
4. If you have handled the letter/package wash your hands, arms, and any exposed parts of your body with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place SAFE or HELP (from Integrated Crisis Station (ICS) signal on door.

Principal or Designee will:

1. Activate Site Incident Command Post, who will:
  - a. Call 9-1-1 (Fire/HazMat).
  - b. Notify District Office.
  - c. Implement portions of the Incident Command Team, as necessary.
2. Keep area isolated until emergency unit arrives.
3. With advice of District Emergency Operations Center, consider Shelter In Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow principal's or designee's direction.
2. If evacuating, wear orange or green vest to signal classroom status and be ready to report any missing, extra or injured students.
3. When able, check "buddy" for safety.
4. If Sheltering In Place, report any missing or extra students when able.
5. Do not release students for any reason unless authorized by one-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.

After Emergency:

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will announce an "All Clear".
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.
7. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.

Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.

#### Chemical Spill/Toxic Emissions

Incidents involving hazardous materials can occur as a result of a chemical spill (on a nearby highway or airway) or as a result of combining chemicals in a lab.

If a chemical spill or toxic emission occurs in a classroom or school building, immediately:

1. Notify main office.
2. Close doors and all windows and shut off ventilation.
3. Evacuate to nearest safe location.

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
  - a. Call 9-1-1 (Fire/HazMat)
  - b. Contact District Office
  - c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).
5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air).
6. Communicate with staff using intercom or megaphone.

Teachers will:

1. Shelter In Place and wait for principal's or designee's direction to evacuate.
2. Turn off air handling system and cover vents with emergency blankets, using double sided tape. This will impede the gaseous air from entering the room.
3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.
4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
5. If directed to evacuate, follow procedures and:
  - a. Wear orange or green vest to indicate classroom status;
  - b. Be ready to report any missing, extra or injured students.
6. If evacuating or Sheltering In Place utilize SAFE or HELP signals. If evacuating hang signal on door; if sheltering in tape to inside of window.
7. When able, check "buddy" for safety.
8. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Severe Wind/Weather

When severe winds occur, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Contact District Office for further direction.
  - b. Assemble portions of Incident Command Teams to address hazards on site such as broken windows, fallen power lines or trees.
2. Activate of Shelter In Place.
3. Evacuate any classrooms that are bearing full force of wind to nearest safe location.
4. Cancel all scheduled outside events.
5. Monitor weather on battery operated radio.

6. Notify utility companies of any break or suspected break in utility lines.
7. Stay in control of all site activities.

Teachers will follow procedures for Drop, Cover and Hold and Shelter In Place:

1. Avoid cafeterias, auditoriums, gymnasiums and other structures with large roof spans.
2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to “Drop, Cover and Hold”.
3. If able to reach a safe building, assemble inside corridors and hallways.
4. Close windows, doors, blinds, and curtains.
5. Instruct students to “Drop, Cover, and Hold” crouching against an inside wall; instruct students to cover their head; close eyes tightly, use any available furniture as protection against falling objects.
6. Instruct students to stay away from windows and doors.
7. If dust is entering through the window cracks or between the door jams, consider using the shirts, jackets, etc. to block entry.
8. When secure tape SAFE or HELP sign in window to communicate to outside emergency personnel.
9. Follow any instructions given by principal or designee regarding evacuation.
10. Wear orange or green vest to signal status of classroom
11. Be ready to report any missing, extra or injured students.
12. If able, check status of “buddy”.
13. If Sheltering In Place report any missing, injured or extra students.
14. When able, initiate additional duties as assigned.

If students are on a bus: Driver is instructed to pull bus off the road or park under underpass.

After Emergency:

1. Buildings will be inspected for damage prior to re-occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing “All Clear”.
3. Students may return to regular schedule.
4. If student release is necessary, follow plan.
5. Be prepared to provide input to After Action Report that will be provided by the principal or designee.

Stinging Insects

If you are the witness to a beehive or swarm of stinging insects on campus:

1. Notify main office.
2. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Initiate Shelter In Place.
2. Activate Site Incident Command Post which will:
  - a. Call 9-1-1, if necessary.
  - b. Contact District Office.
  - c. If necessary assemble portions of the Incident Command Team.
3. Be prepared to evacuate students and staff to safer locations.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, move students to nearest safe location.
2. Follow Shelter In Place procedures.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.
5. Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
6. When classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a

predetermined window.

7. When able, report any missing or extra students.
8. When able, check “buddy” for safety.
9. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
10. When able, initiate extra duties as assigned.

All Staff – If an actual attack of stinging insects occurs and students are in the yard:

1. Instruct students to cover their heads with their jacket, shirt, etc. and run to the nearest school building.
2. Do not swat at the insects!
3. When inside a building assist students and staff who have been stung with first aid; immediately notify main office (Incident Command Post) of severe allergic reactions and obtain medical help

After Emergency:

1. At the direction of the District Office, principal or designee will announce “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.

#### Utility Failure/Temperature Stress

When any utility fails a variety of consequences can result. Power outages that cause extreme heat or cold. If prolonged for more than one hour, students are at risk. Classrooms should be maintained at a level that is not less than 65° F and not more than 85° F. A natural gas or propane leak, no matter how small, should be treated as a potential explosion hazard. Leaks are typically detected by smelling a strong odor associated with natural gas or propane.

When electricity fails, Principal or Designee will:

1. Call Utility Company to report outage; determine when the power will be restored.
2. Implement portions of the Incident Command Team to assist with items such as student care and distribution of long-term supplies.
3. Notify District Office if outage exceeds one hour to determine release of students.
4. If Evacuation or Shelter In Place is necessary follow plans; guide teachers using megaphone or personally notify room-by-room.

If a gas/propane leak is reported, Principal or Designee will:

1. Notify Utility Company.
2. Implement portions of the Incident Command Post to:
  - a. Shut off main gas line.
  - b. Notify District Office.
  - c. Determine necessity of evacuation or Shelter In Place.
3. Activate Shelter In Place or evacuation.
4. If evacuating, guide teacher through alternate evacuation routes, if necessary.

For temperatures rising above 85° F teachers will follow procedures for Shelter in Place:

1. Close all window coverings and open all interior classroom and office doors for ventilation.
2. If there are no window coverings, consider using emergency blankets and double-sided tape as insulation in the windows.
3. Monitor physical activities.
4. Use water and ice sparingly.
5. When able, check status of “buddy”.
6. When able, report any missing or extra students.
7. When able, initiate extra duties as assigned.

If directed to evacuate follow procedures:



1. Wear orange or green vest to signal status of classroom and be ready to report any missing, extra or injured students.
2. When able, check safety of “buddy”.
3. When able initiate extra duties as assigned.

For temperatures below 65° F teachers will:

1. Close all window coverings and doors to retain heat.
2. Instruct students to wear available sweaters, sweatshirts, jackets, etc.
3. Instruct students to gather into small groups and use thermal blankets as extra insulation.
4. Consider organizing classroom activities requiring body movement.
5. Follow directions given by the principal or designee.

#### After Emergency

1. Facilities and Maintenance Departments (with cooperation of County and City Utility Companies) will inspect all gas, electrical and telecommunications systems to ensure they are in proper working order.
2. Principal or designee will notify teachers when power is restored or odor of gas is rectified.
3. Students may return to normal schedule
4. If student release is necessary, follow release plan.

#### Evacuation Procedures:

Evacuating from a classroom, building or play area is not a routine decision. If there is sudden shaking or an explosion, the teacher must immediately direct students to “drop, cover, and hold”. Evacuation begins only after the principal and teacher have determined that it is safe to proceed to an assembly area. Signals and/or directions given by the principal to the teacher must be followed. In the event the principal is unable to direct the teacher, the teacher must evaluate all evacuation routes carefully before proceeding.

Principal or Designee will immediately:

1. If necessary, confirm incident.
2. Call to 9-1-1.
3. If necessary activate portions or all of the Site Incident Command Post which will:
  - a. Call or confirm call to 9-1-1, if necessary
  - b. Contact District Office
  - c. Assemble teams according to event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have reported to the assembly area, visually assess status of groups by locating teachers wearing green and orange vests; assist those teachers wearing orange vests first.

Upon first indication of disturbance, Teachers will:

1. If outside, “drop, cover, and hold”, if necessary.
2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside classroom or building, check first for safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
4. When evacuating, close door after students have cleared out; do not lock door. Place SAFE or HELP sign on door handle. “SAFE” signifies you have all students with you; “HELP” signifies any abnormality, such as an injured or missing student.
5. When evacuating, it may be necessary to leave an injured or missing student behind. Wear the orange (HELP) or green (SAFE) vest to signal classroom status to Incident Command Post.
6. When evacuating, if able, check status of “buddy”. If “buddy” is unable to evacuate wear orange (HELP) vest to assembly area. Wear “orange” (HELP) vest to signal any abnormality.

7. In all instances of evacuation be ready to report any missing, injured or extra students.
8. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

#### Drop, Cover & Hold and Procedures:

This exercise is most widely practiced in the event of a natural disaster such as an earthquake and most of the following references are made with that in mind. However, when any sudden disturbance or disruption occurs (such as a fire or explosion) threatening the safety of students, this exercise is most effective.

Teachers are encouraged to practice this drill often using an easy one-word command (such as “drop”) for the students to hear and respond to quickly.

If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for safest route; if doubtful, stay put!

If you are in a hallway or corridor and no cover is available:

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able HOLD onto any piece of furniture for shelter from falling debris.
5. Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!

In all instances: Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If doubtful, stay put!

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.
5. When able, report injuries and attendance.
6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

#### Aircraft Accident

If you are witness to an airplane accident:

1. If able, call 9-1-1.

2. Notify main office.
3. Move students to nearest safe area.

When accident occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Call 9-1-1.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold"
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evacuate students using safest route to assembly area
4. Wear orange or green vest to signal classroom status.
  - a. Be ready to report any missing, extra, or injured students.
5. When able, check your "buddy".
6. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will announce "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

## Bomb Threat

If a threat is received by telephone:

1. Pay close attention to:
  - Exact wording
  - Speech characteristics
  - Background noises
2. Ask these questions:
  - Where is the bomb?
  - What kind of bomb?
  - When will it go off?
  - How big is it?
  - Why are you doing this?

3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the Bomb Threat Checklist. If one is not available, listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by principal or designee.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will:
  - a. Contact the fire and police departments.
  - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the district administrator) to:
  - a. Conduct a search, using police and fire departments, bomb squad and other support units.
  - b. Evacuate students during search.
  - c. Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.

Teachers will:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
  2. Leave the lights as they are, either on or off, but do not move or change anything.
  3. Listen for unusual sounds.
  4. Caution students against picking up or touching any strange objects or packages.
  5. At signal for evacuation, teacher will evacuate students to the assembly area
- Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings).
6. Before evacuating a classroom, look around for anything that appears suspicious or unusual.

Note: Unusual or suspicious objects may be:

- An antenna sticking out of a back pack;
- A particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality;
- A back pack that is ticking;
- A troubled student has left a backpack in the room and hasn't been seen for a while.

7. Wear orange or green vest to signal status of classroom; be ready to report missing, extra or injured students.
8. When able, check “buddy” for safety.
9. When able, initiate extra duties as assigned.

#### After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.
4. Preserve Bomb Threat Checklist as part of the After Action Report (provided by principal or designee.)

Note: Because an explosive device can be controlled electronically, all electronic devices, cell phones, and pagers should be turned off and use discontinued. Radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

#### Earthquake

A sizeable Earthquake will cause a district-wide disturbance. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a district-wide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan operating on their own for at least 72 hours.

At first indication of ground movement, all staff will:

1. Drop, Cover and Hold
2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
3. The District will initiate the Emergency Operations Center (EOC) who will:
  - a. Ensure that communication with the other sites is established.
  - b. Establish communication with the state, county, or regional Emergency Operation Centers.
  - c. Begin communication with resources to mobilize equipment and supplies.
  - d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

The Site Principal or Designee will:

1. Following initial ground movement activate the Site Incident Command Center which will:
  - a. If able call 9-1-1 to report immediate damage.
  - b. Contact the District Emergency Operations Center to establish communication.
  - c. Begin assembling teams at the Incident Command Post.
2. Oversee all activities of organizing teams.
3. Meet with Team Leaders to establish Incident Action Plan.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

Teachers (in the classroom) will:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.

6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Following ground movement, check for injuries.
9. Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
10. If evacuating wear orange or green vest to signal status of classroom; be ready to report missing, injured or extra students.
11. Plan to use alternate routes to assembly area.
12. If possible, check on safety of "buddy".
13. Do not attempt to move an injured person unless in immediate danger.
14. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
15. When able, initiate extra duties as assigned.

#### Teachers and Staff (within the building):

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture. Furniture provides protection from falling objects.
4. Remain in DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
5. After ground movement ends, check for injuries.
6. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation. Wear orange or green vest to signal status of classroom.
  - a. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

#### Teachers and Staff (outside the building):

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie flat, face down; close eyes tightly. Wait for aftershocks to subside before standing.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.
5. When able, report any injuries.
6. If able, initiate extra duties as assigned.

#### After Emergency:

1. If student release is determined, follow release plan.
2. Buildings must be inspected before re-occupancy.
3. If necessary, an alternate facility will be coordinated by the District.

#### Flood

When notification of imminent flooding occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Contact District Office for instructions.
  - b. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).

- c. Listen to news on battery operated radio.
2. Determine need and ability to evacuate staff and students.
3. Check evacuation routes for safety.
4. Cancel all scheduled outside events.
5. Stay in control of all site activities.

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. If evacuating wear orange or green vest to signal status of classroom.
  - a. Be prepared to report missing, extra or injured students.
3. When able, check "buddy" for safety.
4. When able, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

Fire/Explosion

If a fire or explosion occurs:

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will, among other things:
  - a. Contact the fire department/9-1-1 for assistance.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, wear orange or green vest to communicate status of class.
  - a. Be ready to report missing, extra or injured students.
3. Place SAFE or HELP sign on outside of closed door; use tape or hang on door handle. Do not lock door.
4. When able, check safety of "buddy".
5. When able, report any missing, injured or extra students.
6. When able, initiate additional duties as assigned.

After Emergency

1. Building(s) must be inspected before re-occupancy.

2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

#### **Adaptations for Students with Disabilities**

#### **Public Agency Use of School Buildings for Emergency Shelters**



**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

## Student Discipline (BP5144)

The Board of Trustees desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline. The Superintendent/Principal or designee shall approve a complement of effective, age appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5) (cf. 5020 - Parent Rights and Responsibilities) (cf. 5137 - Positive School Climate) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement) (cf. 6164.5 - Student Success Teams) Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. (cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying) The administrative staff may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5) (cf. 9320 - Meetings and Notices) At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation. BP 5144(b) DISCIPLINE (continued) (cf. 0450 - Comprehensive Safety Plan) (cf. 3515 - Campus Security) (cf. 3515.3 - District Police/Security Department) (cf. 4158/4258/4358 - Employee Security) (cf. 5136 - Gangs) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 - Behavioral Interventions for Special Education Students) (cf. 6184 - Continuation of Education) (cf. 6185 - Community Day School) Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians. (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) At the beginning of every school year, the Superintendent/Principal or designee shall report to the Board regarding disciplinary strategies used in the school in the immediately preceding school year and their effect on student learning. Corporal Punishment Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001) However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001) (cf. 4158/4258/4358 - Employee Security) (cf. 5131.7 - Weapons and Dangerous Instruments) BP 5144(c) DISCIPLINE (continued) (cf. 6145.2 - Athletic Competition) Legal Reference: EDUCATION CODE 32280-32288 School safety plans 35146 Closed sessions 35291 Rules 35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes 44807.5 Restriction from recess 48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49000-49001 Prohibition of corporal punishment 49330-49335 Injurious objects CIVIL CODE 1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5 307 Participation in school activities until departure of bus 353 Detention after school Management Resources: CSBA PUBLICATIONS Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000 STATE BOARD OF EDUCATION POLICIES 01-02 School Safety, Discipline, and Attendance, March 2001 WEB SITES CSBA: <http://www.csba.org> California Department of Education: <http://www.cde.ca.gov> U.S. Department of Education: <http://www.ed.gov>

The Sequoia Union School District utilizes all avenues provided by law for the discipline of students. These include, but are not limited to, advising and counseling students; conferencing with parents/guardians; detention; alternative educational environments; and, if necessary, suspension and expulsion.

The School Board recognizes that maintaining an educational environment which promotes learning and protects the health, safety and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction for a period of

time deemed necessary to correct the behavior of that student.

All students are expected to follow school rules, dress in accordance with dress code, and behave in a safe and respectful manner at all times. Any student exhibiting dangerous, criminal, or repetitively disruptive behavior is detrimental to our learning environment and is subject to receive a Behavior Referral from any SU staff member witnessing the inappropriate behavior.

#### Behavior Referral Process

1. Parents or guardians will be notified by phone and/or mail to ensure parent awareness of inappropriate behavior.
2. Appropriate consequences will be decided by the administrator.
3. Copies of the referral will immediately be given to the student's teacher, and any other staff member involved in the incident.
4. A copy of the referral will be immediately filed in a behavior folder to be created for each child receiving a referral. A behavior folder will be kept in the office at all times for data collection on student behavior, and for immediate or future reference.
5. The number of referrals accumulated for a student will be taken into consideration in further disciplinary action.

#### Suspension:

Suspension is the temporary removal of the pupil from ongoing instruction for adjustment purposes. (Education Code 48900, Section A through L).

#### Expulsion:

Expulsion is the removal from enrollment in a school or the District as ordered by the Governing Board. Expulsion may be ordered by the School Board when other means of correction have repeatedly failed to result in acceptable conduct or if the continued presence of the student has caused danger to the safety of others. Pupils may be expelled only for those reasons for which they may also be suspended. State law provides for full due process and rights to appear in any order of expulsion.

#### Reasons for Suspension:

According to E.C. 48900, students may be suspended and/or expelled from school for having committed any of the following:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects, unless the pupil had obtained written permission to possess the item from a certificated school employee, which is also concurred by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated the sale of any controlled substance as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; and/or sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, except as provided in Education Code Section 48901.
9. Committed an obscene act, or engaged in habitual profanity or vulgarity.
10. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia as defined in Section 11364 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of Supervisors, Teachers, Administrators, School Officials or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.

Students in grades 4 through 8 are also subject to suspension or recommendation for expulsion for any of the acts listed below:

#### Sexual Harassment (Ed.Code 48900.3)

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

#### Hate Violence (Ed.Code 48900.3)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5 (Education Code 48900.3). Education Code 233(e) defines "hate violence" as any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation (see below).

#### Hazing/Bullying/Harassment:

Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering is subject to disciplinary action.

#### Hostile Educational Environment (Ed. Code 48900.4)

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances: (Ed. Code 48900):

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, or while going to or coming from, a school sponsored activity.

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from school activities. Administrative Suspension Procedures:

1. An informal conference will be held with the student to allow the opportunity to present his/her version of the incident and evidence in his/her defense; and to advise the student of the reason for disciplinary action.
2. Parents will be given written and telephone notification of suspension within 24 hours.
3. Parents or guardians may respond to the school's request for a conference.
4. Parents will be informed that suspensions are processed by the Superintendent or a designee.
5. A student may not be suspended for more than five (5) consecutive days. Suspensions may be extended if expulsion is pending.
6. Suspended students are allowed to complete and receive credit for all assignments and tests missed during the suspension which can reasonably be provided by the teacher.
7. Suspended students must remain under parent supervision and are not to be on any school campus or attend school activities for the duration of the suspension.

#### Suspension by Teacher:

According to Education Code Section 12401: "Teachers may suspend, for good cause, any pupil from their Classroom school day, and will report the suspension to the principal of the school for appropriate action."

#### Mandatory Expulsion Recommendation

State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity (Education Code 48915):

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a specified controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

5. Possession of an explosive.

Discretionary Expulsion Recommendations:

The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, UNLESS particular circumstances make expulsion inappropriate (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
6. State law provides for due process and rights to appeal any order of expulsion.

Student Sexual Harassment:

The Governing Board prohibits sexual harassment of or by any student by anyone in or from the District. Anyone can be a harasser: same sex harassment, male vs. female; female vs. male, supervisor harassing employee, employee harassing supervisor, teacher or other employee harassing students, student harassing another student, student harassing teacher. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the District Administrator. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting (Education Code 212.5).

For the purpose of further clarification, sexual harassment includes but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Assault, touching, impeding, or blocking movement.
7. Continuing to express sexual interest after being informed that the interest is unwelcome.
8. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

Discipline Matrix:

To help support a standard procedure for dealing with inappropriate behavior, a discipline matrix has been developed to ensure fairness to students. For each offense, there are a range of consequences. These may range from time out of class to a conference with a site administrator or designee for a minor infraction to suspension. Mandatory expulsion recommendations are not included. The Discipline Matrix serves as a conduct guideline for site administrators. When a student should be considered for suspension, the administrator may use his/her discretion to impose alternative consequences that are comparable in magnitude. The number of violations occurring in one (1) year determines the consequences. If you would like to review the discipline matrix, please contact the office.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

If a person or persons are observed causing a serious campus disorder:

1. Notify campus security and Call 9-1-1.
2. Notify main office.
3. Move students away from danger to nearest safe location.

Principal or Designee will:

1. If out of principal's or designee's control, the Site Incident Command Post will be activated and will:
  - a. Confirm call to 9-1-1 and campus security.
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
9. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
10. When able report any missing or extra students.
11. When able check status of "buddy".
12. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

## **(E) Sexual Harassment Policies (EC 212.6 [b])**

### **Student Sexual Harassment**

The Governing Board prohibits sexual harassment of or by any student by anyone in or from the District. Anyone can be a harasser: same sex harassment, male vs. female; female vs. male, supervisor harassing employee, employee harassing supervisor, teacher or other employee harassing students, student harassing another student, student harassing teacher. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the District Administrator. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting (Education Code 212.5).

For the purpose of further clarification, sexual harassment includes but is not limited to:

- ? Unwelcome leering, sexual flirtations or propositions.
- ? Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- ? Graphic verbal comments about an individual's body, or overly personal conversation.
- ? Sexual jokes, stories, drawings, pictures or gestures.
- ? Spreading sexual rumors.
- ? Assault, touching, impeding, or blocking movement.
- ? Continuing to express sexual interest after being informed that the interest is unwelcome.
- ? Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

Dress Code (BP 5132)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. It is the desire of the Board of Education, School Staff, Parents and Community to maintain the very highest standards for dress and attitudes possible. The School Board expects students to give proper attention to personal cleanliness and to wear clothing that is suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or be a distraction which would interfere with the educational process. (cf.4119.22-Dress and Grooming) ;(cf.5145.2 Freedom of Speech/Expression: Publications Code)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. (cf. 5144 - Discipline) Gang-Related Apparel The Superintendent/Principal, staff, and parents/guardians may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. 0450 - Comprehensive Safety Plan) (cf. 5136 - Gangs) Legal Reference: EDUCATION CODE 32281 School safety plans 35183 School dress codes; uniforms 35183.5 Sun-protective clothing 48907 Student exercise of free expression 49066 Grades; effect of physical education class apparel CODE OF REGULATIONS, TITLE 5 302 Pupils to be neat and clean on entering school COURT DECISIONS Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459 Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251 Hartzell v. Connell, (1984) 35 Cal. 3d 899

All students shall wear clothing that is clean and which provides modesty for the wearer. We want to encourage parents and students to take responsibility to come to school in clothing that is comfortable, age appropriate, and promotes self-confidence. All K-8 Students shall abide by the following:

1. Maintain clean, combed hair and a well-groomed body. Refer to diagram for lengths of clothing and coverage
2. Shoes are to be worn at all times for safety reasons. Open-toed sandals are discouraged, but are acceptable only if they are fashioned in such a way as to remain securely on the foot. All footwear must have a strap around the back of the foot. Have appropriate footwear for Physical Education.
3. Anything (clothing, jewelry, or headgear) which advertises or shows a picture, product, or phrase that is illegal, dangerous, promotes gangs, or creates a dangerous situation is unacceptable; such as: alcoholic beverages, drugs, or drug paraphernalia or sexual innuendo.
4. Jeans can have holes in knees or below (No holes above knees.)
5. Leggings or Jeggings can be worn, but should be covered in a manner to maintain modesty.
6. Clothing should be worn in a manner to ensure that no undergarments are exposed at any time.
7. Piercings should be kept hygienic, and follow the guidelines of rule #3.
8. Hats, caps and other types of head coverings will NOT be worn inside buildings (by male or female)

Dress Code Enforcement:

School personnel will determine if a student's attire and appearance are appropriate. The main theme of this policy is good taste and neatness. Exceptions may be provided for religious practice or during special event activities as designated by the Principal. Any violations will be handled by a referral to the school administration for appropriate action. Final determination of dress code violation will be made by administration. Parents will be notified of any action taken.

1st Violation Telephone call to Parent/Guardian, student will be required to remain in office until a change of clothing is provided.

2nd Violation Telephone call to Parent/Guardian, student will be required to remain in the office until a change of clothing is provided.

3rd and Subsequent Violations Parent/Guardian will be required to meet with Administration, students will be required to remain in office until a change of clothing is provided. Based upon the outcome of that meeting the student may face In-School Suspension or Home Supervision

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Evacuation Procedures:

Evacuating from a classroom, building or play area is not a routine decision. If there is sudden shaking or an explosion, the teacher must immediately direct students to "drop, cover, and hold". Evacuation begins only after the principal and teacher have determined that it is safe to proceed to an assembly area. Signals and/or directions given by the principal to the teacher must be followed. In the event the principal is unable to direct the teacher, the teacher must evaluate all evacuation routes carefully before proceeding.

Principal or Designee will immediately:

1. If necessary, confirm incident.
2. Call to 9-1-1.
3. If necessary activate portions or all of the Site Incident Command Post which will:
  - a. Call or confirm call to 9-1-1, if necessary
  - b. Contact District Office
  - c. Assemble teams according to event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have reported to the assembly area, visually assess status of groups by locating teachers wearing green and orange vests; assist those teachers wearing orange vests first.

Upon first indication of disturbance, Teachers will:

1. If outside, "drop, cover, and hold", if necessary.
2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside classroom or building, check first for safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
4. When evacuating, close door after students have cleared out; do not lock door. Place SAFE or HELP sign on door handle. "SAFE" signifies you have all students with you; "HELP" signifies any abnormality, such as an injured or missing student.
5. When evacuating, it may be necessary to leave an injured or missing student behind. Wear the orange (HELP) or green (SAFE) vest to signal classroom status to Incident Command Post.
6. When evacuating, if able, check status of "buddy". If "buddy" is unable to evacuate wear orange (HELP) vest to assembly area. Wear "orange" (HELP) vest to signal any abnormality.
7. In all instances of evacuation be ready to report any missing, injured or extra students.
8. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

#### **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**



**Component:**

Securing infrastructure:

- 1. Anchoring heavy furniture like bookshelves and filing cabinets to walls to prevent them from tipping over during tremors.
- 2. Installing shatterproof film on windows and doors to minimize glass breakage.
- 3. Ensuring proper maintenance and inspection of the school building's structural integrity.
- 4. Emergency preparedness training:
- 5. Regularly conducting earthquake drills with students and staff to practice drop, cover, and hold-on procedures.
- 6. Training staff on how to assess and respond to injuries, provide first aid, and evacuate students safely.
- 7. Educating students on basic safety measures like identifying safe zones within classrooms and avoiding potentially hazardous areas.
- 8. Communication plan:
- 9. Establishing a communication system to quickly alert staff, students, and parents about an earthquake and provide instructions.
- 10. Identifying designated safe reunification points where parents can pick up their children after an earthquake.
- 11. Emergency supplies:
- 12. Stocking emergency kits with essential supplies like water, first-aid kits, non-perishable food, flashlights, and blankets.
- 13. Ensuring access to communication devices like two-way radios or satellite phones in case of power outages.

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

Sequoia Union School District Activities and Initiatives:

- 1. Creating an environment of respect and rapport: Teachers actively promote positive interactions among students and model respectful behavior, ensuring everyone feels valued and safe.
- 2. Cultivating respectful and affirming environments: This involves building a school community where students feel valued, supported, and included, fostering social and emotional well-being.
- 3. Addressing bullying and harassment: Implementing anti-bullying programs and policies that set clear expectations for behavior and provide resources for students experiencing bullying.
- 4. Fostering a culture for learning: Creating an atmosphere where learning is valued and students feel encouraged to participate and take intellectual risks.
- 5. Providing mental health support: Offering school-based mental health services and educating students and staff on seeking help.
- 6. Teaching and modeling positive communication: Encouraging teachers to use inclusive language and respectful communication, while also teaching students how to interact respectfully with their peers.
- 7. Building a sense of community: Facilitating activities that encourage student interaction and connection, fostering a sense of belonging.
- 8. Promoting positive student behavior: Implementing positive behavior management strategies and reinforcing positive behaviors, according to the National Center for School Safety.
- 9. Providing training for staff: Training teachers and staff on recognizing signs of abuse, managing challenging behaviors, and fostering positive behavior.
- 10. Involving students and parents in decision-making: Including students and parents in developing and implementing discipline policies and codes of conduct, fostering a sense of ownership and shared responsibility.

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**Component:**

Sequoia Union School District Physical Security Measures:

1. Implementation of controlled access points at school entrances, such as keycard systems or visitor management software, to ensure only authorized individuals can enter school premises. This aligns with the idea of hardening school infrastructure and utilizing access controls to enhance physical security, which is described as a component of a comprehensive school safety framework.
2. Consider "Environment" as a broad component.
3. Maintain a clean, well-lit, and well-organized physical environment with safe access to necessary resources like clean water and play spaces. This focuses on the physical aspect of the school environment, ensuring that the infrastructure and resources are safe and conducive to learning, which is a key element of a safe and supportive learning environment.

**Important Considerations:**

1. Different organizations may define the components of a safe school environment differently.
2. A safe school environment requires a comprehensive approach encompassing various aspects, including physical safety, emotional well-being, inclusivity, and emergency preparedness.

**Element:****Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Sequoia Union Elementary School Student Conduct Code**

## Conduct Code Procedures

## Standard Conduct and Responsibility

### General Standards of Conduct

- ? Be prompt and prepared to work.
- ? Care for our school.
- ? Respect yourself and the rights of others to learn in a safe and supportive environment.
- ? Expect the highest quality of education possible.

Students at Sequoia Union are encouraged to participate in the development of sound standards and rules for their classroom under the direction of their teacher. A classroom is a learning center where the student is to not only learn basic knowledge, but also learn self-discipline and control. All who participate and all who are members of the class group, therefore, have a responsibility to develop and maintain rules which promote positive behavior as well as productive learning. Consistent follow-up, correction, and regulation are the key to success for all who participate.

### Expected Behavior

#### Playground Conduct:

- ? Follow directions and obey all school policies.
- ? Refrain from bringing toys or dangerous objects.
- ? Walk in the hallways.
- ? Show respect for the environment, others, and self.
- ? Be respectful to all students and staff.
- ? Use playground equipment properly.
- ? Stay in the supervised playground area assigned to your grade.
- ? Only leave the playground area if you have permission from school personnel.
- ? Use the restrooms on the west side of the classroom wings.

#### Lunch Time:

- ? Line up quietly upon entering the cafeteria and remain in line until served.
- ? No sharing of food will be allowed.
- ? Remain seated and talk quietly while in the cafeteria.
- ? Play equipment is to be placed in a container by door upon entering the cafeteria.
- ? Hats and visors must be removed upon entering the cafeteria (boys & girls).
- ? No sitting on the table tops.
- ? When finished with your food, please wait for permission before getting up.

### Student Discipline (BP5144)

The Board of Trustees desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline. The Superintendent/Principal or designee shall approve a complement of effective, age appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5) (cf. 5020 - Parent Rights and Responsibilities) (cf. 5137 - Positive School Climate) (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement) (cf. 6164.5 - Student Success Teams) Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. (cf. 5131 - Conduct) (cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying) The administrative staff may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board

policy and state law. (Education Code 35291.5) (cf. 9320 - Meetings and Notices) At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation. BP 5144(b) DISCIPLINE (continued) (cf. 0450 - Comprehensive Safety Plan) (cf. 3515 - Campus Security) (cf. 3515.3 - District Police/Security Department) (cf. 4158/4258/4358 - Employee Security) (cf. 5136 - Gangs) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 - Behavioral Interventions for Special Education Students) (cf. 6184 - Continuation of Education) (cf. 6185 - Community Day School) Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies. (cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment) The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians. (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) At the beginning of every school year, the Superintendent/Principal or designee shall report to the Board regarding disciplinary strategies used in the school in the immediately preceding school year and their effect on student learning. Corporal Punishment Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001) However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001) (cf. 4158/4258/4358 - Employee Security) (cf. 5131.7 - Weapons and Dangerous Instruments) BP 5144(c) DISCIPLINE (continued) (cf. 6145.2 - Athletic Competition) Legal Reference: EDUCATION CODE 32280-32288 School safety plans 35146 Closed sessions 35291 Rules 35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes 44807.5 Restriction from recess 48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49000-49001 Prohibition of corporal punishment 49330-49335 Injurious objects CIVIL CODE 1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5 307 Participation in school activities until departure of bus 353 Detention after school Management Resources: CSBA PUBLICATIONS Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000 STATE BOARD OF EDUCATION POLICIES 01-02 School Safety, Discipline, and Attendance, March 2001 WEB SITES CSBA: <http://www.csba.org> California Department of Education: <http://www.cde.ca.gov> U.S. Department of Education: <http://www.ed.gov>

The Sequoia Union School District utilizes all avenues provided by law for the discipline of students. These include, but are not limited to, advising and counseling students; conferencing with parents/guardians; detention; alternative educational environments; and, if necessary, suspension and expulsion.

The School Board recognizes that maintaining an educational environment which promotes learning and protects the health, safety and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction for a period of time deemed necessary to correct the behavior of that student.

All students are expected to follow school rules, dress in accordance with dress code, and behave in a safe and respectful manner at all times. Any student exhibiting dangerous, criminal, or repetitively disruptive behavior is detrimental to our learning environment and is subject to receive a Behavior Referral from any SU staff member witnessing the inappropriate behavior.

#### Behavior Referral Process:

- ? Parents or guardians will be notified by phone and/or mail to ensure parent awareness of inappropriate behavior.
- ? Appropriate consequences will be decided by the administrator.
- ? Copies of the referral will immediately be given to the student's teacher, and any other staff member involved in the incident.
- ? A copy of the referral will be immediately filed in a behavior folder to be created for each child receiving a referral. A behavior folder will be kept in the office at all times for data collection on student behavior, and for immediate or future reference.
- ? The number of referrals accumulated for a student will be taken into consideration in further disciplinary action.

## **(K) Hate Crime Reporting Procedures and Policies**

### Hate Violence (Ed. Code 48900.3)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5 (Education Code 48900.3). Education Code 233(e) defines “hate violence” as any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person’s civil rights, or damaging a person’s property because of the person’s race, color, religion, ancestry, national origin, disability, gender or sexual orientation (see below).

### Hazing/Bullying/Harassment:

Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering is subject to disciplinary action.

### Hostile Educational Environment (Ed. Code 48900.4)

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances: (Ed. Code 48900)

- ? While on school grounds.
- ? While going to or coming from school.
- ? During the lunch period, whether on or off the school campus.
- ? During, or while going to or coming from, a school sponsored activity.

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from school activities.  
Administrative Suspension Procedures

1. An informal conference will be held with the student to allow the opportunity to present his/her version of the incident and evidence in his/her defense; and to advise the student of the reason for disciplinary action.
2. Parents will be given written and telephone notification of suspension within 24 hours.
3. Parents or guardians may respond to the school’s request for a conference.
4. Parents will be informed that suspensions are processed by the Superintendent or a designee.
5. A student may not be suspended for more than five (5) consecutive days. Suspensions may be extended if expulsion is pending.
6. Suspended students are allowed to complete and receive credit for all assignments and tests missed during the suspension which can reasonably be provided by the teacher.
7. Suspended students must remain under parent supervision and are not to be on any school campus or attend school activities for the duration of the suspension.

### Suspension by Teacher

According to Education Code Section 12401: “Teachers may suspend, for good cause, any pupil from their Classroom school day, and will report the suspension to the principal of the school for appropriate action.”

### Mandatory Expulsion Recommendation

State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity (Education Code 48915):

- ? Possessing, selling, or otherwise furnishing a firearm.
- ? Brandishing a knife at another person.
- ? Unlawfully selling a specified controlled substance.
- ? Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- ? Possession of an explosive.

## Discretionary Expulsion Recommendations

The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, UNLESS particular circumstances make expulsion inappropriate (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
6. State law provides for due process and rights to appeal any order of expulsion.

## Student Sexual Harassment

The Governing Board prohibits sexual harassment of or by any student by anyone in or from the District. Anyone can be a harasser: same sex harassment, male vs. female; female vs. male, supervisor harassing employee, employee harassing supervisor, teacher or other employee harassing students, student harassing another student, student harassing teacher. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the District Administrator. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting (Education Code 212.5).

For the purpose of further clarification, sexual harassment includes but is not limited to:

- ? Unwelcome leering, sexual flirtations or propositions.
- ? Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- ? Graphic verbal comments about an individual's body, or overly personal conversation.
- ? Sexual jokes, stories, drawings, pictures or gestures.
- ? Spreading sexual rumors.
- ? Assault, touching, impeding, or blocking movement.
- ? Continuing to express sexual interest after being informed that the interest is unwelcome.
- ? Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

## Discipline Matrix

To help support a standard procedure for dealing with inappropriate behavior, a discipline matrix has been developed to ensure fairness to students. For each offense, there are a range of consequences. These may range from time out of class to a conference with a site administrator or designee for a minor infraction to suspension. Mandatory expulsion recommendations are not included. The Discipline Matrix serves as a conduct guideline for site administrators. When a student should be considered for suspension, the administrator may use his/her discretion to impose alternative consequences that are comparable in magnitude. The number of violations occurring in one (1) year determines the consequences. If you would like to review the discipline matrix, please contact the office.

## (J) Procedures to Prepare for Active Shooters

Procedures for Active Shooter/Lethal Assailant

Administrators:

1. Activate full lockdown procedures using any available method.

2. Call 911 and provide all known information including the following:
  - a. Location and number of assailants.
  - b. Description of assailants and any available weapon information.
  - c. Actions you are taking or have taken.
  - d. Known injuries to staff and/or students and locations of such.
3. Stay in contact with 911 if possible and safe to do so
4. If active shooter/lethal assailant is inside, evacuate immediate staff and other if safe to do so and order all persons on the exterior to move a safe distance from the campus.
5. If active shooter/lethal assailant is outside, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remained concealed until told otherwise by law enforcement.

Staff inside buildings will follow these procedures:

1. If in contact with a supervisor or other person of authority, follow his/her instructions.
2. Lockdown the classroom by doing the following:
  - a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
  - b. Turn off all lights.
  - c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
  - d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
  - e. Maintain silence to the degree possible.
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc...
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

Staff outside buildings will follow these procedures:

1. If in contact with a supervisor or other person of authority, follow his/her instructions.
- IF THREAT IS BELIEVED TO BE ON THE EXTERIOR:
1. Enter the closest available building, ensure exterior door is secure, and if not an interior room, move to one if available. Lockdown the classroom/room by doing the following:
    - a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
    - b. Turn off all lights.
    - c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
    - d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
    - e. Maintain silence to the degree possible.
  2. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.
  3. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
  4. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.
  5. If it is not safe or possible to enter a building to seek shelter then move in the opposite direction from where the threat is located. Continue to look for anything that will provide cover and concealment while moving away from the threat.

IF THREAT IS BELIEVED TO BE IN THE SCHOOL:

1. Immediately flee to the area to the closest area providing cover and concealment.
2. Evaluate the need to move further from the threat in order to increase safety.



3. Maintain custody of students to the degree possible.
4. When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

#### **Hazing/Bullying/Harassment:**

Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering is subject to disciplinary action.

#### **Hostile Educational Environment (Ed. Code 48900.4)**

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying:**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations; School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

### **Opioid Prevention and Life-Saving Response Procedures**

#### **Opioid Prevention and Life-Saving Response Procedures:**

1. Annual training will be provided to all school and central office staff regarding Opioid Overdose medication administration.
2. Sequoia Union Elementary School will have access to emergency medication at the schools' site. All procedures and processes for maintaining, monitoring, storing and disposal are managed by the collaboration between the School Nurse and the Facilities Department.
3. Student and family training will be made available.

### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

#### **Campus Disorder**

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site. Examples are: a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.

If a person or persons are observed causing a serious campus disorder:

1. Notify campus security and Call 9-1-1.
2. Notify main office.
3. Move students away from danger to nearest safe location.

#### **Principal or Designee will:**

1. If out of principal's or designee's control, the Site Incident Command Post will be activated and will:
  - a. Confirm call to 9-1-1 and campus security.
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).

5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
9. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
10. When able report any missing or extra students.
11. When able check status of “buddy”.
12. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

### **Instructional Continuity Plan**

Instructional Continuity Plan (ICP):

Focus:

Maintaining instruction through online learning, alternative locations, or other adaptations.

Sequoia Union School District will:

1. Provide access to online learning platforms.
2. Ensure communication channels remain open with students and families.
3. Adapt instruction to online or remote formats.
4. Provide alternative locations for learning.
5. Offer support services, like special education, counseling, and after-school programs, even in a remote setting.

6. Key Components:

7. Our communication plan will detail how students and families will be informed.
8. Our plan will provide access to instruction, whether in-person or remote.
9. Our resources will support students' social and emotional well-being.

Safety Plan:

## **Safety Plan Review, Evaluation and Amendment Procedures**

### **Evaluation and Amendment Procedures:**

#### **1. Establish a Timeline:**

Define a schedule for evaluating and amending the plan. This could be annually or bi-annually, depending on the plan's complexity and the frequency of potential changes.

#### **2. Gather Input:**

Involve key stakeholders in the evaluation process, including school administrators, teachers, staff, parents, students, and potentially law enforcement or emergency responders.

#### **3. Conduct a Risk Assessment:**

Analyze the school's environment and identify potential safety and security risks. This can involve reviewing incident reports, surveys, and interviews.

#### **4. Review the Plan:**

Carefully examine the current school safety plan, including its objectives, procedures, and policies, to determine if they are still relevant and effective.

#### **5. Assess Plan Effectiveness:**

Evaluate the plan's success in addressing identified risks and achieving its goals. This may involve data collection, feedback from stakeholders, and analysis of incident reports.

#### **6. Identify Areas for Improvement:**

Based on the review and assessment, pinpoint areas of the plan that need to be updated or strengthened.

#### **7. Develop Amendments:**

Revise the plan to address identified weaknesses and incorporate new strategies or procedures. This may involve updating policies, procedures, or protocols, or adding new elements.

#### **8. Communicate Changes:**

Inform all stakeholders of the changes made to the safety plan, ensuring they understand the new policies and procedures.

#### **9. Train Staff and Students:**

Provide training on the amended safety plan, including drills, procedures, and expectations.

#### **10. Document Changes:**

Maintain a record of all amendments to the safety plan, including the rationale for the changes and the date of implementation.

**Safety Plan Appendices**

## Emergency Contact Numbers

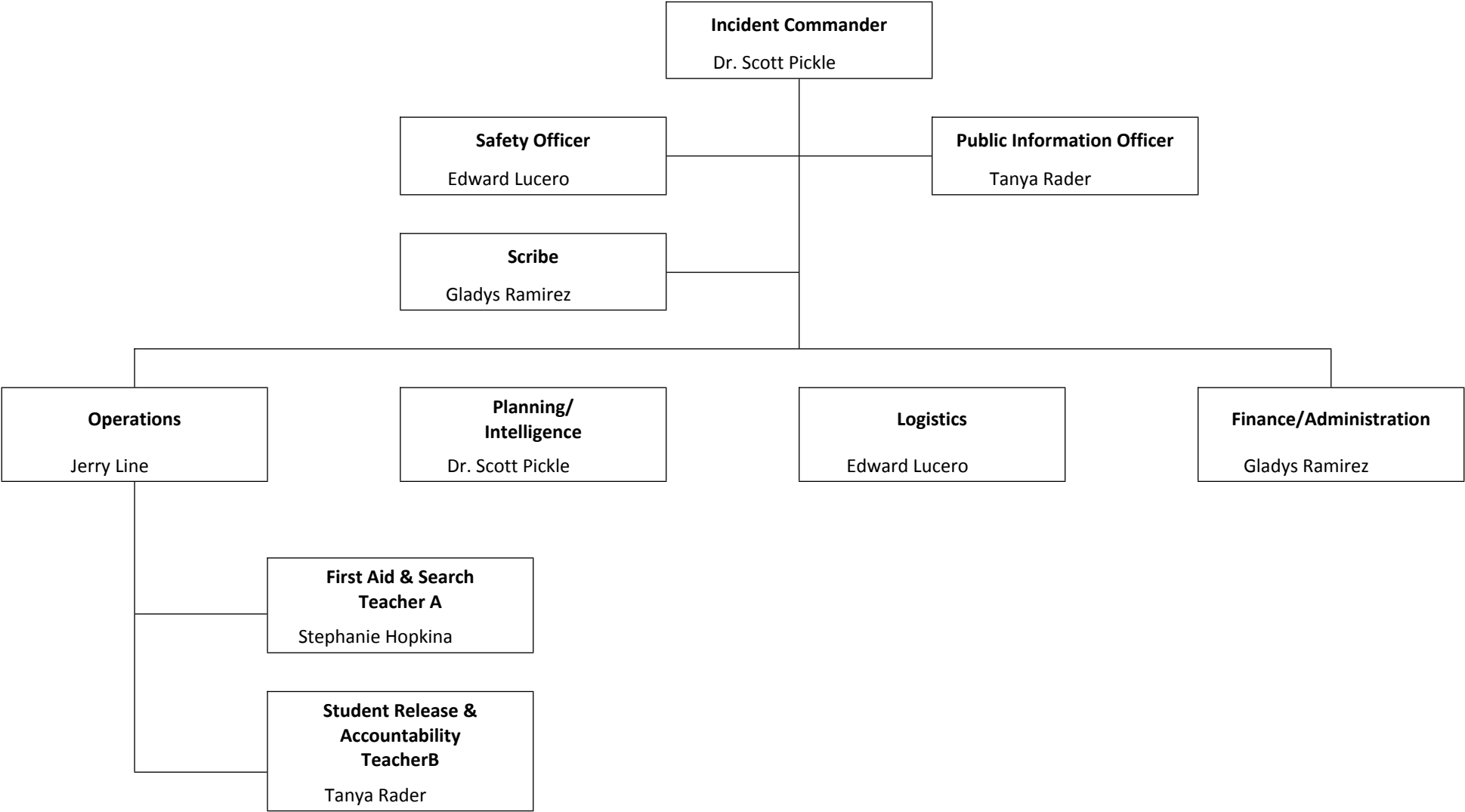
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Dr. Scott Pickle	(559)301-5594	Superintendent
School District	Tanya Rader	(559)303-9638	District Administrative Assistant
School District	Jerry Line	(559)779-8312	Facilities
School District	Gladys Ramirez	(559)667-5974	Business Office
School District	Edward Lucero	(559)618-9132	Assistant Principal
Law Enforcement/Fire/Paramedic	Tulare County Sheriff's Office	(559)733-6218	Sheriff
Law Enforcement/Fire/Paramedic	Tulare County Fire Dept.	(559)564-8506	Fire
Emergency Services	Alarm King	(559)734-7761	Alarm Company
Local Hospitals	Kaweah Health Medical Center	(559)624-2000	Hospital

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Review of Campus Emergency Exit Map	6-9-25	Emergency Exit Campus Map

Sequoia Union Elementary School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

1. Dr. Scott Pickle, Superintendent (559)301-5594
2. Edward Lucero, Assistant Principal (559) 618-9132
3. Tanya Rader, District Administrative Assistant (559)303-9638
4. Jerry Line, Facilities (559)779-8312
5. Gladys Ramirez, Business Office (559)667-5974
6. Tulare County Sheriff's Office (559)733-6218
7. Tulare County Fire Dept.(559)564-8506
8. Alarm King (559)734-7761
9. Kaweah Health Medical Center (Hospital) (559)624-2000

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.



## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures.

This information is also provided in the Emergency Response Guide, located in each classroom, which has been divided into three major areas:

#### **How to and When to Lockdown:**

- Campus Disorder
- Firearm/Shooting
- Hostage/Barricaded Subject
- Threatening Intruder

#### **How to and When to Shelter In Place:**

- Air Pollution
- Biological/Chemical Threat
- Chemical Spills
- Severe Weather
- Stinging Insects
- Utility Failure/Heat Stress

#### **How and When to Evacuate, Drop**

#### **Cover and Hold:**

- Aircraft Accident
- Bomb Threat
- Earthquake
- Fire/Explosion
- Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office each June.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System districts can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government. The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced and presented to the staff on a single page.

#### Multi-Hazard Reference Guide:

The Multi-Hazard Reference Guide is provided in this section. It is also posted in each classroom, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Sequoia Union Elementary School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

#### **Step Two: Identify the Level of Emergency**

#### **Step Three: Determine the Immediate Response Action**

#### **Step Four: Communicate the Appropriate Response Action**

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### Aircraft Accident

If you are witness to an airplane accident:

1. If able, call 9-1-1.
2. Notify main office.
3. Move students to nearest safe area.

When accident occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Call 9-1-1.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold"
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evacuate students using safest route to assembly area
4. Wear orange or green vest to signal classroom status.
  - a. Be ready to report any missing, extra, or injured students.
5. When able, check your "buddy".
6. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will announce "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

### **Animal Disturbance**

#### Animal Disturbance on School Campus:

1. Isolate students: The primary action in case of a wild or uncontrollable animal is to isolate students from the animal.
2. Identify threatening animals: The plan should define what constitutes a threatening animal (e.g., rabid or uncontrollable wild animals).
3. Designate responsible individuals (facilities, custodial staff, site administration).
4. School and district administration will be contacted by facilities and/or custodial staff.
5. Contact animal control for assistance in removing or managing the animal.

### **Armed Assault on Campus**

#### Administrators:

1. Activate full lockdown procedures using any available method.

2. Call 911 and provide all known information including the following:
  - a. Location and number of assailants.
  - b. Description of assailants and any available weapon information.
  - c. Actions you are taking or have taken.
  - d. Known injuries to staff and/or students and locations of such.
3. Stay in contact with 911 if possible and safe to do so
4. If active shooter/lethal assailant is inside, evacuate immediate staff and other if safe to do so and order all persons on the exterior to move a safe distance from the campus.
5. If active shooter/lethal assailant is outside, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remained concealed until told otherwise by law enforcement.

Staff inside buildings will follow these procedures:

1. If in contact with a supervisor or other person of authority, follow his/her instructions.
2. Lockdown the classroom by doing the following:
  - a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
  - b. Turn off all lights.
  - c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
  - d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
  - e. Maintain silence to the degree possible.
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

Staff outside buildings will follow these procedures:

1. If in contact with a supervisor or other person of authority, follow his/her instructions.
- IF THREAT IS BELIEVED TO BE ON THE EXTERIOR:
1. Enter the closest available building, ensure exterior door is secure, and if not an interior room, move to one if available. Lockdown the classroom/room by doing the following:
    - a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
    - b. Turn off all lights.
    - c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
    - d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
    - e. Maintain silence to the degree possible.
  2. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.
  3. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc.
  4. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.
  5. If it is not safe or possible to enter a building to seek shelter then move in the opposite direction from where the threat is located. Continue to look for anything that will provide cover and concealment while moving away from the threat.

IF THREAT IS BELIEVED TO BE IN THE SCHOOL:

1. Immediately flee to the area to the closest area providing cover and concealment.

2. Evaluate the need to move further from the threat in order to increase safety.
3. Maintain custody of students to the degree possible.
4. When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

## **Biological or Chemical Release**

### Biological/Chemical Threat

#### During Emergency

If anyone receives a suspicious letter or package with one or more of the following characteristics:

- Has no return address or one that cannot be verified as legitimate;
- Is of unusual weight given the size of the letter/package;
- Is oddly shaped;
- Has been marked with “Personal” or “Confidential” notations;
- Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- Has a visible protruding wire or aluminum foil;
- Shows a city or state in the postmark that doesn’t match the return address;
- Is marked with threatening language;
- Has excessive postage or packing material, such as masking tape and string;
- Has misspellings of common words;
- Is not addressed to a specific person.

Follow these directions:

1. Notify main office.
2. Do not open the letter/package.
3. If letter/package is open or torn do not touch, smell or taste the substance.
4. If you have handled the letter/package wash your hands, arms, and any exposed parts of your body with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door and place SAFE or HELP (from Integrated Crisis Station (ICS) signal on door.

Principal or Designee will:

1. Activate Site Incident Command Post, who will:
  - a. Call 9-1-1 (Fire/HazMat).
  - b. Notify District Office.
  - c. Implement portions of the Incident Command Team, as necessary.
2. Keep area isolated until emergency unit arrives.
3. With advice of District Emergency Operations Center, consider Shelter In Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow principal's or designee's direction.
2. If evacuating, wear orange or green vest to signal classroom status and be ready to report any missing, extra or injured students.
3. When able, check "buddy" for safety.
4. If Sheltering In Place, report any missing or extra students when able.
5. Do not release students for any reason unless authorized by one-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.

After Emergency:

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will announce an "All Clear".
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.
7. Be prepared to provide input to After Action Report that will be provided by the Principal or Designee.

Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.

#### Chemical Spill/Toxic Emissions

Incidents involving hazardous materials can occur as a result of a chemical spill (on a nearby highway or airway) or as a result of combining chemicals in a lab.

If a chemical spill or toxic emission occurs in a classroom or school building, immediately:

1. Notify main office.
2. Close doors and all windows and shut off ventilation.
3. Evacuate to nearest safe location.

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
  - a. Call 9-1-1 (Fire/HazMat)
  - b. Contact District Office
  - c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).
5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air).
6. Communicate with staff using intercom or megaphone.

Teachers will:

1. Shelter In Place and wait for principal's or designee's direction to evacuate.
2. Turn off air handling system and cover vents with emergency blankets, using double sided tape. This will impede the gaseous air from entering the room.
3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.
4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
5. If directed to evacuate, follow procedures and:
  - a. Wear orange or green vest to indicate classroom status;
  - b. Be ready to report any missing, extra or injured students.
6. If evacuating or Sheltering In Place utilize SAFE or HELP signals. If evacuating hang signal on door; if sheltering in tape to inside of window.
7. When able, check "buddy" for safety.
8. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

### **Bomb Threat/ Threat Of violence**

#### **Bomb Threat**

If a threat is received by telephone:

1. Pay close attention to:
  - Exact wording
  - Speech characteristics
  - Background noises
2. Ask these questions:
  - Where is the bomb?

- What kind of bomb?
- When will it go off?
- How big is it?
- Why are you doing this?

3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the Bomb Threat Checklist. If one is not available, listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by principal or designee.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will:
  - a. Contact the fire and police departments.
  - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the district administrator) to:
  - a. Conduct a search, using police and fire departments, bomb squad and other support units.
  - b. Evacuate students during search.
  - c. Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.

Teachers will:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
  2. Leave the lights as they are, either on or off, but do not move or change anything.
  3. Listen for unusual sounds.
  4. Caution students against picking up or touching any strange objects or packages.
  5. At signal for evacuation, teacher will evacuate students to the assembly area
- Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings).
6. Before evacuating a classroom, look around for anything that appears suspicious or unusual.

Note: Unusual or suspicious objects may be:

- An antenna sticking out of a back pack;
- A particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality;
- A back pack that is ticking;
- A troubled student has left a backpack in the room and hasn't been seen for a while.



7. Wear orange or green vest to signal status of classroom; be ready to report missing, extra or injured students.
8. When able, check “buddy” for safety.
9. When able, initiate extra duties as assigned.

#### After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.
4. Preserve Bomb Threat Checklist as part of the After Action Report (provided by principal or designee.)

Note: Because an explosive device can be controlled electronically, all electronic devices, cell phones, and pagers should be turned off and use discontinued. Radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

### Bus Disaster

School bus safety in California disaster plans include:

#### Evacuation Procedures:

1. School bus drivers will evacuate students in emergencies such as fires, hazardous material spills, or if the bus's position creates imminent danger.
2. Safe Assembly Areas: Safe locations will be identified at least 100 feet from the bus, ideally upwind of a fire or hazardous materials, to keep students out of danger.
3. Communication: Drivers will notify authorities about the emergency and their location.
4. Student Accountability: All students will be accounted for following an evacuation.
5. Emergency Contact Information: Parents/guardians will be notified.
6. Drivers and students will receive training, including bus evacuation drills, in preparation for a potential bus emergency.
7. First Aid and Medical Assistance will be administered as necessary.
8. Sequoia Union Elementary School will coordinate with law the California Highway Patrol (CHP).

### Disorderly Conduct

#### Campus Disorder

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site. Examples are: a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.

If a person or persons are observed causing a serious campus disorder:

1. Notify campus security and Call 9-1-1.
2. Notify main office.
3. Move students away from danger to nearest safe location.

Principal or Designee will:

1. If out of principal's or designee's control, the Site Incident Command Post will be activated and will:
  - a. Confirm call to 9-1-1 and campus security.
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
9. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
10. When able report any missing or extra students.
11. When able check status of “buddy”.
12. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

## **Earthquake**

### **Earthquake**

A sizeable Earthquake will cause a district-wide disturbance. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a district-wide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan operating on their own for at least 72 hours.

At first indication of ground movement, all staff will:

1. Drop, Cover and Hold
2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
3. The District will initiate the Emergency Operations Center (EOC) who will:
  - a. Ensure that communication with the other sites is established.
  - b. Establish communication with the state, county, or regional Emergency Operation Centers.
  - c. Begin communication with resources to mobilize equipment and supplies.
  - d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

The Site Principal or Designee will:

1. Following initial ground movement activate the Site Incident Command Center which will:
  - a. If able call 9-1-1 to report immediate damage.
  - b. Contact the District Emergency Operations Center to establish communication.
  - c. Begin assembling teams at the Incident Command Post.

2. Oversee all activities of organizing teams.
3. Meet with Team Leaders to establish Incident Action Plan.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

Teachers (in the classroom) will:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Following ground movement, check for injuries.
9. Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
10. If evacuating wear orange or green vest to signal status of classroom; be ready to report missing, injured or extra students.
11. Plan to use alternate routes to assembly area.
12. If possible, check on safety of “buddy”.
13. Do not attempt to move an injured person unless in immediate danger.
14. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
15. When able, initiate extra duties as assigned.

Teachers and Staff (within the building):

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture. Furniture provides protection from falling objects.
4. Remain in DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
5. After ground movement ends, check for injuries.
6. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation. Wear orange or green vest to signal status of classroom.
  - a. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

Teachers and Staff (outside the building):

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie flat, face down; close eyes tightly. Wait for aftershocks to subside before standing.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.

5. When able, report any injuries.
6. If able, initiate extra duties as assigned.

**After Emergency:**

1. If student release is determined, follow release plan.
2. Buildings must be inspected before re-occupancy.
3. If necessary, an alternate facility will be coordinated by the District.

**Explosion or Risk Of Explosion**

**Fire/Explosion**

**If a fire or explosion occurs:**

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

**The Principal or Designee will:**

1. Activate the Site Incident Command Post which will, among other things:
  - a. Contact the fire department/9-1-1 for assistance.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

**Teachers will:**

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, wear orange or green vest to communicate status of class.
  - a. Be ready to report missing, extra or injured students.
3. Place SAFE or HELP sign on outside of closed door; use tape or hang on door handle. Do not lock door.
4. When able, check safety of "buddy".
5. When able, report any missing, injured or extra students.
6. When able, initiate additional duties as assigned.

**After Emergency**

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

**Fire in Surrounding Area**

**FIRE**

**(Offsite) or Brush/Forest Fire**

This event could occur if a fire offsite, such as a wildfire, threatens or is near the school building. Should any such event endanger the students or staff, the following will be accomplished:

**WARNING:** An alert message will be sent to staff, students, and parents.

**RESPONSIBILITIES:**

1. Administration will determine if evacuation of school site is necessary.
2. Administration will contact local fire department (call 911) to determine the correct action for our school site.
3. Administration, if necessary, will begin evacuation of school site to previously identified safe site using school evacuation plan.
4. Administration will ensure all students and personnel have left the building (if site is evacuated).
5. Staff will take roll call to be sure all students are present.
6. Staff will maintain control of the students a safe distance from the fire and fire fighting equipment.
7. Staff will notify administration of any missing students.
8. No one will be allowed to the the school site until the Fire Department determines it is safe.

**Fire on School Grounds**

If a fire or explosion occurs:

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will, among other things:
  - a. Contact the fire department/9-1-1 for assistance.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, wear orange or green vest to communicate status of class.
  - a. Be ready to report missing, extra or injured students.
3. Place SAFE or HELP sign on outside of closed door; use tape or hang on door handle. Do not lock door.
4. When able, check safety of "buddy".
5. When able, report any missing, injured or extra students.
6. When able, initiate additional duties as assigned.

**After Emergency**

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.

3. If student release is determined, follow release plan.
4. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

### **Flooding**

When notification of imminent flooding occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Contact District Office for instructions.
  - b. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
  - c. Listen to news on battery operated radio.
2. Determine need and ability to evacuate staff and students.
3. Check evacuation routes for safety.
4. Cancel all scheduled outside events.
5. Stay in control of all site activities.

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. If evacuating wear orange or green vest to signal status of classroom.
  - a. Be prepared to report missing, extra or injured students.
3. When able, check "buddy" for safety.
4. When able, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

### **Loss or Failure Of Utilities**

When any utility fails a variety of consequences can result. Power outages that cause extreme heat or cold. If prolonged for more than one hour, students are at risk. Classrooms should be maintained at a level that is not less than 65° F and not more than 85° F. A natural gas or propane leak, no matter how small, should be treated as a potential explosion hazard. Leaks are typically detected by smelling a strong odor associated with natural gas or propane.

When electricity fails, Principal or Designee will:

1. Call Utility Company to report outage; determine when the power will be restored.
2. Implement portions of the Incident Command Team to assist with items such as student care and distribution of long-term supplies.
3. Notify District Office if outage exceeds one hour to determine release of students.
4. If Evacuation or Shelter In Place is necessary follow plans; guide teachers using megaphone or personally notify room-by-room.

If a gas/propane leak is reported, Principal or Designee will:

1. Notify Utility Company.
2. Implement portions of the Incident Command Post to:
  - a. Shut off main gas line.
  - b. Notify District Office.
  - c. Determine necessity of evacuation or Shelter In Place.
3. Activate Shelter In Place or evacuation.
4. If evacuating, guide teacher through alternate evacuation routes, if necessary.

For temperatures rising above 85° F teachers will follow procedures for Shelter in Place:

1. Close all window coverings and open all interior classroom and office doors for ventilation.
2. If there are no window coverings, consider using emergency blankets and double-sided tape as insulation in the windows.
3. Monitor physical activities.
4. Use water and ice sparingly.
5. When able, check status of “buddy”.
6. When able, report any missing or extra students.
7. When able, initiate extra duties as assigned.

If directed to evacuate follow procedures:

1. Wear orange or green vest to signal status of classroom and be ready to report any missing, extra or injured students.
2. When able, check safety of “buddy”.
3. When able initiate extra duties as assigned.

For temperatures below 65° F teachers will:

1. Close all window coverings and doors to retain heat.
2. Instruct students to wear available sweaters, sweatshirts, jackets, etc.
3. Instruct students to gather into small groups and use thermal blankets as extra insulation.
4. Consider organizing classroom activities requiring body movement.
5. Follow directions given by the principal or designee.

After Emergency

1. Facilities and Maintenance Departments (with cooperation of County and City Utility Companies) will inspect all gas, electrical and telecommunications systems to ensure they are in proper working order.
2. Principal or designee will notify teachers when power is restored or odor of gas is rectified.
3. Students may return to normal schedule
4. If student release is necessary, follow release plan.

### **Motor Vehicle Crash**

In the event of a car accident:

1. 9-1-1 will be called.
2. Main office will be notified.
3. Students will be to nearest safe area.

When an accident occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Call 9-1-1.
  - b. Contact District Office.
  - c. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.

Teachers will:

1. Following accident, move students to nearest safe location.
2. Be ready to report any missing, extra, or injured students.
3. When able, check your “buddy”.
4. When able initiate extra duties as assigned.

#### After Emergency:

1. At the direction of the District Office, principal or designee will announce "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by principal or designee.

#### **Pandemic**

##### Pandemic Response Strategies:

1. Screening and testing: Establish procedures for screening and testing for illness, consistent with public health guidance.
2. Case investigation and contact tracing: Identify and isolate individuals who test positive, and work with local health officials to conduct contact tracing.
3. Isolation and quarantine protocols: Follow recommended isolation and quarantine guidance for confirmed cases and close contacts.
4. Support mental health: Provide mental health support for students and staff to address the emotional toll of the pandemic.
5. Communication: Maintain clear and consistent communication with students, parents, and staff about health and safety protocols and potential changes.

##### Plan Implementation and Maintenance:

1. Training and exercises: Conduct regular training sessions and drills to ensure staff and students are familiar with the plan's procedures.
2. Regular review and updates: Review and update the plan regularly based on lessons learned from real incidents or exercises.

##### Important Considerations:

1. Layered Prevention: Employ multiple prevention strategies in combination, as no single strategy is 100% effective.
2. Local Health Department Collaboration: Work closely with local health officials to coordinate efforts and tailor strategies to your community's specific circumstances.
3. Flexibility and adaptability: Be prepared to adapt the plan based on evolving circumstances and public health guidance.
4. Inclusion: Consider the needs of all students, including those with disabilities, when implementing prevention strategies.
5. Mental Health: Recognize and address the mental health impact of the pandemic on the school community.

#### **Psychological Trauma**

##### Psychological Trauma Plan in Place to Care for Students Before, During, and After Every Safety Drill in School:

School safety drills are key to increasing your school community's knowledge of how to respond to an emergency or violence. They help prepare individuals to respond quickly, calmly, confidently, and safely should an actual critical incident take place.

If students have been involved in a traumatic event, it's important to provide trauma-informed support as they process the experience. Suffering a trauma such as a school shooting changes the body and brain on a cellular level. Thoughts, feelings, and behaviors may look different than before the event, and while this is normal, it can be overwhelming to support students through it.

##### Emergency Drills Shouldn't Re-Traumatize Students:

Re-establishing a sense of safety at school is the number one priority, and part of ensuring that safety is practicing drills to respond to emergencies. Unfortunately, this can bring up a lot of intense thoughts, feelings, and sensations related to students' trauma. Students will understand on a cognitive level that a drill is just a drill, but their bodies and the parts of their brains that have stored the trauma do not know that. When participating in a drill, students will be exposed to certain sensory stimuli that can bring them right back to the traumatic event and make it seem like it's happening again. Knowing this, preparing for it, and caring for them through the process is important so they don't experience re-traumatization.



## Trauma-Informed Steps to Protect Students' Emotional Wellbeing During Drills:

Safety drills are key to increasing students' knowledge of how to respond to an emergency or violence. They help prepare them to respond quickly, calmly, confidently, and safely in the face of a critical event. You can utilize the following suggestions to support students' mental and emotional well-being before, during, and after school safety drills.

### Support Students Before a School Safety Drill:

1. Talk to students about the drill. As a class, discuss what to expect during the drill (will there be an announcement, will there be a fire alarm, will there be law enforcement present?), what types of behaviors are expected of participants (no talking, staying calm, being where they should be) and answer any questions they have.
2. Talk to students about how their mind and body might respond during the drill. Explain that drills can bring up unexpected and difficult thoughts, feelings, and sensations. While this is normal, it can feel very distressing.  
Talk to students about how their minds and bodies might respond after the drill. Explain that they might feel very tired or have difficulty sleeping that night. They might feel irritable, angry, or sad. They might also feel a sense of numbness. They might have a hard time focusing in the hours and days after the drill, and they might feel on edge or get startled easily.
3. Talk about coping strategies participants can use during the drill. Consider having a list posted in the classroom.
4. Take note of any students who seem especially distressed during conversations before the drill, and make sure that those students have access to extra support (such as an additional, preferably familiar, staff member or a buddy that they can be paired with).

### How to Support Students During a School Safety Drill:

1. Try to manage your own emotions and responses. If students see that you're distressed, it is going to increase their level of distress. Remain calm and think of having a "low and slow manner" – use a lower voice (avoid shouting), keep language simple and direct (try not to use a lot of words) and communicate and move slowly (avoid any sudden outbursts or quick movements).
2. Keep track of students who appear to be getting overwhelmed or significantly distressed. Remind them of coping strategies and offer reassurance and validation (you're safe, this will be over soon, I know this is hard, everything is going to be okay). See if there is another student who is feeling more regulated and pair them up to help.
3. Have regulation tools at the ready to hand out if needed.

### How to Support Students After a School Safety Drill:

1. Ensure that any students experiencing significant levels of emotional distress are tended to by a counselor, social worker, or other qualified staff member. These students should be taken to another location, if possible, to avoid upsetting others.
2. Have stations prepared ahead of time that offer quiet and calming activities. There could be a listening station (with music or audiobooks), a coloring or writing station, a quiet game station (card games, word games, Sudoku, brain teasers, etc.), or any other quiet activities that your class enjoys.
3. Continue to monitor signs of distress in students in the days following a drill. Sometimes, students may not immediately demonstrate an emotional reaction; they may struggle later. Things to watch for include:

## **Suspected Contamination of Food or Water**

### Food/Water Contamination Emergency Response Protocols:

1. Reporting and Isolation: Immediately isolate any students or staff exhibiting symptoms and report the incident to local health authorities.
2. Communication: Communicate with all staff, students, and parents about the situation, symptoms to watch for, and recommended actions.
3. Safe Water Access: Implement temporary measures for accessing safe water, such as providing bottled water or using alternative sources, until the contamination issue is resolved.
4. Non-Water Hygiene Measures: Encourage the use of hand sanitizer or wet wipes if access to safe water for handwashing is limited.
5. Investigation and Documentation: Conduct a thorough investigation to determine the source of the contamination and document all corrective actions.
6. Food Recall Procedures: Stay informed about food recalls and have procedures in place to immediately remove recalled items.
7. Remediation: Conduct remediation activities to clean and disinfect contaminated areas and address the source of the problem.

8. Follow Health Authorities' Guidance: Implement disease control measures and remediation activities as recommended by the CDC and/or local health authority.
9. Disposal Procedures: Develop procedures for safely disposing of contaminated food or water, following guidance from health and law enforcement officials.
10. Alternate Feeding Sites: Have procedures in place for providing safe and secure substitute meals, potentially at alternate sites.

### **Tactical Responses to Criminal Incidents**

Tactical Responses to Criminal Incidents on Campus:

The witness should not approach or question the suspect but should immediately:

1. Call campus security and 9-1-1.
2. Notify main office.
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Attempt to confirm that an actual threatening intruder is on campus and determine if weapons are present.
2. If out of principal's or designee's control, activate Site Incident Command Post which will:
  - a. Call or confirm call to campus security and 9-1-1.
  - b. Contact District Office.
  - c. Assemble portions of the Incident Command Team, as necessary.
3. Initiate Lockdown.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. If necessary, when classroom is secure and students have been accounted, place the appropriate SAFE or HELP signal in a pre-determined window.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When able check on status of "buddy".
11. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report that will be provided by Principal or Designee.

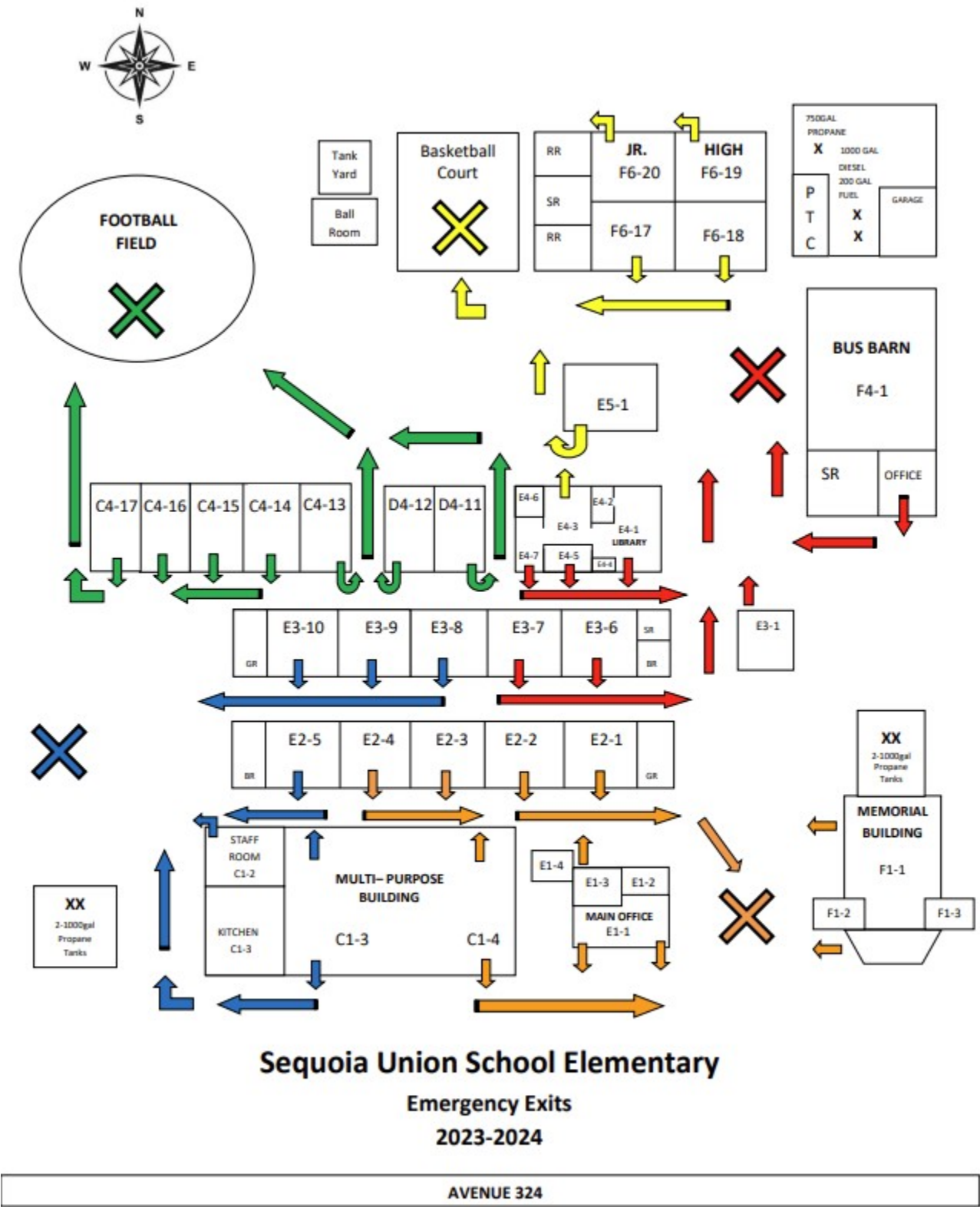
## **Unlawful Demonstration or Walkout**

Regarding unlawful demonstrations or walkouts, here's how they fit into the school safety framework:

1. **Student's Rights:** Students in California have the right to exercise their free speech rights, which can include peaceful protests or walkouts, but schools can adopt reasonable rules to regulate the "time, place, and manner" of these activities.
2. **Disruption:** A protest or walkout cannot substantially disrupt the orderly operation of the school or create an immediate danger of causing students to commit unlawful acts or violate school rules.
3. **Discipline:** While schools cannot punish students for missing class for a protest more harshly than for other reasons, they can discipline students for unexcused absences, even if the absence is for a political protest, as students are legally required to attend school.
4. **Safety during Walkouts:** Schools should have strategies and be prepared to ensure the safety of students before, during, and after demonstrations.
5. **Planning for Response:** CSSPs should include procedures for responding to potentially dangerous, violent, or unlawful activity, which could encompass unlawful demonstrations or walkouts.
6. **Collaboration:** School and district officials should collaborate with law enforcement and other community partners in developing and implementing school safety plans, including how to address potential security threats.
7. **Annual Review and Update:** CSSPs must be reviewed and updated annually.

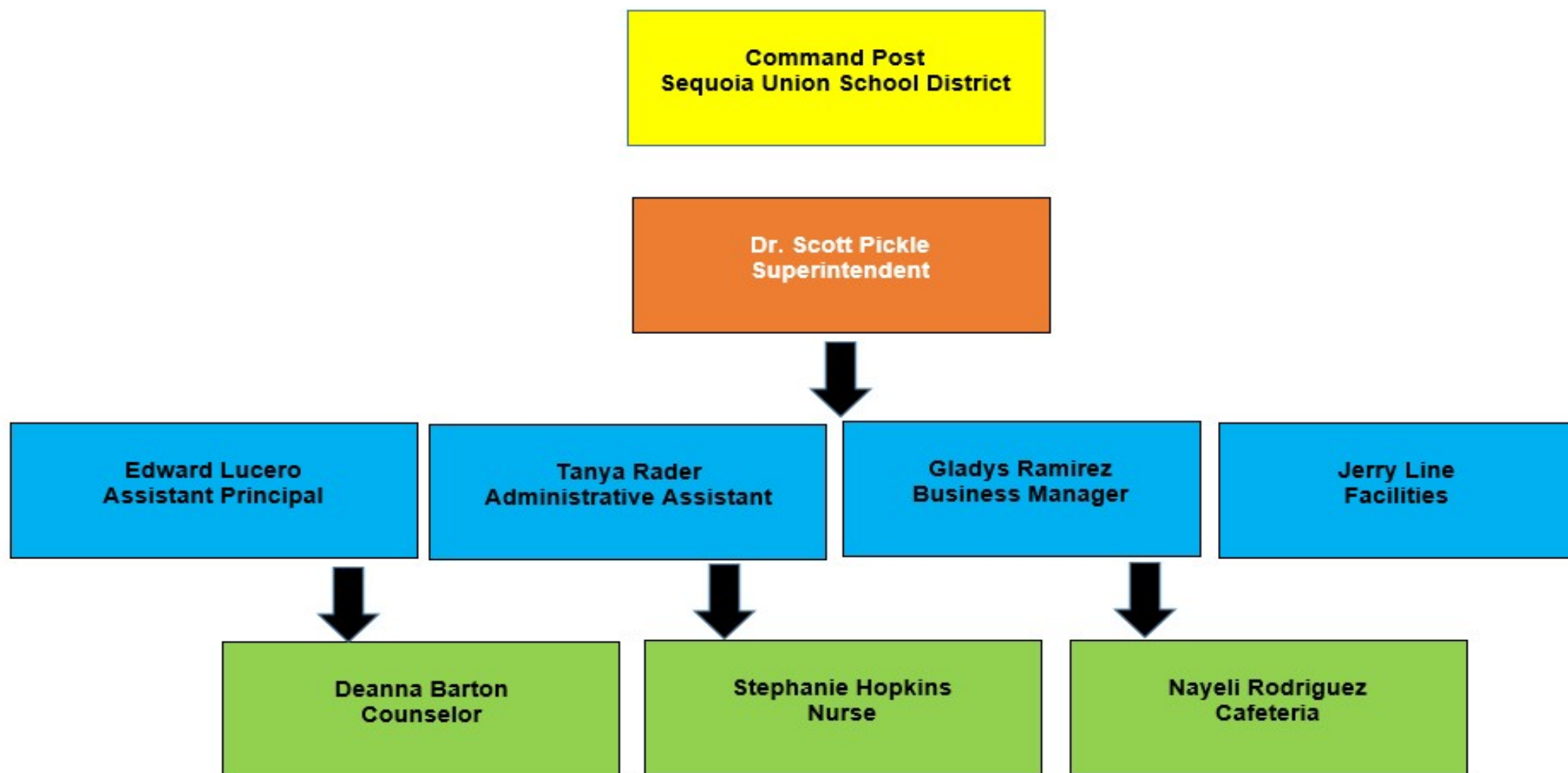
In summary, while students have the right to protest, this right is not absolute and must be balanced with the need to maintain a safe and orderly learning environment. Schools in California are legally required to have plans in place to address potential threats and ensure the safety of students and staff during various incidents, including those related to demonstrations or walkouts. These plans focus on prevention, preparedness, and response, and involve collaboration with community partners.

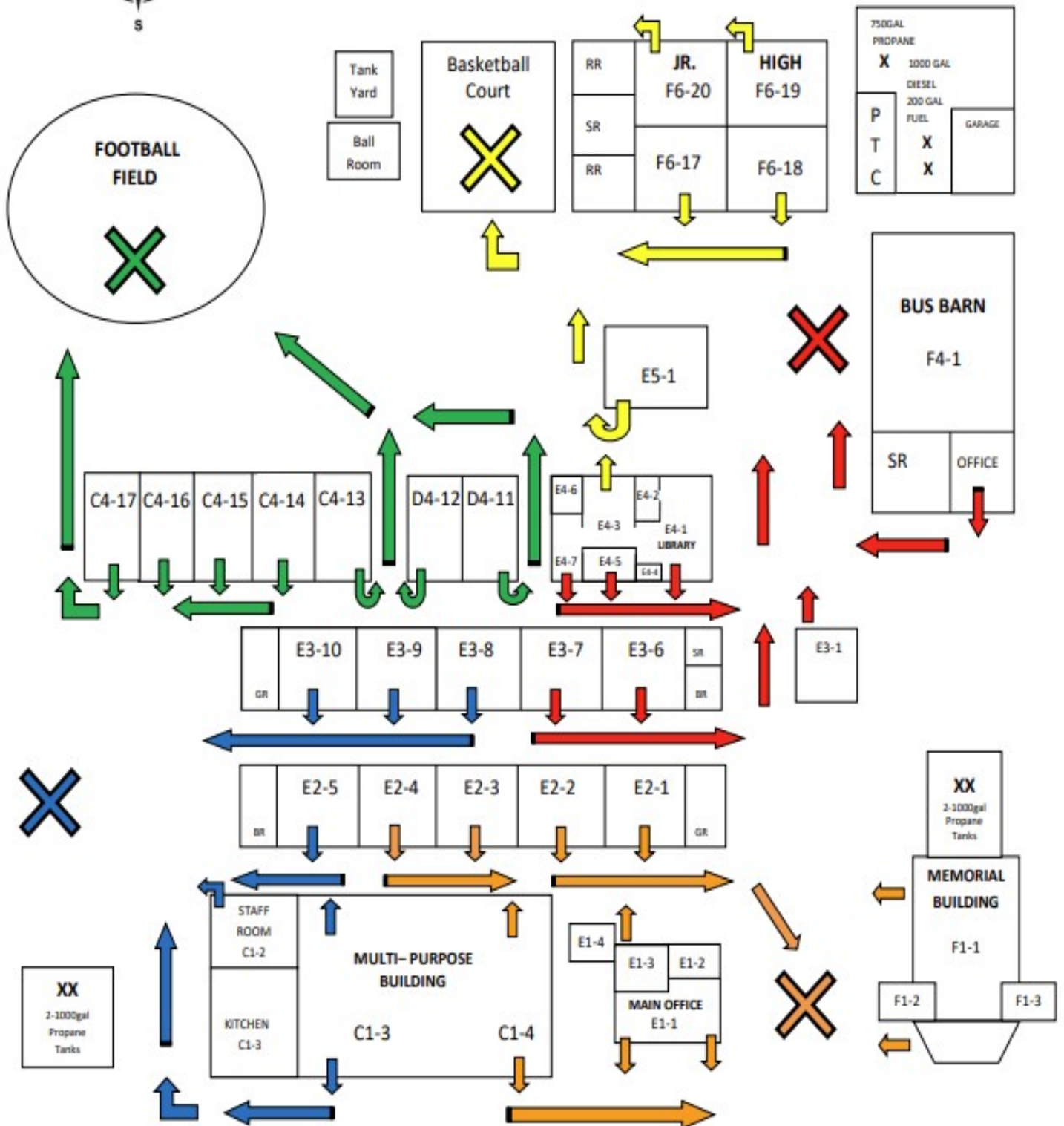
Emergency Evacuation Map





## SEQUOIA UNION ELEMENTARY DISTRICT





## Sequoia Union School Elementary

Emergency Exits

2023-2024

AVENUE 324



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

## ACTION ITEMS



### 8.7 2025-26 Curriculum/Technology Support

- 8.7.1 McGraw Hill (ELA-Math-History) \$40,489.27
- 8.7.2 Heggerty \$1113
- 8.7.3 Literacy Footprints \$165
- 8.7.4 Pear Assessments \$2375
- 8.7.5 Kesler Science \$1745
- 8.7.6 Mystery Science \$1695
- 8.7.7 MobyMax (All Subjects) \$4142
- 8.7.8 Brain Pop \$4500
- 8.7.9 Quizizz \$1987.50
- 8.7.10 Starfall \$355
- 8.7.11 Hapara \$5,940.60
- 8.7.12 Renaissance/STAR \$9404.50
- 8.7.13 Trafera \$21156.14
- 8.7.14 Powerschool \$11,082.43
- 8.7.15 Dataworks \$13,940

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*Small School, Big Heart*

# Curriculum

Vendors	ELA	MATH	HISTORY	SCIENCE
McCraw Hill	\$16,373.76	\$11,662.13	\$18,591.97	<i>Not Applicable</i>
TCI	<i>Not Applicable</i>	<i>Not Applicable</i>	<del>\$10,377.80</del> 6-8 All <del>\$3522.00</del> 6-8 Digital <del>\$1633.00</del> Just 8th	<i>Not Applicable</i>
Heggerty	\$1113.00	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Literacy Footprints	\$165.00	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
<u>TWIG</u>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<u><b>Paid until June 2026</b></u>
<u>Discovery Education</u>	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<u><b>Paid until June 2026</b></u>
Kesler Science	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>\$1745.00</b>
Mystery Science	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>	<b>\$1695.00</b>
Subject Totals	\$17,651.76	\$11,662.13	\$18,591.97	<b>\$3,440.00</b>
TOTAL	<b>\$51,345.86</b>			

# Digital Supplements

Vendors	ELA	MATH	HISTORY	SCIENCE
Moby Max 1, (3-5) 7	<b>\$4,142.00 (All Subjects) / Just Math (\$2,907.00)</b>			
BrainPop (2, 4-6)	Whole School, BrainPop Jr/BrainPop, Espanol <b>\$4,500.00</b>			
Quizizz (3, 5, 7-8)	<b>\$1,987.50</b>			
Starfall (TK/K-2)	\$355.00	<i>Not Applicable</i>	<i>Not Applicable</i>	<i>Not Applicable</i>
Acellus	<i>Dr. Pickle is working on this one.</i>			
Hapara	<b>\$5,940.60</b>			
Renaissance/STAR	<b>\$9,404.50</b>		<i>Not Applicable</i>	<i>Not Applicable</i>
TOTAL	<b>\$26,329.60</b>			

GRAND TOTAL	<b>\$77,675.46</b>
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# Contact Information

Company	Representative Name	Email	Phone
McCraw Hill	Elaina Zarka-DuFort	elaina.zarka-dufort@mheducation.com	(640) 650-8864
TCI	Sales Reps Vary	info@teachtci.com	800-497-6138
Heggerty	Online Order/Cart	N/A	N/A
Literacy Footprints	Online Order/Cart	N/A	N/A
<u>TWIG</u>	Carissa Weber Wendy Thompson	carissa.weber@imaginelearning.com	737.304.6713 866-457-8776
<u>Discovery Education</u>	Carly Nelson	cnelson@discoveryed.com	425.753.5467
Kesler Science	Theresa Clark	theresa@keslerscience.com	832-779-5151 Ext 003
Mystery Science	Sales Reps Vary	support@mysteryscience.com	No Number
Moby Max 1, (3-5) 7	Sales Reps Vary	billing@mobymax.com	888-793-8331
BrainPop (2, 4-6)	Martha Ketsdever	martha.ketsdever@brainpop.com	(541) 644-4342
Quizizz (3, 5, 7-8)	Zeena Menezes	zeena@quizizz.com	(916) 251-1499
Starfall (TK/K-2)	Joshua Wood (Will Vary)	helpdesk@starfall.com	888-857-8990
Acellus	Dr. Pickle	N/A	N/A
Hapara	Cailin Dunavan	kale.dunavan@hapara.com	N/A
Renaissance/STAR	Cary Duckworth Hannah Singh Vale Siegrist	cary.duckworth@renaissance.com hannah.singh@renaissance.com vale.siegrist@nearpod.com	(414) 310-1269

# 2025-2026 Enrollment

Grade	Student Enrollment Numbers	+ 5 Students Consumables/Text Books
TK	13	18
K	35	40
1st Grade	36	41
2nd Grade	41	46
3rd Grade	42	47
4th Grade	34	39
5th Grade	42	47
6th Grade	44	49
7th Grade	34	39
8th Grade	42	47



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**QUOTE PREPARED FOR:**

Sequoia Union Elem Sch Dist  
PO BOX 44260  
LEMON COVE, CA 93244-0260  
ACCOUNT NUMBER: 161999

**SUBSCRIPTION/DIGITAL CONTACT:**

**CONTACT:**

Heather Burkhart  
hburkhart@sequoiaunion.org  
(559) 564-2106

**SALES REP INFORMATION:**

Elaina Zarka-Dufort  
elaina.zarka-dufort@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
<a href="#">Math</a>	\$11,662.13	\$0.00	\$11,662.13
<a href="#">Wonders &amp; StudySync ELA</a>	\$16,376.76	\$0.00	\$16,376.76
<a href="#">CA Impact Social Studies</a>	\$19,335.34	(\$743.37)	\$18,591.97
<b>PRODUCT TOTAL*</b>	\$47,374.23	(\$743.37)	\$46,630.86
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$2,750.14
<b>GRAND TOTAL*</b>			<b>\$49,381.00</b>

\* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

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QUOTE DATE: 06/03/2025  
QUOTE NUMBER: HNOE-06032025035030-001

ACCOUNT NAME: Sequoia Union Elem Sch Dist  
ACCOUNT #: 161999

EXPIRATION DATE: 09/01/2025  
PAGE #: 1



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>Math</b>					
<u><b>Grade K</b></u>					
MY MATH STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE K	978-0-07-906302-1	42	\$28.70	\$0.00	\$1,205.40
MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE K	978-0-07-906134-8	2	\$73.86	\$0.00	\$147.72
<b>Grade K Subtotal:</b>				<b>\$0.00</b>	<b>\$1,353.12</b>
<u><b>Grade 1</b></u>					
MY MATH STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 1	978-0-07-906303-8	41	\$28.70	\$0.00	\$1,176.70
MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 1	978-0-07-906129-4	2	\$73.86	\$0.00	\$147.72
<b>Grade 1 Subtotal:</b>				<b>\$0.00</b>	<b>\$1,324.42</b>
<u><b>Grade 2</b></u>					
MY MATH STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 2	978-0-07-906304-5	46	\$28.70	\$0.00	\$1,320.20
MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 2	978-0-07-906130-0	2	\$73.86	\$0.00	\$147.72
MY MATH TEACHER EDITION VOLUME 1 GRADE 2	978-0-07-905771-6	1	\$124.58	\$0.00	\$124.58
MY MATH TEACHER EDITION VOLUME 2 GRADE 2	978-0-07-905772-3	1	\$124.58	\$0.00	\$124.58
<b>Grade 2 Subtotal:</b>				<b>\$0.00</b>	<b>\$1,717.08</b>
<u><b>Grade 4</b></u>					
MY MATH STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 4	978-0-07-906306-9	39	\$28.70	\$0.00	\$1,119.30

MY MATH TEACHER CENTER 1 YEAR SUBSCRIPTION GRADE 4	978-0-07-906132-4	2	\$73.86	\$0.00	\$147.72
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**Grade 4 Subtotal: \$0.00 \$1,267.02**

<b>Grade 5</b>					
MY MATH STUDENT 1 YEAR SUBSCRIPTION BUNDLE GRADE 5	978-0-07-906307-6	47	\$28.70	\$0.00	\$1,348.90

**Grade 5 Subtotal: \$0.00 \$1,348.90**

<b>Grade 6</b>					
GLENCOE MATH COURSE 1 CALIFORNIA STUDENT EDITION PACKAGE	978-0-02-140756-9	49	\$18.87	\$0.00	\$924.63
GLENCOE MATH COURSE 1 CALIFORNIA ETEACHER EDITION ONLINE 1 YEAR SUBSCRIPTION	978-0-02-138510-2	1	\$154.38	\$0.00	\$154.38

**Grade 6 Subtotal: \$0.00 \$1,079.01**

<b>Grade 7</b>					
GLENCOE MATH COURSE 2 CALIFORNIA STUDENT EDITION PACKAGE	978-0-02-140757-6	39	\$18.87	\$0.00	\$735.93
ALEKS SEC ADD-ON MY. 1 YEAR STUDENT SUBSCRIPTION	978-0-07-692715-9	39	\$18.60	\$0.00	\$725.40
GLENCOE MATH COURSE 2 CALIFORNIA ETEACHER EDITION ONLINE 1 YEAR SUBSCRIPTION	978-0-02-138702-1	1	\$154.38	\$0.00	\$154.38
ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 1 YEAR TEACHER SUBSCRIPTION	978-0-07-697175-6	1	\$20.70	\$0.00	\$20.70

**Grade 7 Subtotal: \$0.00 \$1,636.41**

<b>Grade 8</b>					
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ACCOUNT NAME: Sequoia Union Elem Sch Dist  
ACCOUNT #: 161999

EXPIRATION DATE:09/01/2025  
PAGE #: 2



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
GLENCOE MATH COURSE 3 CALIFORNIA STUDENT EDITION PACKAGE	978-0-02-140760-6	47	\$18.87	\$0.00	\$886.89

ALEKS SEC ADD-ON MY. 1 YEAR STUDENT SUBSCRIPTION	978-0-07-692715-9	47	\$18.60	\$0.00	\$874.20
GLENCOE MATH COURSE 3 CALIFORNIA ETEACHER EDITION ONLINE 1 YEAR SUBSCRIPTION	978-0-02-138513-3	1	\$154.38	\$0.00	\$154.38
ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 1 YEAR TEACHER SUBSCRIPTION	978-0-07-697175-6	1	\$20.70	\$0.00	\$20.70

**Grade 8 Subtotal: \$0.00 \$1,936.17**

**Math Subtotal: \$0.00 \$11,662.13**

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QUOTE NUMBER: HNOE-06032025035030-001

ACCOUNT NAME: Sequoia Union Elem Sch Dist  
ACCOUNT #: 161999

EXPIRATION DATE:09/01/2025  
PAGE #: 3



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>Wonders &amp; StudySync ELA</b>					
<b><u>Grade 1</u></b>					
READING WONDERS YOUR TURN PRACTICE BOOK GRADE 1	978-0-07-678712-8	41	\$11.01	\$0.00	\$451.41
READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 1	978-0-07-677058-8	2	\$467.04	\$0.00	\$934.08

**Grade 1 Subtotal: \$0.00 \$1,385.49**

<b><u>Grade 2</u></b>					
WONDERS CA GRADE 2 RNWL STUDENT WORKSPACE 1 YEAR SUBSCRIPTION	978-1-26-503160-2	46	\$23.14	\$0.00	\$1,064.44
READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 2	978-0-07-678280-2	2	\$467.04	\$0.00	\$934.08
READING WONDERS LEVELED READER PACKAGE 1 OF 30 APPROACHING GRADE 2	978-0-02-127478-9	1	\$214.11	\$0.00	\$214.11
READING WONDERS LEVELED READER LIBRARY PACKAGE APPROACHING GRADE 2	978-0-02-118672-3	1	\$1,112.46	\$0.00	\$1,112.46
READING WONDERS LEVELED READER PACKAGE 1 OF 30 ON-LEVEL GRADE 2	978-0-02-127479-6	1	\$214.11	\$0.00	\$214.11
READING WONDERS LEVELED READER LIBRARY PACKAGE ON-LEVEL GRADE 2	978-0-02-119051-5	1	\$1,112.46	\$0.00	\$1,112.46
READING WONDERS LEVELED READER PACKAGE 1 OF 30 BEYOND GRADE 2	978-0-02-127480-2	1	\$214.11	\$0.00	\$214.11
READING WONDERS LEVELED READER LIBRARY PACKAGE BEYOND GRADE 2	978-0-02-119052-2	1	\$1,112.46	\$0.00	\$1,112.46

**Grade 2 Subtotal: \$0.00 \$5,978.23**

<b><u>Grade 4</u></b>					
READING WONDERS YOUR TURN PRACTICE BOOK GRADE 4	978-0-07-678513-1	20	\$11.11	\$0.00	\$222.20

READING WONDERS TEACHER WORKSPACE 1 YEAR SUBSCRIPTION GRADE 4	978-0-07-678529-2	2	\$467.04	\$0.00	\$934.08
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**Grade 4 Subtotal: \$0.00 \$1,156.28**

<b>Grade 6</b>					
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328610-2	49	\$12.17	\$0.00	\$596.33
STUDYSYNC GRADE 6 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328613-3	49	\$12.17	\$0.00	\$596.33
STUDYSYNC CALIFORNIA STUDENT ONLINE 1 YEAR SUBSCRIPTION	978-0-02-142111-4	49	\$25.89	\$0.00	\$1,268.61
STUDYSYNC CALIFORNIA TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-02-142119-0	1	\$42.15	\$0.00	\$42.15

**Grade 6 Subtotal: \$0.00 \$2,503.42**

<b>Grade 7</b>					
----------------	--	--	--	--	--

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC |

Email: orders\_mhe@mheducation.com | Phone: | Fax:

QUOTE DATE: 06/03/2025  
QUOTE NUMBER: HNOE-06032025035030-001

ACCOUNT NAME: Sequoia Union Elem Sch Dist  
ACCOUNT #: 161999

EXPIRATION DATE: 09/01/2025  
PAGE #: 4



**Because learning changes everything.®**

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328614-0	39	\$12.17	\$0.00	\$474.63
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 2	978-1-94-328615-7	39	\$12.17	\$0.00	\$474.63
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 3	978-1-94-328616-4	39	\$12.17	\$0.00	\$474.63
STUDYSYNC GRADE 7 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328617-1	39	\$12.17	\$0.00	\$474.63
STUDYSYNC CALIFORNIA STUDENT ONLINE 1 YEAR SUBSCRIPTION	978-0-02-142111-4	39	\$25.89	\$0.00	\$1,009.71
STUDYSYNC CALIFORNIA TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-02-142119-0	1	\$42.15	\$0.00	\$42.15



STUDYSYNC CALIFORNIA TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-02-142119-0	1	\$42.15	\$0.00	\$42.15
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**Grade 7 Subtotal: \$0.00 \$2,950.38**

<b>Grade 8</b>					
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 1	978-1-94-328618-8	47	\$12.17	\$0.00	\$571.99
STUDYSYNC GRADE 8 CALIFORNIA, READING AND WRITING COMPANION FOR ELA/ELD UNIT 4	978-1-94-328621-8	47	\$12.17	\$0.00	\$571.99
STUDYSYNC CALIFORNIA STUDENT ONLINE 1 YEAR SUBSCRIPTION	978-0-02-142111-4	47	\$25.89	\$0.00	\$1,216.83
STUDYSYNC CALIFORNIA TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-02-142119-0	1	\$42.15	\$0.00	\$42.15

**Grade 8 Subtotal: \$0.00 \$2,402.96**

**Wonders & StudySync ELA Subtotal: \$0.00 \$16,376.76**

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC |  
Email: orders\_mhe@mheducation.com | Phone: | Fax:

QUOTE DATE: 06/03/2025  
QUOTE NUMBER: HNOE-06032025035030-001

ACCOUNT NAME: Sequoia Union Elem Sch Dist  
ACCOUNT #: 161999

EXPIRATION DATE: 09/01/2025  
PAGE #: 5



**Because learning changes everything.®**



Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>CA Impact Social Studies</b>					
<b><u>Grade 2</u></b>					
IMPACT CALIFORNIA PEOPLE WHO MAKE A DIFFERENCE INQUIRY JOURNAL GRADE 2	978-0-07-899394-7	46	\$9.85	\$0.00	\$453.10
IMPACT CALIFORNIA PEOPLE MAKE DIFFERENCE TEACHER 1 YEAR SUBSCRIPTION GRADE 2	978-0-07-899309-1	2	\$240.39	\$0.00	\$480.78
<b>Grade 2 Subtotal:</b>				<b>\$0.00</b>	<b>\$933.88</b>
<b><u>Grade 4</u></b>					
IMPACT CALIFORNIA A CHANGING STATE INQUIRY JOURNAL GRADE 4	978-0-07-899390-9	39	\$9.85	\$0.00	\$384.15
IMPACT CALIFORNIA CHANGING STATE TEACHER 1 YEAR SUBSCRIPTION GRADE 4	978-0-07-899437-1	2	\$240.39	\$0.00	\$480.78
<b>Grade 4 Subtotal:</b>				<b>\$0.00</b>	<b>\$864.93</b>
<b><u>Grade 6</u></b>					
IMPACT CA G6 SE 1YR BNDL W/WKLY MAG WORLD HIST GEOG ANC CIV	978-0-07-686893-3	50	\$118.61	\$0.00	\$5,930.50
IMPACT CALIFORNIA G6 ONLINE TEACHER ED 1YR SUBSC WRLD HIST && GEOG ANCIENT TIMES	978-0-07-906352-6	1	\$99.84	\$99.84	*Free Materials
IMPACT CALIFORNIA G6 TEACHER EDITION WORLD HISTORY && GEOGRAPHY ANCIENT TIMES	978-0-07-675586-8	1	\$147.95	\$147.95	*Free Materials
<b>Grade 6 Subtotal:</b>				<b>\$247.79</b>	<b>\$5,930.50</b>
<b><u>Grade 7</u></b>					
CALIFORNIA IMPACT: WHG MEDIEVAL && ERLY MT G7 COMPLETE DGT&&PRNT STDNT 1YR BNDL	978-0-07-899131-8	39	\$126.31	\$0.00	\$4,926.09
IMPACT CALIFORNIA G7 ONLINE TE 1 YR SUB WRLD HIST&&GEOG MEDIEVAL ERLY MODRN TIMES	978-0-07-906354-0	1	\$99.84	\$99.84	*Free Materials
IMPACT CALIFORNIA G7 TEACHER EDITION WRLD HIST && GEOG MEDIEVAL ERLY MODERN TIMES	978-0-07-675588-2	1	\$147.95	\$147.95	*Free Materials
<b>Grade 7 Subtotal:</b>				<b>\$247.79</b>	<b>\$4,926.09</b>
<b><u>Grade 8</u></b>					
CALIFORNIA IMPACT: USHG GROWTH && CONFLICT G8 COMPLETE DGT&&PRNT SE 1YR BUNDLE	978-0-07-899193-6	47	\$126.31	\$0.00	\$5,936.57
IMPACT CALIFORNIA G8 ONLINE TEACHER ED 1YR SUB US HIST && GEOG GROWTH && CONFLICT	978-0-07-906342-7	1	\$99.84	\$99.84	*Free Materials
IMPACT CALIFORNIA G8 TEACHER EDITION US HIST && GEOG	978-0-07-675570-7	1	\$147.95	\$147.95	*Free Materials

GROWTH & CONFLICT	978-0-07-075570-7	1	\$147.95	\$147.95	Free Materials
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**Grade 8 Subtotal: \$247.79 \$5,936.57**

**CA Impact Social Studies Subtotal: \$743.37 \$18,591.97**

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC |  
Email: orders\_mhe@mheducation.com | Phone: | Fax:

QUOTE DATE: 06/03/2025  
QUOTE NUMBER: HNOE-06032025035030-001

ACCOUNT NAME: Sequoia Union Elem Sch Dist  
ACCOUNT #: 161999

EXPIRATION DATE: 09/01/2025  
PAGE #: 6



**Because learning changes everything.®**

**QUOTE PREPARED FOR:**

Sequoia Union Elem Sch Dist  
PO BOX 44260  
LEMON COVE, CA 93244-0260  
ACCOUNT NUMBER: 161999

**CONTACT:**

Heather Burkhart  
hburkhart@sequoiaunion.org  
(559) 564-2106

VALUE OF ALL MATERIALS	\$47,374.23
FREE MATERIALS	(\$743.37)
<b>PRODUCT TOTAL*</b>	<b>\$46,630.86</b>
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$2,750.14
<b>GRAND TOTAL</b>	<b>\$49,381.00</b>

**SUBSCRIPTION/DIGITAL CONTACT:**

Comments:

\* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

[ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting \[www.mheducation.com\]\(http://www.mheducation.com\) \(or \[www.mhcoast2coast.com\]\(http://www.mhcoast2coast.com\)\).](#)

School Purchase Order Number: \_\_\_\_\_

\_\_\_\_\_  
Name of School Official (Please Print)

\_\_\_\_\_  
Signature of School Official

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC |

Email: [orders\\_mhe@mheducation.com](mailto:orders_mhe@mheducation.com) | Phone: | Fax:

QUOTE DATE: 06/03/2025

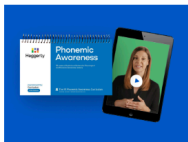

ACCOUNT NAME: Sequoia Union Elem Sch Dist

EXPIRATION DATE:09/01/2025

QUOTE NUMBER: HNOE-06032025035030-001

ACCOUNT #: 161999

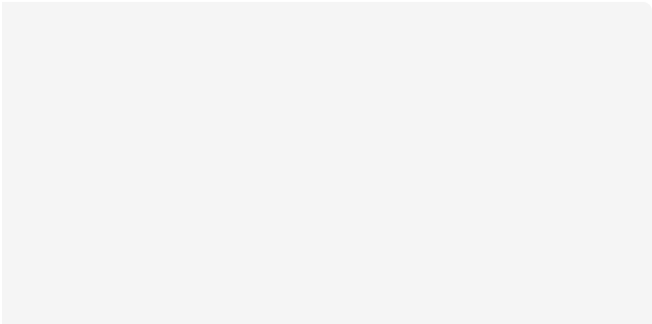
PAGE #: 7

	Product	Price	Quantity	Subtotal	
✖		Kindergarten Starter Start date: May 5, 2025	\$159	3 ▴ ▾	\$477
	Choose a plan Subscription Length: 1 Year Start date: May 5, 2025		3		
✖		Primary Starter Start date: May 5, 2025	\$159	4 ▴ ▾	\$636
	Choose a plan Subscription Length: 1 Year Start date: May 5, 2025		4		

Coupon code

Apply coupon

Update cart



Cart totals	
Subtotal	\$1,113
Shipping	Enter your address to view shipping options. <a href="#">Calculate shipping</a> 📦
Tax	Taxes will be calculated at checkout
<b>Total (USD)</b>	<b>\$1,113</b>

# YOUR CART

CONTINUE SHOPPING

GET QUOTE

CHECKOUT



Comprehension Box Set

SKU: COMPREHENSION-SET

\$45.00

−

1

+

\$45.00

X



Writing Journals - Third Grade Journal Six-Pack

SKU: LFP-Third-Journal-SP

\$15.00

−

8

+

\$120.00

X

### Tax-Exempt Information

If applicable, include Organization Name and Tax-Exempt Number here:

Please note tax will appear on all online orders where applicable, regardless of exemption status. Tax will be removed before your order is invoiced, pending verification of tax-exempt status.

Subtotal:

\$165.00

Taxes and shipping calculated at checkout

CONTINUE SHOPPING

GET QUOTE

CHECKOUT

## ORDER FORM

QUOTE # Q-475334  
DATE 6/2/2025  
EXPIRATION DATE 7/2/2025



### Bill To

Sequoia Elementary (Lemon Cove, CA)  
PO Box 44260  
Lemon Cove, California 93244  
United States

### Ship To

Dr. Pickle  
Sequoia Elementary (Lemon Cove, CA)  
23958 Ave 324  
Lemon Cove, California 93244  
United States  
(559)564-2106  
spickle@sequoiaunion.org

### Liminex, Inc.

dba GoGuardian and Pear Deck Learning  
2030 E Maple Avenue Suite 100  
El Segundo, California 90245  
United States

Thank you for your interest in our products! This order form ("**Order Form**") identifies the Liminex products you have selected for subscription ("**Licensed Product(s)**"), the term of your initial subscription(s) to the Licensed Product(s) ("**Initial Term**"), the number of licenses included in your base subscription(s) ("**Licenses**"), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian ("**GoGuardian**") and Pear Deck Learning ("**Pear Deck Learning**") on behalf of itself and its family of company Affiliates and products including Pear Deck, Inc. ("**Pear Deck**"), Snapwiz, Inc. referred to herein as "**Pear Assessment**", Zorro Holdco LLC referred to herein as "**Pear Deck Tutor**", and Pear Practice ("**Pear Practice**") (together, "**Liminex**", "**we**", "**us**", "**our**"), and the organization listed below ("**School**", "**you**" or "**your**"), and together with the Liminex Product Terms of Service and End User License Agreement available at <https://www.goguardian.com/policies/eula> and <https://www.peardeck.com/policies/product-terms-and-end-user-license-agreement> (the "**Terms**" and, together with this Order Form, the "**Agreement**"), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form. We do not agree to any other terms, including without limitation any terms on your School's purchase order.

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
380	GG-ENT11Y-000001	Pear Assessment Enterprise with Video Quiz and AI Capabilities	7/1/2025	6/30/2026	\$6.25	\$2,375.00

**TOTAL (USD):** \$2,375.00

**Add-on Licenses.** If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, please contact Liminex so that we can send you an additional Order Form for those 'add-on' Licenses ("**Add-Ons**"). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the "**Subscription**."

**AZ/HI/SC/WA Customers:** Sales tax will be added to the Fees quoted above.

## RENEWAL SUBSCRIPTION TERM

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a "**Renewal Term**," and together with the Initial Term, the "**Term**") at our then-current fees (including an Innovation Increase as defined below) for such Subscription, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then-current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

## ORDER FORM

**QUOTE #** Q-475334  
**DATE** 6/2/2025  
**EXPIRATION DATE** 7/2/2025



### RENEWAL FEES

We are dedicated to improving the Licensed Products on an ongoing basis through continued innovation in research and development. For this reason, following the Initial Term, the Subscription Fee-Per License Price for each Licensed Product will be subject to an automatic fee increase equal to 5% above the Subscription Fee-Per License Price you paid for the Licensed Product in the previous term ("**Innovation Increase**"). Order Forms and invoicing for Renewal Terms will reflect the Innovation Increase and your renewal subscription fees will be calculated using the increased fees for the number of Licenses included in your Subscription. You agree to pay the Subscription Fees, reflecting the Innovation Increase, due for each Renewal Term as described herein, unless you decide not to renew the Subscription with Liminex in accordance with this Order Form.

### PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your School is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term. Your School is responsible for all taxes and duties unless expressly included in this Order Form.

**Signature:**

---

**Name:**

---

**Title:**

---

**Email:**

---

**Accounts Payable Name:**

---

**Accounts Payable Email:**

---

**PO Number (Optional):**

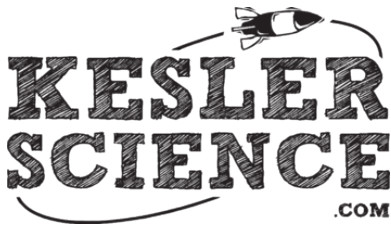
---

**Additional Notes (requests  
for delayed invoicing, etc.):**

---



Kesler Science, LLC  
12337 Jones Rd. Ste 317  
Houston, TX 77070  
+18327795151  
schools@keslerscience.com



QUOTE

ADDRESS  
Sequoia Union Elementary  
23958 Ave 324  
Lemon Cove, CA 93244

SHIP TO  
Sequoia Union Elementary  
23958 Ave 324  
Lemon Cove, CA 93244

QUOTE # 12515  
DATE 04/14/2025  
EXPIRATION DATE 10/14/2025

SKU	PRODUCT/SERVICE	QTY	RATE	AMOUNT
KS-CRM-A01	<b>KS Core:Kesler Science Core Membership</b> Kesler Science Core Membership - 1 Year Access	5	349.00	1,745.00
KS-CRM-A01C	<b>KS Core:Kesler Science Core Membership Admin</b> Complimentary Admin Kesler Science Core Membership - 1 Year Access	1	0.00	0.00

What is your next step? TOTAL \$1,745.00

Forward your purchase order to  
schools@keslerscience.com  
with this required information:

- 1. The full name and email address of each user; we cannot create their logins without this information
- 2. The full name and email address of the curriculum coordinator or department chair for future follow-ups
- 3. Your sales tax exemption form

Previous customers, please note this update:  
POs are now sent to schools@keslerscience.com.

We do not have a fax machine.

Accepted By Accepted Date

Email schools@keslerscience with any vendor application requirements.

Kesler Science,LLC is an awarded vendor with many Texas co-ops and ISDs; please ask for RFP info.

## Quote #300589

Quote Issued: April 29, 2025 • Quote Expires: July 31, 2025

### Sequoia Union Elementary School District Lemon Cove, CA, US

#### Mystery Science District Membership for 2025-2026 with US \$404 discount

Membership is valid through June 30, 2026.

Includes access to all lessons for all teachers at Sequoia Union Elementary School District.

### Ready to purchase?

Activate your membership immediately by submitting your purchase order or payment online:  
<https://mysteryscience.com/order/b75bea>

Purchase orders submitted by mail are accepted but take longer to process.

### Pricing Breakdown

#### Mystery Science District Membership 2025-2026

Membership period: July 1, 2025 - June 30, 2026

\$2,099 x 1 priced schools	\$2,099
\$404 Early Bird Discount x 1 priced schools	- \$404

**Grand total (USD) \$1,695**

Total Discount of \$404

### See a mistake?

To cancel this quote, visit:  
<https://mysteryscience.com/order/b75bea>

Other questions? visit our help center at  
<https://support.mysteryscience.com>

**Terms of Service:** By submitting a payment or purchase order, you are agreeing to the Mystery Science Terms of Service available at [mysteryscience.com/terms](https://mysteryscience.com/terms), the terms and conditions of which are hereby expressly incorporated herein by reference.

**If you need a W-9,** you can view it at [mysteryscience.com/w9](https://mysteryscience.com/w9). Note that our W-9 lists our office mailing address, but our remit address is the Atlanta address listed below.

#### Remit to

**Note:** all purchase orders can be submitted online  
Mystery Science  
c/o Discovery Education, Inc  
PO Box 745873  
Atlanta, GA 30374-5873

#### Contact

(650) 550-0670  
Fax provided after  
submitting PO #

**MYSTERY**  
science  
part of Discovery Education

# MobyMax Quote

MobyMax Education, LLC  
P.O. Box 392385 | Pittsburgh, PA 15251  
888-793-8331

## Quote For

Quote Date: May 8, 2025  
District: Sequoia Union Elementary School District  
Quote Receiver: Heather Burkhart  
Telephone: 0000000000  
Email Address: hburkhart@sequoiaunion.org

## License Quoted

Subject: **MobyMax ALL Student License**  
Complete K-8 curriculum for all subjects including Math, Fact Fluency, Reading, Early Reading, Language, Writing, Science, and Social Studies

Number of Students: 250 students  
License Start: June 5, 2025  
License End: June 5, 2026  
Price: \$4,142.00

---

Subtotal \$4,142.00

<b>Total amount due:</b>	<b>\$4,142.00</b>
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### Ways to Order

- **Fax to** 1-888-793-8330
- **Email to** [billing@mobymax.com](mailto:billing@mobymax.com)
- **Mail to:**  
MobyMax  
P.O. Box 392385  
Pittsburgh, PA 15251
- **Call** 888-793-8331
- **Order online** with credit card or purchase order at [www.mobymax.com/order](http://www.mobymax.com/order).

### Please Include with Purchase Order

- Email address or fax number for accounts payable department
- Dates for licensing period if license is not for one year
- A copy of this quote
- A copy of your tax exemption letter or certificate, if applicable

Quote expires after 90 days.

You can download our current W-9 form at [www.MobyMax.com/w9.pdf](http://www.MobyMax.com/w9.pdf).

If you are using ClassWallet, please add the ClassWallet fee to total amount due.

# MobyMax Quote

MobyMax Education, LLC  
P.O. Box 392385 | Pittsburgh, PA 15251  
888-793-8331

## Quote For

Quote Date: May 8, 2025  
District: Sequoia Union Elementary School District  
Quote Receiver: Heather Burkhart  
Telephone: 0000000000  
Email Address: hburkhart@sequoiaunion.org

## License Quoted

Subject: **MobyMax Math Student License**  
Complete K-8 math curriculum including Math, Fact Fluency, Manipulatives, Fluency Games, and Numbers

Number of Students: 250 students  
License Start: June 5, 2025  
License End: June 5, 2026  
Price: \$2,907.00

---

Subtotal \$2,907.00

<b>Total amount due:</b>	<b>\$2,907.00</b>
--------------------------	-------------------

### Ways to Order

- **Fax to** 1-888-793-8330
- **Email to** [billing@mobymax.com](mailto:billing@mobymax.com)
- **Mail to:**  
MobyMax  
P.O. Box 392385  
Pittsburgh, PA 15251
- **Call** 888-793-8331
- **Order online** with credit card or purchase order at [www.mobymax.com/order](http://www.mobymax.com/order).

### Please Include with Purchase Order

- Email address or fax number for accounts payable department
- Dates for licensing period if license is not for one year
- A copy of this quote
- A copy of your tax exemption letter or certificate, if applicable

Quote expires after 90 days.

You can download our current W-9 form at [www.MobyMax.com/w9.pdf](http://www.MobyMax.com/w9.pdf).

If you are using ClassWallet, please add the ClassWallet fee to total amount due.



**Quote #:**  
**Created Date:**  
**Account Name:**

00103830-2  
 2025-05-05  
 Sequoia Elementary  
 School

**Issued by:** Martha Ketsdever  
**Email:** marthak@brainpop.com  
**Phone:** 212.574.6025

**Bill to Name:**  
**Bill To:** PO BOX 44260  
 LEMON COVE  
 CA  
 93244  
 USA

Name	Quantity	Description	Unit Price	DISC (%)	Total
BrainPOP Elementary School Bundle	1	School-wide subscription to BrainPOP Jr., BrainPOP 3-8, BrainPOP Español, and BrainPOP Français with access to over 1,200 topics to ensure every student can confidently access grade-level curriculum with background knowledge.  Teachers will have access to an on-demand professional learning course to support an effective implementation.	USD 8,455.00	46.78	USD 4,500.00
<b>Total:</b>					USD 4,500.00

Subtotal: USD 8,455.00

Discount: 46.8 %

Grand Total: USD 4,500.00

According to our records, these are the contacts associated with your account. If any information is missing or incorrect, please update accordingly.

Role	Name	Email
Billing Contact	Heather Burkhart	hburkhart@sequoiaunion.org
Subscription Administrator	Ken Horn	kenhorn@sequoiaunion.org
Technical/SSO Contact	Heather Burkhart	hburkhart@sequoiaunion.org
Professional Development	Heather Burkhart	hburkhart@sequoiaunion.org

#### Provisions

Access Recipient	Product Name	Access Start Date	Access End Date
Sequoia Elementary School	BrainPOP Jr. (K-3) School Subscription	9/16/2025	9/15/2026
Sequoia Elementary School	BrainPOP (3-8) School Subscription	9/16/2025	9/15/2026

Access Recipient	Product Name	Access Start Date	Access End Date
Sequoia Elementary School	BrainPOP Español and BrainPOP Français School Subscription	9/16/2025	9/15/2026

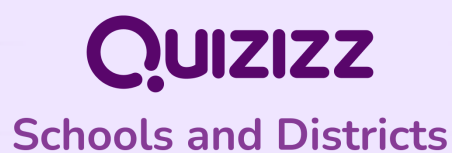
I accept the purchase of the items included herein. I understand that I will be invoiced for this order.

<b>Authorized Signature:</b>	_____	<b>Date:</b>	____/____/____
<b>Name:</b>	_____	<b>Title:</b>	_____

\*Please include any applicable tax exemption certificates for the school/district along with your order.

Quote valid for 90 days. All amounts listed are in USD. This subscription is governed by the Terms of Use and Privacy Policy posted on [www.brainpop.com](http://www.brainpop.com), as amended from time to time. By accepting this quote, you agree to these terms. Changes/modifications to the terms must be approved and signed by an authorized representative of BrainPOP. Terms and conditions submitted with any Purchase Order shall not apply to this subscription. If the Customer has a signed agreement with BrainPOP that is applicable to this subscription, then that agreement will apply.

Remit to BrainPOP Accounts Receivable PO BOX 28119 | New York, NY 10087-8119 | Fax 866-867-6629 Please make all checks payable to "BrainPOP".  
Email: [purchaseorders@brainpop.com](mailto:purchaseorders@brainpop.com)



## Quizizz Site Quote

Quote # 14469

Prepared for Sequoia Elementary Charter  
PO BOX 44260 LEMON COVE CA US 93244

### Description of services:

Quizizz is an instructional suite where teachers create and deliver bell-to-bell curriculum resources that meet the needs of every student. With Quizizz, teachers can plan engaging yet rigorous lessons, assignments, or tests in a matter of minutes for any grade level or subject.

This quote includes unlimited platform access by teachers, students, parents, and administrators during the duration of your license.

Number of students supported: **250**

This quote expires on 07-06-2025

Name	Price per student	Student Count	Subtotal
Single year plan (12 months)	\$ 7.95	250	\$ 1,987.50



## Next Steps

1. Please review this quote and confirm your plan length and any adjustments that need to be made.
2. When you're ready to move forward, just let us know and we'll finalize an order form.

Zeena  
zeena@quizizz.com



Quote 8312-0716-2193

**Date**  
05-05-2025

**This Quote Expires on**  
09-02-2025

**Shipping**

Sequoia Union Elementary  
Heather Burkhart  
23958 Ave. 324  
Woodlake, CA 93244  
US  
jvonhelf@sequoiaunion.org

SKU	Title	Quantity	Price	Total
MORE-S	School Membership - Serves a typical school campus for one year on all classroom computers and mobile devices. Group Access feature provides separate sign in for teachers and enrolled students.	1	\$355.00	\$355.00
			Subtotal	\$355.00
			Tax	\$0.00
			Shipping	\$0.00
			<b>Total</b>	<b>\$355.00</b>

A purchase order is a document created by you to request an order for Starfall products billable to your school or district. For us to process your request, your purchase order must:

- appear on school letterhead
- contain your school name, address, phone number, contact name and email address
- have a purchase order number issued by your school or district
- accompany this price quote

Email your Purchase Order and this Price Quote to [orders@starfall.com](mailto:orders@starfall.com).  
Alternatively, you may mail or fax the purchase order and price quote.  
Contact [helpdesk@starfall.com](mailto:helpdesk@starfall.com) or call 1-888-857-8990 with any questions.

**email**  
[orders@starfall.com](mailto:orders@starfall.com)  
PDF preferred.

**toll free**  
phone 888-857-8990  
fax 800-943-6666

**outside the us**  
phone 303-417-6414  
fax 303-417-6434

**Starfall Education Foundation**  
P.O. Box 359  
Boulder, CO 80306  
Federal ID #: 46-4463460

# QUOTE

Sequoia Union Elementary School

**Attention To:**

Brandon Line

PO BOX 44260

LEMON COVE, CA 93244

United States

**Issued by:**

Kale Dunavan

kale.dunavan@hapara.com

**Please make PO out to the following:**

Cordance Operations LLC

16W Martin Street

Raleigh, NC 27601

United States

**Quote Date**

5/13/2025

**Quote Number**

00024801

Description	Quantity	Total Price
Recurring access to the Web Filter module which provides district with AI based internet filtering and control Order for Sequoia Union Elementary School. Your subscription runs from November 01, 2025 to October 31, 2026	370.00	USD 2,375.40
Recurring access to the Wellness module which provides mental health alerts and web monitoring Order for Sequoia Union Elementary School. Your subscription runs from November 01, 2025 to October 31, 2026	370.00	USD 791.80
Recurring access to a client's existing deployment across the Class Management and Instructional Suite Order for Sequoia Union Elementary School. Your subscription runs from November 01, 2025 to October 31, 2026	370.00	USD 2,523.40
Hapara School Integration Fee Order for Sequoia Union Elementary School Your subscription runs from November 1, 2025 to October 31, 2026.	1.00	USD 250.00
Total Price		USD 5,940.60

Thank you so much for letting us provide you with a quote for our services. The quote is valid for 60 days from the date of the quote ("Quote Date" above).

Please note that this quote does not include any applicable sales tax.

If you have any questions regarding pricing, please feel free to contact the sales representative who issued the email (the email is at the top of the quote).

Your purchase of our services is governed by and subject to the Terms of Service found by clicking [here](#).

Please email this Quote with your signature and your Purchase Order to your Hapara representative.



Hapara, a business unit of Cordance Operations LLC

Agreed and accepted on behalf of the above-named customer:

By: \_\_\_\_\_, Authorized Signatory

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Contact Details      Please email Purchase Order to  
[kale.dunavan@hapara.com](mailto:kale.dunavan@hapara.com)

A handwritten signature in black ink, appearing to read "Brennan Petar". The signature is fluid and cursive, with a large initial "B" and a long, sweeping underline.

Brennan Petar  
President | Hapara

# Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

[www.renaissance.com](http://www.renaissance.com)

## Quote

# Q-156646

### Sequoia Union Elementary School District - 275502

#### Primary Contact

Ken Horn

Email - [kenhorn@sequoiaunion.org](mailto:kenhorn@sequoiaunion.org)

PO Box 44260

Lemon Cove, CA 93244-0260

#### Billing Contact

### Quote Summary

Renaissance Products & Services Total	\$9,404.50
Estimated Sales Tax	\$0.00
<b>Grand Total</b>	<b>USD 9,404.5</b>


By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf>, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at <https://docs.renaissance.com/R62068> are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at <https://www.renaissance.com/privacy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	Sequoia Union Elementary School District
	By:
Name: Ted Wolf	Name:
Title: Chief Financial Officer	Title:
Date: 03-Mar-2025	Date:

Email: [electronicorders@renaissance.com](mailto:electronicorders@renaissance.com)

If changes are necessary, or additional information is required, please contact your account executive Connie Apps at (984) 214-4625. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for

# Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

[www.renaissance.com](http://www.renaissance.com)

Quote

# Q-156646

the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

# Renaissance

2911 Peach Street, Wisconsin Rapids, WI 54494-1905

Phone: (800) 338-4204 | Fax: (877) 280-7642

Federal I.D. 39-1559474

[www.renaissance.com](http://www.renaissance.com)

## Quote

# Q-156646

Quote Details			
Sequoia Union Elementary Charter			
Products & Services	Quantity	Unit Price	Total
Platform			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Annual All Product Renaissance Platform	1	\$750.00	\$750.00
Quote Year 1 Subtotal			\$750.00
Accelerated Reader			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Accelerated Reader Subscription	310	\$8.17	\$2,532.70
Quote Year 1 Subtotal			\$2,532.70
Star Assessments			
Quote Year 1 01-Aug-2025 – 31-Jul-2026			
Star Comprehensive Suite Subscription	380	\$16.11	\$6,121.80
Quote Year 1 Subtotal			\$6,121.80
Sequoia Union Elementary Charter Total			\$9,404.50

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**Bill to**  
**Sequoia Union Elementary School District**  
**Customer No:** 72360  
PO Box 44260  
Lemon Cove CA 93244-0260  
USA

**Ship to**  
**Sequoia Union Elementary School**  
23958 324th Ave  
Lemon Cove CA 93244  
USA

**Quote Details**  
Created: April 29, 2025  
Expiration: May 4, 2025  
Created by: Kristie Powell  
kristie.powell@trafera.com

**Estimate No:** E000143828

**Contract**  
None

## Products & Services

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
FORTIS G1m CAM A76/A55 4G 32G SSD 11"	HP Fortis G1m Rugged Clamshell Chromebook - 11.6" - HD - 1366x768 - Octa-core (ARM Cortex A76 + Cortex A55) - MediaTek Kompanio 520 Chip - 4 GB RAM LPDDR4X - 32 GB Flash Memory eMMC - ARM Mali G52 MP2 Graphics - IEEE 802.11ax Wireless LAN Standard + Bluetooth - Front Camera/Webcam + Microphone - ChromeOS - Manufacturer Warranty: 1 Year		70	\$249.17	\$17,441.90
Google Chrome Management Perpetual EDU	Google Chrome Management Perpetual EDU License		70	\$29.75	\$2,082.50
Trafera Mini Green Packing	"Trafera Mini Green Packing - Go green and reduce the amount of cardboard to recycle - Up to 16 devices bulk-packed in slotted Gaylord-style box - Slotted foam or cardboard dividers"		70	\$0.00	\$0.00
CA LCD Recycling Fee - Less than 15"	CA LCD Recycling Fee - Less than 15"		70	\$4.00	\$280.00
TRAILS Digital Lesson Library - 1 Yr Sub	700+ powerful online resources for educators. TRAILS includes three resources: TRAIL Guides - Thematic units aligned to NGSS Standards TRAIL Mix - Stand alone lessons perfectly suited for face-to-face or virtual instruction Children's Literature - Featuring "Tom the Traferatops", a fun and shy dinosaur who loves to learn with technology TRAILS is FREE to Trafera customers.		1	\$0.00	\$0.00



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**Subtotal** \$19,804.40

**Tax** \$1,351.74

**Total** **\$21,156.14**

**Net Terms** **N30**

**Comments**

Freight included - **Please email purchase orders to: [TeamKristie@trafera.com](mailto:TeamKristie@trafera.com)**

**Terms and Conditions**

This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date due to market conditions, including potential tariff adjustments and available inventory.

**Please Remit Checks to:**

Trafera LLC  
PO Box 208960  
Dallas, TX 75320-8960

**Questions? Contact me**

**Kristie Powell**

[kristie.powell@trafera.com](mailto:kristie.powell@trafera.com)



**Trafera**

2550 University Ave W, Suite 416 - S  
St. Paul MN 55114  
United States



Sales Quote - This Is Not An Invoice

**PowerSchool Group LLC**  
150 Parkshore Dr.  
Folsom CA 95630

**Quote #:** Q-133825-1

Prepared By: Aanchal Bajpai

Customer Name: Sequoia Union Elementary

Contract Term: 12 Months

Start Date: August 17, 2025

End Date: August 16, 2026

Payment Terms: Net 30

Pricing Vehicle:

Customer Contact: Perry D Jensen

Title: Superintendent

Address: 23958 AVE. 324

City: Lemon Cove

State/Province: California

Zip Code: 93244

Phone #: (559) 564-2106

Pricing Vehicle Contract #:

**Contract Term : August 17, 2025 to August 16, 2026**

Quote Summary		
License and Subscription Period(s)	Software	Total
Subscription Period 1: August 17, 2025 to August 16, 2026	USD 11,082.43	USD 11,082.43
Total Contract : August 17, 2025 to August 16, 2026	USD 11,082.43	USD 11,082.43

License and Subscription Fees

Subscription Period 1 License and Subscription Fees			
Product Description	Quantity	Unit	Price
PowerSchool SIS Hosted Subscription	30.00	Students	USD 453.57
PD+ Subscription	30.00	Students	USD 375.25
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 584.01
PowerSchool SIS Hosted Subscription	350.00	Students	USD 5,291.69
PD+ Subscription	350.00	Students	USD 4,377.91
Subscription Period 1 License and Subscription Fees TOTAL:			USD 11,082.43
Total License and Subscription Fees :			USD 11,082.43

Subscription Start and End Dates shall be as set forth above. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

This quote incorporates any statement of work attached hereto. This quote is subject to and incorporate the terms and conditions found at [www.powerschool.com/MSA\\_2024/](http://www.powerschool.com/MSA_2024/).

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term end date, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift and excluding any promotional pricing, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Signature:



Printed Name: Jon Scrimshaw

Title: Chief Accounting Officer

Date: 18-APR-2025

PO Number: \_\_\_\_\_

Sequoia Union Elementary

Signature:

Printed Name:  
Perry D Jensen  
Title:

Date:

DW Educational Research, Inc.

116 S 7th St

Fowler, CA 93625-2400 USA

**DataWORKS**

**Educational Research**

**116 S 7th st. Fowler, CA 93625**

tel (800) 495-1550 • fax (800) 579-4222

# INVOICE

## BILL TO

Sequoia Union Elementary  
School

23958 Ave. 324

Lemon Cove, CA 93244

## SHIP TO

Sequoia Union Elementary  
School

INVOICE # 2250

DATE 06/24/2025

DUE DATE 07/24/2025

TERMS Net 30

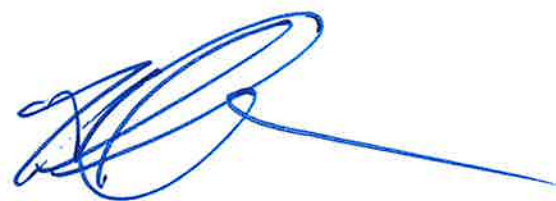
*fin #*

ACTIVITY	QTY	RATE	AMOUNT
<b>Work Shop</b> Explicit Direct Instruction Workshop	1	3,485.00	3,485.00
<b>Lesson Demo</b> Explicit Direct Instruction Lesson Demonstration 3 Days Contacts- Scott Pickle & Edward Lucero	3	3,485.00	10,455.00

*090-403500-11100-1000-52000-0-0205*

*pr251458*

SUBTOTAL	13,940.00
TAX	0.00
TOTAL	13,940.00
BALANCE DUE	<b>\$13,940.00</b>



**Sequoia Union Elementary School - Rev A**  
2024 - 2025 School Year

<b>Date of Proposal:</b> 12/09/2024	<b>P.O.:</b>
<b>Name of Site:</b> Sequoia Union Elementary School	
<b>Address:</b> 23958 Ave. 324 Lemon Cove, CA 93244	
<b>Contact Person:</b> Dr. Scott Pickle & Mr. Edward Lucero	
<b>Telephone:</b> 559-618-9132	<b>Email:</b> <a href="mailto:elucero@sequoiaunion.org">elucero@sequoiaunion.org</a> <a href="mailto:spickle@sequoiaunion.org">spickle@sequoiaunion.org</a>

**Preamble**

DataWORKS Educational Research was founded in 1997 with the single purpose of improving student learning. Since then, DataWORKS has steadily expanded, working with over 750 schools and districts in 25 states, 10 countries, and five continents around the world.

Fundamentally, DataWORKS supports teachers and school administrators as instructional leaders and believes they are the keys to measurable student achievement through the use of Explicit Direct Instruction™.

**What is Explicit Direct Instruction?**

**Explicit Direct Instruction** is a **Tier 1 instructional methodology** that relies on specific teacher/student behaviors that ensure student learning, such as: consistent opportunities for student engagement throughout a single lesson; questioning techniques that scale up student engagement to higher-order thinking; repetitive use of academic and subject-specific vocabulary by both teachers and students; specific strategies for modeling and checking of understanding; multiple opportunities to adjust instruction and provide corrective feedback.

**Observations and Recommendations from recent visits to schools:**

The two biggest takeaways from our school site observation are **Pair Share** and **Complete Academic Sentences (sentence frames)**.

Instruction should be an interactive dialog where students are given the opportunity to demonstrate what they are learning, and where teachers make instructional decisions based on the students' responses. With Explicit Direct Instruction™ fundamentals and strong leadership, we are confident that a successful outcome will be reached.

The goal is to inspire teachers to be more effective by providing them with a comprehensive program of practical strategies that they can use with their own self-created and existing curriculum. **The goal is Effective Instruction.**

### Example - Onsite training schedule

Services	Morning	Afternoon
EDI Workshop	All Teachers	All Teachers
Lesson Demonstrations (Day 1)	Kinder / 1st	2nd / 3rd
Lesson Demonstrations (Day 2)	3rd/4th Grade	4th / 5th Grade
Lesson Demonstrations (Day 3)	5th / 6th Grade	Any we missed

### Recommendations based on recent conversations

As we begin our EDI journey, we must provide opportunities for teachers to expand their skills. Focused training should include elements of:

- Conceptual Development (avoid speeding through it)
- Guided Practice/ Skill Development
- Higher-order thinking (Hattie's / Bloom's Taxonomy)
- Student Speak Time (rehearsal of academic language)
- Continuing use of Lesson Demos / Coaching
- Use of TAPPLE and focused Pair-share

We can add additional goals/recommendations with further conversations.

All students successfully taught grade-level work every day.

<b>Professional Development</b> <b>Explicit Direct Instruction (EDI) - Fundamental Workshop with a focus on Integrated Teaching</b>	<b>Comments</b>	<b>Cost</b>
<p><b>Explicit Direct Instruction Training</b>  A DataWORKS consultant will train leaders and teachers to use a strategic set of instructional practices for designing and delivering well-crafted lessons that explicitly teach grade-level content to all students. Includes:</p> <ul style="list-style-type: none"> <li>• Brain Research that affects student learning</li> <li>• How to Create Student Engagement</li> <li>• Effective Lesson Design</li> <li>• Checking for Understanding to make instructional decisions while teaching</li> <li>• Creating Higher-Order Questions</li> <li>• Using Whiteboards to monitor all students</li> <li>• Providing Corrective Feedback for student errors</li> <li>• Coaching to support teacher implementation</li> <li>• Teaching practice</li> </ul> <div data-bbox="175 850 423 1171"> </div> <div data-bbox="535 850 792 1171"> </div>	<p>Date: <b>TBD</b></p> <p>Audience Qty: <b>TBD</b></p> <p>Location: <b>TBD</b></p> <p>Time: <b>All Day</b></p> <p>Grade Level: <b>K-8</b></p>	<p>\$3,485/day* per onsite</p> <p>1 total Day</p> <p><b>Total for this service: \$3,485</b></p>

## Onsite Lesson Demonstration

### Lesson Demonstrations

Research shows that staff development must be followed by demonstration, practice, and feedback (Joyce and Showers, 1987). Following EDI training, DataWORKS consultants teach EDI Lessons to students while teachers watch. Then, teachers teach the same lesson to different students.

A team-teaching approach is used where the lesson is divided among three teachers. Each teacher teaches for about 15 minutes. A DataWORKS consultant provides in-situational coaching via cueing while teachers teach. Typically, cueing reminds teachers to use pair-shares, have students read with the teacher, and call on non-volunteers to answer questions. This active follow-up is the key to successful implementation, and is the fastest way for teachers to try, improve, and feel confident with new teaching skills:

- How to Create Student Engagement
- Checking for Understanding to make instructional decisions while teaching
- Using Whiteboards to monitor all students
- Providing Corrective Feedback for student errors



Training Support Lesson Demonstration and Classroom Coaching	Comments	Cost
<p>A DataWORKS consultant will teach a DataWORKS Explicit Direct Instruction lesson to students in a classroom while being observed by teachers. Then, teachers team-teach the lesson with the DataWORKS coach.</p> <p>All Classroom materials are provided for every student and every teacher.</p> <p>Additional Lesson Demos will be recommended as often as possible.</p>	<p>Date: TBD</p> <p>Days: 3 Days</p>	<p>\$3,485/day</p> <p><b>Total for this service: \$10,455</b></p>



**Onsite Training Materials for EDI Workshop TBD**

Professional Development Explicit Direct Instruction (EDI)—Additional Materials	Comments	Cost
<p><b>Explicit Direct Instruction Training</b> The DataWORKS professional development workshop features material packets for each participant.</p> <p><b><u>Each packet includes:</u></b>  <del>EDI Workshop Packet</del>  <del>EDI Lesson Delivery Packet</del>  <del>Lesson Compilation by Grade Span</del>  <del>TAPPLE Poster</del>  <del>Engagement Poster</del>  <del>Effective Feedback Poster</del>  <del>Rule of Two Poster</del>  <del>Whiteboard</del>  <del>Whiteboard Marker and Eraser</del></p> <p><b><u>**Discount Available:</u></b> Your team can choose to print out the materials ahead of time for your school to reduce this <b><u>amount to zero.</u></b></p>	<p>Total Material Packets Required: 30</p>	<p><del>30 × \$12.25 per packet</del></p> <p><del>\$367.50</del></p> <p><del>+Est. \$25.50 Shipping &amp; Handling</del></p> <p><b><u>** Total for this: \$393</u></b></p>

(1 Day) EDI Workshop: \$3,485  
(3 Days) Lesson Demos: \$10,455  
~~Materials: \$393~~  
**Total Price: \$13,940**

All students successfully taught grade-level work every day.

The cost for these services will be **\$13,940 (taxes may apply)**. Please send your [purchase order](#) for billing purposes to [joel@dataworks-ed.com](mailto:joel@dataworks-ed.com)

DataWORKS will accommodate any changes to, or cancellation of this contract with a written 30-day notice without penalty. After 30 days, DataWORKS reserves the right to charge the district/site for any expenses incurred.

**Please sign and return one copy to DataWORKS.**

Approved and accepted by:

\_\_\_\_\_  
DataWORKS Ed. Authorized Signature:      Date:

John Hollingsworth, President  
Print Name and Title

\_\_\_\_\_  
Site/District Authorized Signature:      Date:

  
Print Name and Title





# 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

## DISCUSSION & REPORTS

### 9.2 Look Ahead schedule/Micham

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*Small School, Big Heart*

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

PHONE: 559-564-2106



		JUNE							JUNE							JUNE							JULY							JULY							AUG												
	DAY	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F							
	DATE	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8
SUB/ ACTIVITIES																																																	
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KAWEAH ELECT./ROUGH-IN/PULL WIRE			X	X	X	X	X			X	X	X	X	H																																H			
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FREMONT MILLWORKS - INSTALL														Y										X	X	X	X	X																		R			
KIINGS COUNTY AIR - RAISE ALL HVAC CANS ABOVE CEILING HEIGHT																	X	X	X																												T		
KINGS COUNTY AIR/ INSTALL HVAC FINISH																																															S		
FRONTLINEL LATH/scratch coat			X	X	X	X	X																																										
VCT/RESTROOMS/FLOOR			X	X	X	X	X																																										
COAST BUILDING /ROOF DECK INSULATION																																																	
GEORGE TOSTE/ DOORS/HARDWARE			X	X	X	X	X			X	X	X	X																			X	X	X															
GEORGE TOSTE/ SIGNAGE																																	X	X															
COAST BUILDING /WALL INSULATION	DONE																																																
D-ONE/LOAD OUT/HANGE ROCK			X	X	X	X	X																																										
D-ONE/TAPE/MUD/TEXTURE						X	X			X	X	X	X																																				
WESTERN BUILDING/TACK BOARD/FRP																			X	X	X	X		X	X	X																							
WESTERN BUILDING/CEILING GRID																									X	X	X	X																					
WESTERN BUILDING/CEILING TILES																																																	
WM B SALEH/ EXTERIOR PAINT					X	X	X			X	X	X	X																																				
WM B SALEH/ INTERIOR																	X	X	X	X	X																												
WM B SALEH/ DOORS AND FRAMES																				X	X			X	X	X																							
MICHAEL SURFACE SOLUTIONS																																																	
SHELCO																									X	X																							
GRIDIRON																																																	
PUNCH LIST																																																	
July 4th - NO WORK																																																	



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## CONSTRUCTION/MODERNIZATION ITEMS

### 10.1 Bul #19/COR #20 - Contractor field supervision costs

---

*Small School, Big Heart*

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

PHONE: 559-564-2106



February 24, 2025

Mangini Architects INC.  
4320 West Mineral King Ave.  
Visalia, CA 93291

RE: Sequoia Union Modernization  
COR #20

Dear Scott,


The following cost reflects the initial 30-day period during which the project was at a standstill due to non-payment, from Friday, January 10, 2025, to Monday, February 10, 2025. Please note that supervision charges were applied only for weekdays (22 days). This Change Order (COR) pertains exclusively to the delays caused by the project being at a standstill. Any other delays will be reviewed and addressed upon the project's completion.

OEM Supervision & General Requirements		\$	21,494.11
Subtotal		\$	21,494.11
O&P	5.00%	\$	1,074.71
Subtotal		\$	22,568.82
B. Risk, Liability, & Bond	2.00%	\$	451.38
Subtotal		\$	23,020.19

<b>Total COR #20</b>	<b>\$</b>	<b>23,021.00</b>
<b>Total Requested Days</b>	<b>0</b>	

Please contact our office if you have any questions

Sincerely,

  
Jerry Riggins  
President  
Oral E. Micham, Inc.



For: Sequoia Union Delay Days

Description	Price	Quantity	Amount
30 Days of Supervision	\$ 800.00	22	\$ 17,600.00
Temporary Fencing & Toilets	\$ 64.67	30	\$ 1,940.10
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
<b>Total items: 2</b>		<b>Subtotal</b>	<b>\$ 19,540.10</b>
<b>O &amp; P 10.0%</b>		<b>Overhead &amp; Profit</b>	\$ 1,954.01
		<b>Total</b>	<b>\$ 21,494.11</b>



**CHANGE ORDER REQUEST****COR 20****TO:** Sequoia Union Elementary School District  
Scott Pickle  
23958 Avenue 234  
Lemon Cove, CA 93244**DATE:** 6/16/2025  
**COR NO:** 20  
**CF NO:**  
**PROJECT NO:** 2044  
**VIA:** Email**PROJECT:** Modernization of Sequoia Union Elementary School  
Sequoia Union Elementary School District  
DSA # 02-119126**Description:** Non-payment Delay Days**Attachments:**

1 Sequoia Union MOD - COR#20 - Delay Days.pdf

Micham has requested that we forward COR #20 to you for consideration and resolution. COR #20 requests the amount of \$23,021.00 for direct costs incurred by Micham during the 30 calendar day delay due to non-payment. Note that the labor hours for the supervision are for 22 work days, not 30 calendar days.

These costs appear reasonable and we recommend you accept them.  
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 &amp; Operation)



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## CONSTRUCTION/MODERNIZATION ITEMS

### 10.2 RFI #66/Bul#29 - Downspouts

---

*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

## 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 SCHOOL

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

## HUMAN RESOURCES

### 12.1 Hire Cafeteria Aide Christina Mendoza: Range 1: Step 2

---

*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 ELOP Aide Elizabeth Gomez: Range 2: Step 1

---

*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 Certificated Sub Rate to Increase from \$150.00 to \$200.00 starting July 1, 2025

---

*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.

## Substitute Daily Rate

### Background Information:

Currently, our daily rate for substitutes is below what the surrounding school district pays. The table below displays the rates and the average of all the districts.

### Current Considerations:

In 24-25 we lost several sub days due to our subs taking jobs at higher paying districts. By increasing our daily rate to \$200, we can be competitive just at the average of the surrounding districts.

District	Pay- 24-25
	per day
Sequoia Union	\$ 150.00
Farmersville	\$ 225.00
Exeter	\$ 200.00
Woodlake	\$ 200.00
Sundale	\$ 175.00
Visalia	\$ 200.00
Tulare	\$ 210.00
Hanford	\$ 175.00
Reef Sunset	\$ 240.00
Three Rivers	\$ 200.00
Corcoran	\$ 215.00
Lindsay	\$ 210.00
Cutler-Orosi	\$ 200.00
Dinuba	\$ 200.00
Average:	\$ 203.85

**Recommendation:** Approve the increase in Substitute Pay.

---

ESTABLISHED IN 1857



# Sequoia Union Elementary District

SMALL SCHOOL. BIG HEART.

---

ESTABLISHED IN 1857

23958 AVE. 324  
LEMON COVE, CA 93244  
(559) 564-2106

[www.sequoiaunion.org](http://www.sequoiaunion.org)





# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## HUMAN RESOURCES

12.4 Toileting Stipend of \$2000 for 2 employees each for 25-26 school year

---

*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.

## Stipend for Toileting

### **Background Information:**

Sequoia Union Elementary School District serves students with a range of developmental and physical needs, including those requiring assistance with toileting. Toileting support involves sensitive and essential tasks such as transferring, managing hygiene, and responding to accidents. These duties extend beyond general instructional responsibilities and require specific training, discretion, and professionalism.

Currently, select classified staff have undergone district-provided training to ensure safe and appropriate support for students requiring toileting assistance. However, no formal compensation is in place to recognize this additional responsibility.

### **Current Considerations:**

To ensure equity, retention, and recognition of this specialized service, the administration recommends the implementation stipend for classified staff trained and assigned to toileting support. This stipend acknowledges the physical, emotional, and technical demands of the role, and aligns with best practices in supporting students with disabilities.

### **Fiscal Impact:**

The stipend for toileting support at \$2000 per year per individual.

**Recommendation:** Approve the proposed stipend for trained staff who are assigned toileting responsibilities.

---

ESTABLISHED IN 1857



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## HUMAN RESOURCES

12.5 Hire 7th Grade teacher Ivan Galvez – Column 2: Step 1 - Salary \$57,836.64

---

*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

## BUSINESS

### 13.1 EPA Program

---

*Small School, Big Heart*

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

PHONE: 559-564-2106

2025-26 Education Protection Account Program by Resource Report Expenditures by Function - Detail

Sequoia Union Elementary School District

Expenditures through: June 30, 2026

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	147,427.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>147,427.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	128,754.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00

2025-26 Education Protection Account Program by Resource Report Expenditures by Function - Detail

Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		128,754.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		18,673.00

**Note to user:**

Specific cells in column C have been protected so that you can't enter data. The "Amount" column is protected for the following revenues: Federal Revenue, Other State Revenue, Other Local Revenue, and All Other Financing Sources and Contributions.

The "Amount" column is protected for the following expenditure functions: 2100-2150, 2200, 2700, 6000-6999, and 7000-7999.



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## BUSINESS

### 13.2 District Resolution

---

*Small School, Big Heart*

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

PHONE: 559-564-2106

**BEFORE THE BOARD OF TRUSTEES  
OF THE SEQUOIA UNION ELEMENTARY SCHOOL DISTRICT  
TULARE COUNTY, STATE OF CALIFORNIA**

In the Matter of the Spending Determination  
for Funds Received from the Education  
Protection Account pursuant to Article XIII,  
Section 36 of the California Constitution  
2025-26 Fiscal Year

RESOLUTION No.

**RECITALS**

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;



9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;
12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2025-26 fiscal year shall be made in open session of a public meeting of the governing board of Sequoia Union Elementary School District;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Sequoia Union Elementary School District has determined to spend the monies received from the Education Protection Account for the 2025-26 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the District Superintendent, or designee, is hereby directed to immediately publish on the district's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee \_\_\_\_\_,  
seconded by Trustee \_\_\_\_\_, at a regular/special meeting held on June 24, 2025, by the  
following vote:

AYES:

NOES:

ABSENT:

I, Lane Anderson, secretary of the governing board of the Sequoia Union Elementary School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 24 day of June, 2025.

Date:

\_\_\_\_\_  
Secretary, Board of Trustees



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## BUSINESS

### 13.3 Budget Revision

---

*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  
SUMMARY OF BUDGET REVISION  
2024-25**

June 24, 2025

**Fund 010 General Fund**

Expenditures

Certificated Salaries	1,342.00	
Classified Salaries	407.20	
Employee Benefits	2,077.12	
Contributions	0.00	
<b>Total Expenditures &amp; Other Financing Uses</b>		<u>3,826.32</u>

**Total Adjustment to Fund Balance** (3,826.32)

**Fund 090 Charter Schools Fund**

Expenditures

Certificated Salaries	41,393.44	
Classified Salaries	(8,166.98)	
Employee Benefits	11,725.67	
Books and Supplies	526.00	
Contributions	0.00	
<b>Total Expenditures &amp; Other Financing Uses</b>		<u>45,478.13</u>

**Total Adjustment to Fund Balance** (45,478.13)

**Fund 130 Cafeteria Fund**

Expenditures

Classified Salaries	830.00	
Employee Benefits	300.00	
<b>Total Expenditures &amp; Other Financing Uses</b>		<u>1,130.00</u>

**Total Adjustment to Fund Balance** (1,130.00)



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.

Kevy 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*



# SEQUOIA UNION ELEMENTARY SCHOOL

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

**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 – 8<sup>th</sup> Grade – Monarch Madness – Exeter High School

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to approve Field Trips

3-13-25 – 8<sup>th</sup> 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 2<sup>nd</sup> Interim Report**

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to Approve 2<sup>nd</sup> 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

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*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

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*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

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*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 *Present*

Lane Anderson, Board Clerk  
Greg Dunn, Board Member  
Melissa Myers, Board Member  
Cody Bogan, Board President

##### Board Members *Absent*

Jon Cotta, Board Member

##### Staff Members *Present*

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***

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***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 (6<sup>th</sup> 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 1<sup>st</sup> 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

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*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 1<sup>st</sup> 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 – 8<sup>th</sup> Grade – Woodlake High School

5-12-25 – 8<sup>th</sup> Grade – Exeter Water Tower & Park

6-2-25 – 7<sup>th</sup> & 8<sup>th</sup> Grade – Adventure Park

**Motion** by Trustee, Melissa Myers **seconded** by Trustee Lane Anderson,  
to approve Field Trips

5-5-25 – 8<sup>th</sup> Grade – Woodlake High School

5-12-25 – 8<sup>th</sup> Grade – Exeter Water Tower & Park

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*Small School, Big Heart*



## SEQUOIA UNION | ELEMENTARY SCHOOL

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

6-2-25 – 7<sup>th</sup> & 8<sup>th</sup> 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,

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*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

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*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:**

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*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 24<sup>th</sup>?)

**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

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*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

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*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:**

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*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*



## SEQUOIA UNION | ELEMENTARY SCHOOL

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

### 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

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*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

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*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 2<sup>nd</sup> and 6<sup>th</sup> grade positions and potentially for 7<sup>th</sup>  
grade pending a resignation*

**Motion carried 4-0.**

**Vote:**

*Ayes: Jon Cotta, Cody Bogan, Melissa Myers and Lane Anderson*

*Noes: None*

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*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

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*Small School, Big Heart*



# SEQUOIA UNION | ELEMENTARY SCHOOL

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

## CONSENT AGENDA

16.4 Approve the Minutes of the Regular Board Meeting 6-12-2025

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*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, June 12, 2025  
6:00pm

### AGENDA

#### ATTENDANCE

Board Members <i>Present</i>	Jon Cotta, Board Member Cody Bogan, Board President Greg Dunn, Board Member
Board Members <i>Absent</i>	Melissa Myers, Board Member Lane Anderson, Board Clerk
Staff Members <i>Present</i>	Scott Pickle, Superintendent Gladys Ramirez, Business Manager

#### OPENING BUSINESS

##### **1. CALL TO ORDER**

Regular Board meeting on June 12, 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 with added items 10.5, 10.6, 10.7, 10.8 and 10.9

***Motion*** by Trustee, Greg Dunn ***seconded*** by Trustee Jon Cotta, to Approve the agenda with added items 10.5, 10.6, 10.7, 10.8 and 10.9

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*Small School, Big Heart*



**Motion carried 3-0.**

**Vote:**

*Ayes: Jon Cotta, Cody Bogan, and Greg Dunn*

*Noes: None*

#### **4. COMMENTS FROM THE PUBLIC**

President, Cody Bogan opened up for public comments:

No public comments.

Dr. Pickle reported no on online comment.

#### **5. STUDENT/STAFF ACKNOWLEDGEMENT**

**5.1** 10 Students were acknowledged and received awards for proving proficient in English for the 24-25 school year. They were called up given awards and had drinks and cookies

#### **6. CORRESPONDENCE**

#### **7. PUBLIC HEARING**

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

Open Public Hearing at 6:10 pm. Closed Public Hearing at 6:11 pm

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

Open Public Hearing at 6:11 pm. Closed Public Hearing at 6:12 pm

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

Open Public Hearing at 6:12 pm. Closed Public Hearing at 6:13 pm

#### **8. ACTION ITEMS**

**8.1** Interdistrict Transfers OUT

**Motion by Trustee, Jon Cotta *seconded* by Trustee Greg Dunn, to Approve Interdistrict Transfers OUT**

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*Small School, Big Heart*



**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan and Greg Dunn

Noes: None

**8.2 Interdistrict Transfers IN**

*No Interdistrict Transfers In*

**8.3 Awning for Cafeteria**

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
Approve Awning for Cafeteria

**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

## **9. CONSTRUCTION/MODERNIZATION ITEMS**

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

Luke joined by phone. Just received new master schedule to get classes ready for start of school. Luke believes this will happen. This week roofing is being finished. Electricians are doing the rough ins this week as well. Next week they will do wall and ceiling insulation with hoping to put up drywall the end of next week. They are also working on the bathrooms right now as well. They are thinking they will be done August 4<sup>th</sup>, 2025.

## **10. CONSTRUCTION/MODERNIZATION ITEMS**

**10.1 Bulletin #25/RFI 56: Existing Opening Infill Framing**

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
approve Bulletin #25/RFI 56: Existing Opening Infill Framing

**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

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*Small School, Big Heart*



**10.2** Bulletin #26/RFI 57: Existing Window Framing  
**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
Approve Bulletin #26/RFI 57: Existing Window Framing  
**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

**10.3** Bul#25/RFI 58 - Existing Partition Wall Framing Members &  
Plumbing  
**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
Approve Bul#25/RFI 58 - Existing Partition Wall Framing Members &  
Plumbing

**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

**10.4** Bul#22/RFI 63 - Building 2 Dry Rot at Eaves and Fascia  
**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
approve Bul#22/RFI 63 - Building 2 Dry Rot at Eaves and Fascia  
**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

**10.5** Bul#24/RFI 54/55 - Building Insulation  
**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
approve Bul#24/RFI 54/55 - Building Insulation  
**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

**10.6** Bul#3 - Replace domestic water shut off valve  
**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
approve Bul#3 - Replace domestic water shut off valve

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*Small School, Big Heart*



**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

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

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to approve Bul#21/RFI 33 - Replace existing door frame at Door 27

**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

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

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to approve Bul#27/RFI 65 - Provide thermostat control wire and conduit

**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

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

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to approve Bul#28/RFI 61 - Provide trap primer in girl's restroom

**Motion carried 3-0.**

**Vote:**

Ayes: Jon Cotta, Cody Bogan, and Greg Dunn

Noes: None

## 11. SUPERINTENDENT

## 12. HUMAN RESOURCES

**12.1** Hire 6<sup>th</sup> grade teacher David Bivona – Step 3 Salary \$60,764.61

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to

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*Small School, Big Heart*



## SEQUOIA UNION | ELEMENTARY SCHOOL

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

*Approve Hire 6<sup>th</sup> grade teacher David Bivona – Step 3 Salary \$60,764.61*

**Motion carried 3-0.**

**Vote:**

*Ayes: Jon Cotta, Cody Bogan, and Greg Dunn*

*Noes: None*

**12.2 Hire 2<sup>nd</sup> grade teacher Shawna Young – Step 3 Salary \$60,764.61**

**Motion by Trustee, Jon Cotta *seconded* by Trustee Greg Dunn, to**

*Approve Hire 2<sup>nd</sup> grade teacher Shawna Young – Step 3 Salary \$60,764.61*

**Motion carried 3-0.**

**Vote:**

*Ayes: Jon Cotta, Cody Bogan, and Greg Dunn*

*Noes: None*

**12.3 SETA Contract Agreement/Summary of Salary Settlement Agreement**

**Motion by Trustee, Jon Cotta *seconded* by Trustee Greg Dunn, to**

*Approve SETA Contract Agreement/Summary of Salary Settlement Agreement*

**Motion carried 3-0.**

**Vote:**

*Ayes: Jon Cotta, Cody Bogan, and Greg Dunn*

*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 3-0.**

**Vote:**

*Ayes: Jon Cotta, Cody Bogan, and Greg Dunn*

*Noes: None*

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*Small School, Big Heart*





## 14. MAINTENANCE, OPERATIONS AND GROUNDS

### 14.1 Update:

Still moving forward with clean-up operations. Getting rid of deep cleaning service. Our team will take care of it. Rocks will be moved from between the classes. Will be bringing in greenery between the classes. Doing some painting to get campus ready for August.

## 15. AG FARM UPDATE

### 15.1 Update:

The west farm is planted with pumpkins. They are starting to sprout. Compost bins will be in soon. They will be back by the maintenance building. Disking work will be being done on the North Farm. By carnival we will have our own pumpkin patch.

## 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 Special Board Meeting 3-6-25

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to table the Minutes of the Special Board Meeting 3-6-25,

**Motion carried 3-0.**

### **Vote:**

Ayes: Cody Bogan, Jon Cotta and Greg Dunn

Noes: None

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

**Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to table

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*Small School, Big Heart*



## SEQUOIA UNION ELEMENTARY SCHOOL

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

*the Minutes of the Regular Board Meeting 4-10-2025,*

***Motion carried 3-0.***

***Vote:***

*Ayes: Jon Cotta, Cody Bogan and Greg Dunn*

*Noes: None*

**16.3** Approve the Minutes of the Special Board Meeting 5-8-2025

***Motion*** by Trustee, Jon Cotta ***seconded*** by Trustee Greg Dunn, to table the Minutes of the Special Board Meeting 5-8-2025,

***Motion carried 3-0.***

***Vote:***

*Ayes: Cody Bogan, Jon Cotta, and Greg Dunn*

*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, Jon Cotta ***seconded*** by Trustee Greg Dunn, to Approve to Go into Closed Session at 6:59 pm

***Motion carried 3-0.***

***Vote:***

*Ayes: Jon Cotta, Cody Bogan, and Greg Dunn*

*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.

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*Small School, Big Heart*



**B. Student Matters**  
**19.4**

**C. Legal Matters**

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

***Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
Approve to Go into Open Session at 7:26 pm*

***Motion carried 3-0.***

***Vote:***

*Ayes: Jon Cotta, Cody Bogan and Greg Dunn*

*Noes: None*

**19. OPEN SESSION: OTHER ACTION ITEMS**

*Nothing to Report*

**20. ADJORNMENT**

Meeting adjourned at 7:26 pm by President, Cody Bogan

***Motion** by Trustee, Jon Cotta **seconded** by Trustee Greg Dunn, to  
Adjourn at 7:26 pm*

***Motion carried 3-0.***

***Vote:***

*Ayes: Jon Cotta, Cody Bogan, and Greg Dunn*

*Noes: None*

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*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

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*Small School, Big Heart*

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