Corning Union High School
Regular School Board Meeting

DATE September 11, 2025

TYPE OF MEETING:
Regular

TIME: 5: 45 P.M.

MEMBERS ABSENT:

PLACE: Corning Union High School
Library

MEMBERS PRESENT:
Tony Turri, Cody Lamb
Jim Bingham, Larry Glover
Reid Lamson

VISITORS VIA ZOOM:
Shawni McBride, Doug Verner
David Perez, Myndee Albers
Rob Richardson, Joe Fenske
Gary Pope, Kelley Jardin, Cassie Riddle

VISITORS IN PERSON:
John Studer, Shaun Fredrickson
Megan Paolini, Carly Rice,
Jess Flores, John Studer, Scott Button
Sarah Pettit

SCHOOL DISTRICT REPRESENTATIVES:
Miguel Barriga, District Superintendent
Jason Armstrong, CUHS Principal
Audri Bakke, Centennial Principal
Justine Felton, Associate Principal
Heather Felciano, Director of Special Ed
Diana Davisson, Chief Business Official
HR Coordinator, Cassie Riddle
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

1. CALL TO ORDER: The meeting was called to order at 5:45 p.m.by Board President, Tony Turri.

2. PLEDGE OF ALLEGIANCE: Board President, Tony Turri asked the Board and audience to stand for the flag salute.

3. ROLL CALL: Board President, Tony Turri asked for a roll call.

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb
- Reid Lamson
- Larry Glover

4. APPROVAL OF AGENDA/REORDERING OF AGENDA/ADDITION OF ITEMS:

A motion was made by Cody Lamb and seconded by Larry Glover to approve the agenda.

There being no further discussion, the Board voted unanimously to approve the agenda.

The vote is as follows:

Tony Turri	Aye: X	No:	Absent:	Abstain:
Larry Glover	Aye: X	No:	Absent:	Abstain:
Reid Lamson	Aye: X	No:	Absent:	Abstain:
Cody Lamb	Aye: X	No:	Absent:	Abstain:
Jim Bingham	Aye: X	No:	Absent:	Abstain:

5 .REPORTS:

5.1 FALL COACHES: Scott Button reported on the following for track:

1. 9th year as head coach
2. 20 athletes on the team
3. 6 female athletes
4. 13 underclassmen
5. Varsity boys are very competitive
6. Goal is to win league
7. Trying to get more participation

John Studer reported on the following for football:

1. 29th year as coach
2. Staff has been consistent
3. 38 players
4. Keeping players
5. Trying to build relationships
6. College football is an option / communicating this to players
7. Leadership

Justine Felton reported on behalf of volleyball:

1. Coaches
2. 24 returning athletes
3. Team camp
4. 50 tryouts
5. Trying to grow youth program
6. Some challenges include what it means to be an athletes
7. Some basic skills lacking from the freshman

5.2 STUDENT BOARD MEMBER: Mckenna Morris filled in for the student Board Member today and reported on the following:

1. Football is 2/0
2. Sports are going well
3. Splash a senior
4. Planning for homecoming
5. FFA is doing fundraisers
6. Rally was held last week

5.3 SHASTA COLLEGE TRIO UPWARD BOUND: Assistant Director, Patricia Esparza shared a program and yearbook with the board. There were 26 participants from CUHS.

1. This is a 6 week program
2. Some kids took 2 classes
3. Ag was added (as requested by the Board last year)
4. This is a great program and students enjoy it.

Gabe Esparza graduated from CUHS and shared that the program is great. Manual Hernandez Ally Curiel and 2 others shared their experience and really enjoyed the program. They enjoyed the visits to colleges and enjoyed making a lot of friends. They like that they can earn college credits

5.4 CUHS PRINCIPAL: CUHS Principal, Jason Armstrong reported on the following:

New Teachers

1. Megan Parolini-Agriculture, Ag Core and Chem
2. Carly Rice-Agriculture, Ag Bio and Animal Science
3. Brian Combs-CTE Firefighting
4. Sarah Pettit-CTE Work Experience
5. Kennedy Kendrick-Child Development

Academics

Share Printed Memo
Slideshow Presentation- CAASPP Performance
AVID Collaboration w/Elementary

Math Collaboration w/Elementary: curriculum adoption, math entrance exam Development

Events

City Council Meeting: regarding a fee waiver for the homecoming parade.
ACSA Breakfast: Planning Committee, Secretary for Tehama County Chapter: Strengthening Bonds with other county schools, especially CUESD as their 2 Assistant Sup's are the co-presidents
Tehama County Shootout-September 19th @ Home
Homecoming-October 10 2025

- Disney Movies Theme
- Opponent is Oroville, JV looking for opponent

5.5 CENTENNIAL PRINCIPAL: Centennial Principal, Audri Bakke reported on the following:

1. Enrollment
2. Staff focus is on MTSS
3. Reduced suspensions
4. Referring students to resources
5. Intervention courses
6. Suicidal Awareness month
7. Family engagement
8. Back to school BBQ
9. Adult School
10. Phone pouch program is going well

5.6 SUPERINTENDENT: Superintendent, Miguel Barriga reported on the following:

- Thanks to everyone for excellent reports. Thank you, McKenna Morris, for standing in for our new Board member, which we are still to meet. She had a volleyball match tonight. We are only a month into the new school year and our staff is in full stride.
- Construction update: The new ag classrooms are still on schedule to be completed by early November. The fencing contractors have done some work on the North end of campus, and have started installing fence panels. Now the goal is to have the portion from the corner of Blackburn to the cafeteria completed by the next home football game.
- Appreciates the District and Board effort to attend the Tuesday Market on September 2nd downtown. CUHS Administration, Centennial administration, R-Farm, and Community Schools were all there. We need to continue with a presence in local events and in telling our story (promoting the District).
- Our partnership with the Paskenta Band of Nomlaki Indians specific to The Corning Promise has come to a close. He was only here for last year, but this was an 8 year endeavor. He would like to publicly thank them for their support and dedication to our community as a whole. The mission of the Promise is to work to improve academic outcomes of children in our community. A special thank you to Dawna Holiday-Shchedrov for all her guidance and hard work. Our school based therapy has largely been funded through their efforts.
- Our 2x2x2 meeting is coming up: A reminder these are opportunities for two Board members from each Corning District, the two superintendents, and two city council plus manager to get together and talk about issues that impact each institution in the community. Something that came up from our prior meeting was for the school districts to work closer with other county agencies including Probation. We are making some progress on that.
- Today we had another Artificial Intelligence Taskforce get together. We are working on proposed adjustments to our acceptable use policies. Once finished, and we are pretty close, we will bring it to the Board.
- Shout out and gratitude to all District employees: It is a huge puzzle and each of you fits into keeping this puzzle together. We work together in so many ways. It is truly a unique and inspiring perspective from his vantage point. (most of the time?)
- Reminder that we have a Special Board Meeting next Wednesday the 17th of September. (Agenda to include Board Code of Ethics)

6. PUBLIC COMMENT ON CLOSED SESSION ITEMS NOT ON THE AGENDA: There was none.

7. ADJOURN TO CLOSED SESSION: The Board adjourned to closed session at 6:52 p.m.

8. REOPEN TO PUBLIC SESSION: The Board reopened to public session at 7:24 p.m.

9 . ANNOUNCMENT OF ACTION TAKEN IN CLOSED SESSION: Board President, shared that there was no action taken in closed session.

10. CONSENT AGENDA ITEMS: A motion was made by Larry Glover and seconded by Cody Lamb to approve the consent agenda items.

There being no further discussion, the Board voted unanimously to approve the consent agenda items.

The vote is as follows:

Tony Turri	Aye: X	No:_____	Absent: _____	Abstain:_____
Larry Glover	Aye: X	No:_____	Absent:_____	Abstain:_____
Reid Lamson	Aye: X	No:_____	Absent:_____	Abstain:_____
Cody Lamb	Aye: X	No:_____	Absent:_____	Abstain:_____
Jim Bingham	Aye: X	No:_____	Absent:_____	Abstain:_____

10.1 APPROVAL OF SPECIAL SCHOOL BOARD MEETING MINUTES: Approval of Special School Board Meeting Minutes from August 7, 2025.

10.2 APPROVAL OF WARRANTS: 40289628-40289689, 40289689-40290050, 40290051-40290208 40290208-VCH-00000318-VCH-00000319-VCH-00000331

10.3 INTERDISTRICT REQUEST: The request since the last board meeting in are as follows:

Joshua Valladares	Kayden Jones
Abigail Bernal	Drake Battiato
Miranda Cruz	Elijah Morrow
Brooklyn Ross	Madyson Prather
Tanner Prather	Riekey Wooton
Eric Thomas	

10.4 HUMAN RESOURCES REPORT: Human Resources Reports is as follows:

Board Meeting: 9/11/25					
Action	**Type**	**Name**	**Position**	**Effective**	**Background**

New	Position		Para I	9/1/25	Grant Funded One year
New	Position		Para I	9/1/25	Grant Funded One Year
New	Hire	Rodriguez, Rosa	Para I	8/25/25	Filling Vacancy, Classified Salary Schedule Range 13, step 3
New	Hire	Pasero, Erin	Para I	8/25/25	Filling Vacancy, Classified Salary Schedule Range 13, step 5
New	Hire	Shilts, David	Centennial Social Science Teacher	8/25/25	Filling Vacancy M.Case Declined offer
Extra Duty/Stipend/Temporary/Coaching Authorizations					
8/13/25	Hourly Differential	Morris, Heather	SPED Data Tech Coverage	Hourly Differential	4 hours per week from class 15/17 to 24/17
8/13/25	Stipend	Herrera, Nizza	Bilingual Stipend	Monthly	Classified Contract Article 8.1.1
7/1/25	Stipend	Sanchez, Felipe	Fuel/Vehicle Stipend	$50 Monthly	
9/1/25	Stipend Removal	Villicana, Patricia	Bilingual Stipend		No Longer Required for job duties.
8/13/25	Stipend	Garcia, Julio	Teaching during Utility		Teaching during utility period, 1/7th of salary
8/11/25	Stipend	Barrera, Francisco	Shift Differential	Monthly	Classified Contract Article 8.1.4
8/13/25	Stipend	Navarro-Partida, Ana	Associate Degree Stipend	Monthly	Classified Contract Article 8.14

10.5 MOU BETWEEN RESD & CUSHD:	This agreement is entered into by and between CUHSD and RESD for the provision of transportation services and is from July 1, 2025 through June 30, 2026.
10.6 NEW LIBRARY BOOKS:	See attached list
10.7 GOAT GRAZING LEASE AGREEMENT:	This is a Lease Agreement which will be used in the future for the Rodgers Ranch.
10.8 R FARMHOUSE NON PERISHABLE VENDOR AGREEMENT:	This R Farmhouse Non Perishable Vendor Agreement will be used for the R Farmhouse retail location.
10.9 AGREEMENT BETWEEN MACK SNACKS AND CUHSD:	This agreement is between Mack's Snacks and CUHSD for maintaining the vending machine in the CUHS Staff Room.
10.10 MOU BETWEEN DAVIS JOINT UNIIFIED SCHOOL DISTRICT & CUHSD:	The MOU is between DJUSD and CUHSD for CATIP and is effective September 6, 2025 through June 30, 2026.
10.11 NON PUBLIC, NONSECRTARIAN SCHOOL/AGENCY SERVICES MASATER CONTRACT 2025-26 :	This is a Master Contract agreement for non secrtarian, non public school and agency services. This contract year is 2025-26.
10.12 MOU BETWEEN TCDE AND CUHSD FOR SCHOOL NURSING :	This MOU is between CUHSD and TCDE for the provision of school nursing services and agreement is from July 1, 2025 through June 30 , 2026.
10.13 SURPLUS EQUIPMENT:	Surplus Items for this month include: SPED Academic Protocol / Testing Kids for woodcock Johnson 4 (2 sets) These are no longer being used and were purchased in 2014 with a recommendation to donate to SELPA SPED Library

11. ITMES FOR DISCUSSION

11. 1 PUBLIC HEARING RESOLUTION NO. 479 INSTRUCTIONAL MATERIALS:

This is a required 10 day public posting which was posted on August 29, 2025. There was no public comment.

11. 2 RODGERS RANCH COMMITTEE MEETING:

The Rodgers Ranch Meeting Minutes from 8/19/25 were shared

12. ITEMS FOR ACTION:

12.1 APPROVAL OF CHANGE ORDERS FOR CUHS AG CLASSROOMS:

A motion was made by Larry Glover and seconded by Cody Lamb to approve the change orders for the Ag Classrooms. There being no further discussion, the Board voted unanimously to approve the change orders.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:	X	No:		Absent:		Abstain:
Reid Lamson	Aye:	X	No:		Absent:		Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.2 APPROVAL OF CHANGE ORDERS FOR CUHS FENCING:

A motion was made by Cody Lamb and seconded by Jim Bingham approve the change orders for the CUHS Fencing. There being no further discussion, the Board voted unanimously to approve the change orders.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:	X	No:		Absent:		Abstain:
Reid Lamson	Aye:	X	No:		Absent:		Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.3 VALEDICTORIAN AND SALUTATORIAN FOR GRADUATION:

A motion was made by Larry Glover and seconded by Cody Lamb to approve that we bring back the Valedictorian and Salutatorian for graduation**.** There being no further discussion., the Board voted unanimously to approve the decision to bring them back for graduation.

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:	X	No:		Absent:		Abstain:
Reid Lamson	Aye:	X	No:		Absent:		Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.4 LCAP REVISION UPDATE:

A motion was made by Cody Lamb and seconded by Larry Glover to approve the LCAP revision update. Superintendent Barriga shared that this change was for all purposed no just budgetary. There being no further discussion, the Board voted unanimously to approve the revision.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:	X	No:		Absent:		Abstain:
Reid Lamson	Aye:	X	No:		Absent:		Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.5 APPROVAL OF CONTRACT FOR BUS CHARING STATIONS:

A motion was made by Larry Glover and seconded by Cody Lamb to approve the contract for bus charging stations. There being no further discussion, the Board voted unanimously to approve the contract.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:	X	No:		Absent:		Abstain:
Reid Lamson	Aye:	X	No:		Absent:		Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.6 APPROVAL OF 2024-25 UNAUDITED ACTUAL FINANCIAL STATEMENTS:

A motion was made by Cody Lamb and seconded by Larry Glover to approve the 2024-25 Unaudited Actual Financial Statements. There was a brief discussion about deferred maintenance and the amount. The Board would like to ensure that we have enough money to resurface the track when the time comes. Diana suggested we look at things at 1st Interim and then the Board can decide if they want to modify the amount of leave it as is. Joe has receive estimates and cans hare that information with Mr. Barriga and the Board in the meantime.

Some highlights of the presentation include:

- Revenue Summary
- Comparison
- Total Expenditures
- Adopted and Actuals
- Contributions
- Ending Fund Balance

The auditors will be here on campus on November 3-5 to review everything.

There being no further discussion,
the Board voted unanimously to approve the unaudited actuals

The vote is as follows:

Tony Turri	Aye: X	No:	Absent:	Abstain:
Larry Glover	Aye: X	No:	Absent:	Abstain:
Reid Lamson	Aye: X	No:	Absent:	Abstain:
Cody Lamb	Aye: X	No:	Absent:	Abstain:
Jim Bingham	Aye: X	No:	Absent:	Abstain:

12.7 RESOLUTION NO.479 INSTRUCTIONAL MATERIALS FOR THE 2025-26 SCHOOL YEAR:

A motion was made by Cody Lamb and seconded by Reid Lamson to approve Resolution No. 479. There being no further discussion, the Board voted unanimously to approve Resolution No. 479.

The vote is as follows:

Tony Turri	Aye: X	No:	Absent:	Abstain:
Larry Glover	Aye: X	No:	Absent:	Abstain:
Reid Lamson	Aye: X	No:	Absent:	Abstain:
Cody Lamb	Aye: X	No:	Absent:	Abstain:
Jim Bingham	Aye: X	No:	Absent:	Abstain:

12.8 ADOPTION OF GANN LIMIT RESOLUTION NO 480.

A motion was made by Larry Glover and seconded by Cody Lamb to approve the GANN Limit Resolution No. 480. There being no further discussion, the Board voted unanimously to approve Resolution No. 480.

The vote is as follows:

Tony Turri	Aye: X	No:	Absent:	Abstain:
Larry Glover	Aye: X	No:	Absent:	Abstain:
Reid Lamson	Aye: X	No:	Absent:	Abstain:
Cody Lamb	Aye: X	No:	Absent:	Abstain:
Jim Bingham	Aye: X	No:	Absent:	Abstain:

12.9 BOARD MEETING DATES:

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the revision to the meeting dates so that the December meeting is adjusted to align with the Academic Calendar as it was last year. There being no further discussion, the Board voted unanimously to approve the board meeting dates.

The vote is as follows:

Tony Turri	Aye: X	No:	Absent:	Abstain:
Larry Glover	Aye: X	No:	Absent:	Abstain:
Reid Lamson	Aye: X	No:	Absent:	Abstain:
Cody Lamb	Aye: X	No:	Absent:	Abstain:
Jim Bingham	Aye: X	No:	Absent:	Abstain:

12.6 FUTURE AGENDA ITEMS:

1. Add a walk through of the office for the Special Board Meeting 9/17.

13. ADJOURNMENT: A motion was made by Cody Lamb and seconded by Larry Glover adjourn the meeting at 8:05 p.m.

Approved

_____
Tony Turri, President

_____
Cody Lamb Clerk

Corning Union High School District
Regular School Board Meeting

Date of Meeting: September 11, 2025

Time of Meeting: 5:45P.M.

Place of Meeting: CUHS Library

Click this link to join the meeting online
https://corninghs-org.zoom.us/j/83236495437?pwd=g8JmixM2i8GuHZOYa0r0FFzdPJzbq6.1

Agenda

1. **CALL TO ORDER**

2. **PLEDGE OF ALLEGIANCE**

3. **ROLL CALL**

4. **APPROVAL OF AGENDA/REORDERING OF AGENDA/ADDITION OF ITEMS** **Action**

5. **REPORTS**

5.1	**Fall Coaches – Scott Button, Melinda Robbins, John Studer, Paul Lequia, Jessica Flores**	**Information**
5.2	**Student Board Member- Yaslene Martinez**	**Information**
5.3	**Shasta College Trio Upward Bound Report- Patricia Esparza**	**Information**
5.4	**Principal Report- Jason Armstrong**	**Information**
5.5	**Principal Report- Audri Bakke**	**Information**
5.6	**Superintendent Report - Miguel Barriga**	**Information**

6. **PUBLIC COMMENT ON CLOSED SESSION OR ITEMS NOT ON THE AGENDA**

Under this item on the Agenda, the public is invited to address the Board regarding items that will be discussed in closed session or on any other matters within its jurisdiction. Individual speakers will be allowed up to 3 minutes to address the Board. The Board shall limit the total time for public input to 20 minutes. Please note that Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments. In addition, the Board may not take action on any item which is not on this agenda except as authorized by Government Code 54954.2.

7. **ADJOURN TO CLOSED SESSION**

7.1 PUBLIC EMPLOYEE/DISCIPLINE/DISMISSAL/RELEASE/ RESIGNATION

7.2 CONFERENCE W/Legal Council
Conference w/ Legal Counsel - Potential Litigation No. of Cases:1

7.3 PUBLIC EMPLOYEE EVALUATION
Title: Superintendent

8. REOPEN TO PUBLIC SESSION

9. ANNOUNCMENT OF ACTION TAKEN IN CLOSED SESSION, IF ANY

10. CONSENT AGENDA ITEMS **Action**

All matters listed under the consent agenda are considered by the Board to be routine and will be enacted by the Board in one motion. Requests by a member of the Board to have any item removed from the consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.

10.1	**Approval of Regular Board Meeting Minutes of August 7, 2025**
10.2	**Approval of Warrants**
10.3	**Interdistrict Attendance Requests**
10.4	**Human Resources Report**
10.5	**MOU between RESD & CUHSD for Transportation Services**
10.6	**New Library Books for 2025-26 School Year**
10.7	**Goat Grazing Lease Agreement**
10.8	**R Farmhouse Non Perishable Vendor Agreement**
10.9	**Agreement between Mack Snacks and CUHSD for vending machine products**
10.10	**MOU between Davis Joint Unified School District and CUHSD for Megan Parolini to participate in the induction program through CATIP**
10.11	**Nonpublic, Nonsectarian School/Agency Services Master Contract 2025-26**
10.12	**MOU Between TCDE and CUHSD for school nursing services**
10.13	**Surplus Equipment Form**

11. ITEMS FOR DISCUSSION

11.1 Public Hearing for Resolution No.479 - Instructional Materials

Public Input will be heard on Resolution No. 479 .

11.2 Rodgers Ranch Committee Meeting Review

Superintendent, Miguel Barriga will share updates from the meeting held on August 19th.

12. ITEMS FOR ACTION

12.1 Approval of Change Orders for CUHS Ag Classrooms BP 3311

The Board will consider approval of following change orders:

COR 22	$9,160.90
COR 32	$6,601.00

12.2 Approval of Change Orders for CUHS Fence Project BP 3311

The Board will consider approval of following change orders:

COR 3 $4,485.00

12.3 Valedictorian and Salutatorian for graduation BP 32110

The Board will consider approval of having a Valedictorian and Salutatorian for graduation.

12.4 LCAP Revision Update BP 3100

The Board will consider approving the updates made to the LCAP which will be presented by Superintendent, Miguel Barriga.

12.5 Approval of Contract for Bus Charing Inspection BP3311

The Board will consider approval the contract for Bus Charing Inspection which was discussed at the last board meeting held in August.

12.6 Approval of 2024-25 Unaudited Actual Financial Statements BP 3100

The 2024-25 actual budget figures will be disclosed and the Board will be asked to approve them.

12.7 Resolution No. 479 -Instructional Material for the 2025-26 school year BP 2110

The Board will consider approving Resolution No .479 and the textbooks list for the 2025-26 school year.

12.8 Adoption of Gann Limit Resolution No. 480 BP 3460

The Board will consider a resolution adopting this year's Gann Limit. This is a yearly action adopts the amount of state funding under state law.

12.9 Board Meeting Dates BP 9012

The Board will consider approving the revised meeting dates to reflect the change from Thursday, December 18th to Thursday, December 11th. In years past this meeting date has been moved up and it was an oversight when these dates were previously approved.

12.10 Demographic Analysis Proposal BP3311

The Board will consider approving the Demographic Analysis Proposal from King Consulting.

12.11 Variable Term Waiver Request BP1431

The Board will consider a one year subsequent waiver for the following school teachers for their EL Authorization:

Brian Combes
Kennedy Kendrick

12.12 Future Agenda Items

The Board will discuss the need for any future agenda items.

13. ADJOURNMENT

Request for documents that are public record and are provided at the time of the meeting to a majority of the Governing Board regarding an open session item will be made available for the public inspection upon request to the Superintendent's Office located at 643 Blackburn Avenue, Corning, CA during normal business hours. Any individual that requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent's Office. The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. The Board has also adopted policy and procedures for resolving complaints which cannot be resolved through an informal process. The Board has designated Miguel Barriga, Superintendent as the compliance officer for complaints. All complaints shall be filed at the district office, 643 Blackburn Ave, Corning, CA 96021.

Shasta College | TRIO UB
UPWARD BOUND

2025 Shasta College TRIO Upward Bound Summer Program
June 9th - July 17th

Hello Corning Union High School Administrators and Counselors,

We are excited to share highlights from our 2025 Shasta College TRIO Upward Bound Summer Program, a dynamic six-week experience designed to inspire and prepare our students for college and beyond!

This summer, 26 of our TRIO Upward Bound students took a bold step toward their future by immersing themselves in college life—living in the Shasta College dorms for five weeks and engaging in a full schedule of academic and personal development activities, followed by our week six of traveling and visiting colleges on the coast of central California.

Students participated in Shasta College concurrent enrollment courses alongside a rich offering of TRIO Upward Bound academic enrichment classes, including Math, English, Science, Senior Seminar, Language Arts, French, American Sign Language, Farm Activities, Digital Photography, and Art. We also hosted workshops, guest speakers, field trips, and other hands-on learning experiences aimed at building both academic and life skills.

Below, you'll find a detailed overview of the courses, workshops, and events that made this summer such a transformative experience for our students.

We're proud of their growth and grateful for your ongoing support in helping them reach their full potential!

TRIO Upward Bound Corning Student Participants

Ingrid Aguero	Yamileth Mendoza
Yaretzi Aguero	Audrina Montoya
Daniel Aguiar	Zayden Moreno
Amaya Cervantes	Keydy Perez
Ally Curiel	Kim Pivaral
Victor Dominguez	Christian Salgado
Celeste Gomez	Oscar Salgado
Cesar Hernandez	Alex Sanchez-Nunez
Manuel Hernandez	Xitlali Serrano
Melissa Hernandez	Tyler Snell
Isaias Hernandez-Sandoval	Bud Snyder
Valente Islas	Manivon Thao
Antoine Lewis	Garyth Todd-Hill

Academic Enrichment Classes

ASL	Math II	Science	English Language Arts	French
Melissa Hernandez	Yaretzi Aguero	Ingrid Aguero	Yaretzi Aguero	Ingrid Aguero
Valente Islas	Amaya Cervantes	Manuel Hernandez	Antoine Lewis	Victor Dominguez
Manivon Thao	Victor Dominguez	Isaias Hernandez-Sandoval	Zayden Moreno	Celeste Gomez
Garyth Todd	Celeste Gomez	Alex Sanchez	Kim Pivaral	Cesar Hernandez
	Cesar Hernandez	Bud Snyder	Christian Salgado	Antoine Lewis
	Antoine Lewis		Bud Snyder	Yamileth Mendoza
	Yamileth Mendoza		Manivon Thao	Zayden Moreno
	Audrina Montoya		Garyth Todd	Alex Sanchez-Nunez
	Zayden Moreno			
	Christian Salgado			
	Tyler Snell			

Math III	Senior Seminar	Student Development	Photography	Studio Art
Danny Aguiar	Ingrid Aguero	Danny Aguiar	Melissa Hernandez	Yaretzi Aguero
Isaias Hernandez-Sandoval	Ally Curiel	Amaya Cervantes	Keydy Perez	Danny Aguiar
Keydy Perez	Victor Dominguez	Celeste Gomez	Kim Pivaral	Victor Dominguez
Kim Pivaral	Melissa Hernandez	Manuel Hernandez	Oscar Salgado	Celeste Gomez
Oscar Salgado	Isaias Hernandez-Sandoval	Cesar Hernandez	Christian Salgado	Valente Islas
Manivon Thao	Valente Islas	Yamileth Mendoza	Xitlali Serrano	Yamileth Mendoza
Garyth Todd	Alex Sanchez-Nunez	Audrina Montoya		Audrina Montoya
	Xitlali Serrano	Keydy Perez		Zayden Moreno
		Oscar Salgado		Bud Snyder
		Tyler Snell		Manivon Thao
				Garyth Todd

Farm/Agriculture	
Ingrid Aguero	Alex Sanchez-Nunez
Ally Curiel	Tyler Snell
Amaya Cervantes	
Manuel Hernandez	
Cesar Hernandez	
Isaias Hernandez-Sandoval	
Antoine Lewis	

Shasta College Concurrent Students:

Student Name	Class	Grade
Danny Aguiar	HLTH 2	10
Ally Curiel	MUSC 10 & BIOL 5	11
Keydy Perez	ART 1	10
Kim Pivaral	HLTH 2	10
Oscar Salgado	HLTH 2	10
Xitlali Serrano	ART 1 & CMST 60	11
Amaya Cervantes	ART 1	9
Manuel Hernandez	HLTH 2	9
Melissa Hernandez	ART 1	11
Valente Islas	ART 1	11
Audrina Montoya	ART 1	9
Christian Salgado	ART 1	9
Tyler Snell	HLTH 2	9
Bud Snyder	HLTH 2	9

Program Highlights:

Academic Engagement and Student Learning

- **American Sign Language (ASL):**
  Students progressed rapidly, learning new vocabulary, finger signing, and even basic math concepts in ASL. They engaged in interactive activities like recipe presentations and ASL bingo.

- **Mathematics:**
  Students built foundational math skills and applied them through real-world problems, such as calculating tree height with triangles and graphing systems of equations. Students expressed appreciation for the focused support, especially those who previously struggled.

- **Science:**
  Students engaged in a wide variety of hands-on activities including:

  - Plant propagation, forestry measurements, and microscope work
  - Goat care: ultrasounds, hoof trimming, parasite testing, and giving vaccinations
  - Blood drawing and lab work with centrifuges
  - Welding metal flowers, building circuits, and using simulators (forestry and truck driving)

- **French Language:**
  Students delivered confident, creative presentations on French desserts, historical figures, inventions, and French-speaking countries. TA presentations added a personal global perspective.

- **Photography:**
  Students shared personal stories through photos, explored black-and-white imagery, and received valuable critiques. The process enhanced both their technical and reflective skills.

- **Studio Art:**
  Students completed linocut prints and moved into landscape painting, showing creativity through color and texture. They also learned to use Adobe Illustrator for digital design.

- **Farm and Agriculture:**
  Students gained extensive hands-on experience with animals (goats, pigs, cattle), performed horticultural activities, practiced animal health skills, and learned how to operate a hay system.

- **Senior Seminar:**
  Students heard from peers and professionals on college pathways, financial aid, and scholarships. They worked on education mapping, CSU/UC application questions, and the McConnell Scholarship.

- **Student Development:**
  Students developed and recorded podcasts centered on the theme of curiosity, building communication and collaboration skills.

College and Career Exposure

- Visits to college campuses such as the University of Nevada, Reno and Feather River College introduced students to a range of programs, including health care, fish hatcheries, and equine studies. Activities like calf birthing simulations and in-depth transfer planning workshops deepened their college readiness.

Community and Enrichment

- Students demonstrated initiative and confidence, regularly volunteering to present and participate without prompting.

- Evening enrichment included a "fun night" with baking, face painting, henna, and more, teaching the importance of balance between academic work and social wellness.

- The program consistently encouraged creativity, leadership, and personal growth through engaging, hands-on learning.

Field Trips

Over the course of the program, students participated in several impactful field trips that enriched their academic experience and broadened their exposure to college and career pathways:

- Shasta College's Downtown Health Sciences (week 1) was organized to expose students to various health-related programs and career pathways. This immersive experience aimed to provide students with practical insight into academic programs, laboratory settings, and healthcare technologies, while also fostering connections with faculty and current students. The field trip was a successful and engaging experience, allowing students to interact directly with faculty and current students, observe simulations and demonstrations, and explore the diverse educational paths within the Health Sciences field. Additionally, the mural walk and afternoon presentations enriched the day with cultural engagement and academic diversity. Students left with a better understanding of available Health Sciences programs and related support services, and faculty gained valuable insight into student interests and engagement levels.
- Southern Oregon University (Week 2): Students visited Southern Oregon University, where they were provided an admissions presentation and a tour of the campus. While in

Ashland, students were provided an opportunity to see Shakespeare's *Julius Caesar,* at the Shakespeare Festival theatre. The experience sparked thoughtful discussion and provided valuable exposure to college-level literature.

- University of Nevada, Reno & Lake Tahoe (Week 3): In collaboration with the UNR Upward Bound program, students spent a day in Tahoe hiking, swimming, and building connections with peers. This was followed by a campus visit to the University of Nevada, Reno, where many students began to see higher education as an attainable and exciting goal.
- Feather River College (Week 4): Students toured Feather River College and participated in hands-on sessions in health care, fish hatchery management, and equine studies. A memorable part of the visit included a calf birthing simulation, offering students practical insight into animal science and veterinary care.
- Lassen National Park Field Trip (week 5): Students got to drive through Lassen National Park. For the majority of students, it was the first time going to Lassen. They played in the snow (what was left of it), hiked around Manzanita Lake and stopped to visit the Subway Caves!

These trips played a vital role in connecting classroom learning with real-world application and inspiring students to envision their futures beyond high school.

Week 6 Trip (July 16th-18th):

In the final week of our summer program, students embarked on an unforgettable journey to Southern California, exploring both college and career pathways. Our campus visits included Cal Poly San Luis Obispo, UC Santa Barbara—where students toured the Bio Science Lab with a hands-on learning experience—and UC Davis for a behind-the-scenes look at the world-renowned School of Veterinary Medicine.

The trip also offered a rare glimpse into career fields beyond the classroom. At ACI Jet Company, students toured the private facility and, by chance, witnessed the landing of a British Air Force plane. To their surprise, the Captain welcomed them aboard for an exclusive interior tour.

To round out the week and connect to our summer agriscience focus, students visited Dewlson Family Farms in Santa Maria. There, they learned about lemon production and sustainable agriculture from a family-owned farm that helps supply the region.

From college labs to jet hangars to lemon groves, the week was filled with hands-on experiences that sparked curiosity, opened doors, and expanded possibilities for our students' futures.

Corning Counselor Information for 2024-2025:

This summer, 54% of our CUHS participants challenged themselves and enrolled in a Shasta College concurrent class. Additionally, all rising seniors participated in a senior seminar class conducted by Patricia Esparza and Jeremy Wickenheiser. Our rising seniors completed 15 workshops to prepare for the full college planning process academically, financially, and personally. Students explored college options, built balanced school lists, and completed key application components, including CSU, UC, and Common App essays. Emphasis was placed on identity and storytelling to help students craft strong personal narratives. Our seminar also covered financial aid in depth, including grants, scholarships, loans, and work-study. Students received targeted support on high-impact opportunities like the McConnell Scholarship and learned to interpret award letters and build college budgets. Additional topics included letters of recommendation, college visits, and transition support services like TRIO Student Support Services, Transfer Services, and EOPS. By the end of the course, most students had made significant progress on their applications, essays, and scholarships, and hopefully left with a clear, informed plan for their postsecondary path.

Our Annual Upward Bound Summer Program Yearbook is a celebration of student growth, achievement, and community. Each year, the yearbook captures the memories, milestones, and experiences of our six-week program—highlighting the hard work, friendships, and hands-on learning that define the summer. It serves as both a keepsake for students and a reminder of the transformative opportunities that prepare them for college and beyond.

We hope this school year goes smoothly and always remember that we are here to help! We are continually recruiting incoming freshmen, so feel free to send us any names of students who you think would be a perfect candidate!

Sincerely,

Patricia Esparza, Shasta College TRIO Upward Bound Assistant Director

Sue B. Huizinga, Shasta College TRIO Director

I. New Teachers
   A. Megan Parolini-Agriculture, Ag Core and Chem
   B. Carly Rice-Agriculture, Ag Bio and Animal Science
   C. Brian Combs-CTE Firefighting
   D. Sarah Pettit-CTE Work Experience
   E. Kennedy Kendrick-Child Development

II. Academics
   A. Share Printed Memo
   B. Slideshow Presentation
   C. AVID Collaboration w/Elementary
   D. Math Collaboration w/Elementary: curriculum adoption, math entrance exam development

III. Events
   A. City Council Meeting: regarding a fee waiver for the homecoming parade.
   B. ACSA Breakfast: Planning Committee, Secretary for Tehama County Chapter: Strengthening Bonds with other county schools, especially CUESD as their 2 Assistant Sup's are the co-presidents
   C. Tehama County Shootout-September 19th @ Home
   D. Homecoming-October 10 2025
      1. Disney Movies Theme
      2. Opponent is Oroville, JV looking for opponent

Corning Union High School
Regular School Board Meeting

DATE August 7, 2025

TIME: 5: 45 P.M.

PLACE: Corning Union High School
Library

MEMBERS PRESENT:
Tony Turri, Cody Lamb
Jim Bingham

TYPE OF MEETING:
Regular

MEMBERS ABSENT:
Reid Lamson
Larry Glover

VISITORS:
Lee Household (zoom)
Dave Messmer (zoom)
Kelley Jardin (zoom)

SCHOOL DISTRICT REPRESENTATIVES:
Miguel Barriga, District Superintendent
Jason Armstrong, CUHS Principal
Audri Bakke, Centennial Principal
Justine Felton, Associate Principal
Heather Felciano, Director of Special Ed
Diana Davisson, Chief Business Official
Director of MOT, Joe Fenske
Food Service Director, Stacie Magee
HR Coordinator, Cassie Riddle
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

1. CALL TO ORDER: The meeting was called to order at 5:45 p.m.by Board President, Tony Turri.

2. PLEDGE OF ALLEGIANCE: Board President, Tony Turri asked the Board and audience to stand for the flag salute.

3. ROLL CALL: Board President, Tony Turri asked for a roll call.

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb

Absent:

- Reid Lamson
- Larry Glover

4. APPROVAL OF AGENDA/REORDERING OF AGENDA/ADDITION OF ITEMS:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the agenda.

There being no further discussion, the Board voted unanimously to approve the agenda.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:		No:		Absent:	X	Abstain:
Reid Lamson	Aye:		No:		Absent:	X	Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

5 .REPORTS:

5.1 DIRECTOR OF MOT:

Director of MOT, Joe Fenske reported on the following:

Parking Lots
Rain gutters
D wind drainage
Brail signage
D-2 Sing and Clay Traps
Waxed Floors
Cleaned Carpets
Gym Floors
Fencing
Seal and Stripping of new parking lot
HOPE Center
Field Hockey Scoreboards
Main- Pipes
Charging stations
SB88
Football fields – would like to purchase a special mower but they are expensive.

Director of MOT, Joe Fenske thanked the department for doing such a good job.

5.2 FOOD SERVICE:

Food Service Supervisor, Stacie Magee reported on the following:

Thanks for allowing her to speak this evening
1.1 million total revenue
Recently did some upgrades to the kitchen
Purchased a new fridge
Received a large motor for the freezer
2024/25 served 191K meals which was an increase from previous year
Stacie would like to seek out grants to maintain the quality of food served
Stacie would like to save for a new freezer box and kitchen floors
Recognized the staff that works in the kitchen serving meals to students

Stacie would like to continue to increase meal participation so kids eat and are happy.

5.3 RODGER RANCH MANAGER:

Rodgers Ranch Manager, Tony Rosiles reported on the following:

Selling peaches
Added citrus trees
Brining in turkeys and chickens
Walnuts are doing well
Burreson showed us how to form a tree (prune correctly)
Possibility of picking olives for selling olive oil
Talking to potential buys for walnuts
Felipe has been helping to clean up the R Farmhouse
Would like to see more student involvement (1 -2 kids)

Board Clerk, Cody Lamb would also like to see more student involvement.

5.4 QUARTERLY RANCH FINANCIALS:

Chief Business Officer, Diana Davisson reported on the following:

This is an update from last quarter (April, May and June)
Page 4 is color coded and shows deposits and withdrawals into checking
There are not a lot of checks
75K is the big one in June and that goes to Fund 19 Expenses and Resource 0019 General Fund Contribution

Board Clerk, Cody Lamb had a question on page 6/8. 192 doesn't match the change on page 1 and CBO, Diana Davisson stated that she will look into it and get back to Cody.

5.5 CUHS PRINCIPAL:

CUHS Principal, Jason Armstrong reported on the following:

Master Schedule for CUHS Teachers
There was conversation about the rotating schedule
Freshman Orientation on 8/8/25
Lunch is served to the students in the café
Walk throughs- each Admin plans to do 6 rounds & keep the AVID focus
Grant updates
Trust and Inspire (a book cabinet is reading)

Jason thanked the board for the opportunity to speak and also asked them to please let him know if there is ever anything specific that they would like to hear about at his monthly report.

5.6 CENTENNIAL PRINCIPAL:

Centennial Principal, Audri Bakke reported on the following:

Pouch Project – will have some feedback from kids and parents
New ISP Teacher
Monday 18th all students are back

Hosting a Family Night each month starting in September
Will have a table at Tuesday Night Market

5.7 SUPERINTENDENT: Superintendent, Miguel Barriga reported on the following:

Thanked everyone for the great report.s

Construction update: The new ag classrooms are to the finish stage. Finish plumbing, electrical, gutters and downspouts, ceiling tiles and outside concrete are on the schedule. The fencing contractors have done some work on the south end of the track and have started installing fence panels. The goal is to have the north end of campus ready for the start of school next Thursday. The south parking lot has the new slurry coat and striping.

Budgets: Thanked the Board, Diana, and staff for added attention to details as we work to be cognizant of our fiscal solvency.

Took 12 days in July to rest and relax over the summer.

Mr. Mike Henry had a lasting impact on Corning High School, the district, and the community.

Our welcome back to school social is tomorrow evening starting at Vina Steakhouse, starting at 5:30.

Frosh orientation tomorrow.

This semester, in our District Cabinet we are reading a Stephen Covey book called Trust and Inspire. We are again reminded that in our line of work, we started in this career by inspiration and People are the key.

6. PUBLIC COMMENT ON CLOSED SESSION ITEMS NOT ON THE AGENDA: There was none.

7. ADJOURN TO CLOSED SESSION: The Board adjourned to closed session at 6:48 p.m.

8. REOPEN TO PUBLIC SESSION: The Board reopened to public session at 7:23 p.m.

9. ANNOUNCMENT OF ACTION TAKEN IN CLOSED SESSION: Board President, shared that there was no action taken in closed session.

10. CONSENT AGENDA ITEMS:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the consent agenda items with the updated minutes. There was one slight discrepancy on a motion being.

There being no further discussion, the Board voted unanimously to approve the consent agenda items.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:		No:		Absent:	X	Abstain:
Reid Lamson	Aye:		No:		Absent:	X	Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

10.1 APPROVAL OF SPECIAL SCHOOL BOARD MEETING MINUTES:

Approval of Special School Board Meeting Minutes from June 18, 2025.

10.2 APPROVAL OF REGULAR SCHOOL BOARD MEETING MINUTES

Approval of Regular School Board Meeting Minutes from June 19, 2025

10.3 APPROVAL OF WARRANTS:

40286893-40286912, 40286912, 40286912-40287191, 40287192-40287559, 40287560-40287896, 40287896-40288370, 40288371-40288382, 40288382-40288585, 40288585-4028881, 40288882-40289231, 40289232-VCH-0000263, VCH-0000264-VCH-0000278 VCH-0000278-VCH-0000288, VCH-0000289-VCH-0000310 VCH-0000311

10.4 INTERDISTRICT REQUEST:

The request since the last board meeting in June are as follows:

Lillian Reilly , Aubrey Gilbert
Chance Lawrence, Yucei Perez Torres
Izeah Perez, Easton Sutfin
Jackson Gilbert, Madeline Martinez

10.5 HUMAN RESOURCES REPORT:

Human Resources Reports is as follows:

Board Meeting: 8/7/25					
Action	**Type**	**Name**	**Position**	**Effective**	**Background**

Resignation	Voluntary	Estrella-Vallejos, Christopher	Centennial Campus Supervisor	6/30/25	Voluntary Resignation
Change	Position	Kendrick, Kennedy	CUHS CTE Child Dev. Teacher	7/1/25	Changing from College/Career Readiness Tech to CUHS CTE Child Dev. Teacher
New	Hire	Briggs, Maycee	Centennial Campus Supervisor	8/13/25	Filling Vacancy of C. Estrella-Vallejos, Classfied Salary Schedule Range 15, Step 2
Resignation	Voluntary	Johnston, Alice	CUHS Ag Teacher	7/31/25	Voluntary Resignation
New	Hire	Herrera, Nizza	CUHS Campus Supervisor	8/13/25	Filling Vacancy of F. Barriga, Classified Salary Schedule Range 15, Step 2
New	Hire	Lamson, Brittany	CUHS College/Career Readiness Tech.	8/13/25	Filling Vacancy of K.Kendrick, Classfied Salary Schedule Range 24, Step 4
New	Hire	Rice, Carly	CUHS Ag Teacher	8/1/25	Filling Vacancy of A. Johnston
New	Hire	Barrera, Francisco	Custodian/Maintenance I	8/15/25	Filling the Vacancy of A.Coleman, Range 12, step 3
Change	Position	Case, Melissa	Centenntial Social Science Teacher	7/1/25	Filling Vacancy
Extra Duty/Stipend/Temporary/ Coaching Authorizations					
8/1/25	Stipend	Marquez, Jessica	Managing Subs and Coverages	$1,000	Covering for E. Lopez while on leave
8/14/25	Stipend	Fredrickson, Shaun	TOSA	7% of Salary	Associate Principal Stipend

10.6 WILLIAMS QUARTERLY REPORT: Quarterly Report for July 2025 had no complaints filed with any school in the district during the quarter.

10.7 SURPLUS EQUIPMENT FORM: Biology Books – 2015 115 books total - dispose
Old pots, pans, skillets, tortilla presses – donation/dispose

10.8 AGREEMENT BETWEEN CUHSD & BRAD SCHREIBER: Agreement between CUHSD & Brad Schreiber for the purpose of clearly defining both the districts and the mentor's responsibilities in relation to their voluntary participation in the Chico State CRECEMOS Rural Bilingual Teacher Residency Program.

10.9 AGREEMENT BETWEEN TCDE & CUHSD FOR LIVE SCAN FINGERPRINTS: This agreement is between CUHSD and Children and TCDE for the purpose of the cooperative program to provide a centralized system for live scan fingerprinting and records management for classified and certificated employees and volunteers who may be employed.

10.10 SARB COORDINATOR PROGRAM PARTICPATION CONTRACT TCDE: This agreement is entered into on July 1, 2025 between TCDE and CUHSD and the department will provide a full time ten months per year employee who will be assigned to serve as a SARB Coordinator. The total cost is $16,918 and invoicing will take place May 2026.

10.11 MOU CHILDREN & YOUTH PROGRAM: This MOU is to collaborate and make an application for the Office on Violence against women grant to prevent and respond to victims of domestic violence, dating violence, sexual assault, stalking and sex trafficking against children and youth program.

11. ITMES FOR DISCUSSION

11. 1 VALEDICTORIAN AND SALUTATORIAN FOR GRADUATION: The Board discussed the following:

Change happened in 2013-14 and went away in 2015-16

Purpose: Explain why CUHS transitioned from naming a single valedictorian to recognizing groups of high-achieving students.

Emphasis: Celebrate academic excellence more fairly and encourage rigorous learning.

2. Historical Context

Prior to 2014-15: One student named valedictorian, determined by unweighted GPA.

Scholarships, including Rodgers Ranch, also awarded based on unweighted GPA.

3. Concerns with the Old Model

Course Selection Avoidance: Students avoided AP or other challenging courses for fear that a slightly lower grade would drop their GPA and cost them valedictorian eligibility.

Zero Period Penalty: Students taking additional classes (zero period) sometimes had reduced GPAs compared to peers with identical grades because GPA was averaged over more courses.

Scholarship Inequity: Rodgers Ranch and similar scholarships could have large dollar differences between recipients whose GPAs differed by as little as .01, without considering course rigor.

Goals for the Change

Encourage enrollment in AP and other rigorous courses without fear of GPA penalty.

Allow students to take zero period courses without harming GPA standing.

Recognize multiple students for high achievement rather than only one.

Promote fairness in scholarship distribution.

5. New Recognition System

"Top Scholars" – Highest tier based on weighted GPA.

"High Achievers" – Second tier based on weighted GPA.

Weighted GPA accounts for course rigor, encouraging challenging coursework.

Scholarships grouped by GPA range rather than single rank, ensuring fairness in awards.

6. Benefits of the New Approach

Broader recognition of academic excellence.

Incentivizes rigorous coursework and broader learning opportunities.

Removes GPA penalties for students taking extra classes.

Reduces unhealthy competition based on minute GPA differences.

7. Conclusion

The shift supports CUHS's values of fairness, rigor, and recognition for all deserving students.

Board input is welcome to continue refining recognition practices.

CUHS: From Valedictorian to High Achievers & Top Scholars

7. Conclusion

The shift supports CUHS's values of fairness, rigor, and recognition for all deserving students.

The Board discussed and would like to see this come back. Everything else could stay the same but we would have the 2 top students recognized. The details could be ironed out with regard to whether or not these students have to speak at graduation as they did in the past. This will be added to the next agenda for Board approval, especially being that 2 board members are absent today. Board President, Tony Turri would like to have all board members input.

11. 2 SPORTS CAMPS: The Board discussed the following:

Community involvement
Organizations feeling alienated
Youth camps could be beneficial for enrollment

Justine Felton shared that baseball has not held a camp since 2010 and the reason was that there was not enough involvement. John Studer would hold a hitting campus but there was minimal participation. John Studer also shared that CIF rules will keep us from touching kids all summer so these youth campus would need to be for the little/younger kids. We hold one for track and that is a great turnout but Studer doesn't think that he would have the time to hold one even if he wanted to. He currently devotes 3 days during the week of his own time with regular football practices. There would not be any time to try to create and maintain a youth camp. He attributes Orland doing such a great job because they used to have Joe Fenske and he devoted a lot of his time and efforts to the youth programs.

The Board thanked everyone for the input and was glad that this item was brought to the table for discussion.

11. 3 CODE OF ETHICS TRAINING: The Board discussed the following:

The Board agreed that this would be better to be done as a group
The Board would like to hold a Special Board Meeting on September 17th
Jessica Marquez will schedule the Special Board Meeting
Cassie Riddle will work on the details of the training.

12. ITEMS FOR ACTION:

12.1 APPROVAL OF THE PROP 28 ANNUAL REPORT:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the Prop 28 Annual Report. There being no further discussion, the Board voted unanimously to approve the annual report.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:		No:		Absent:	X	Abstain:
Reid Lamson	Aye:		No:		Absent:	X	Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.2 APPROVAL OF ELECTRIC BUS CHARGING STATIONS PROJECTS:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the agreement for the charging stations projects but not to start before we have an inspector on track to inspect this. Superintendent, Miguel Barriga will make sure to work on a contract with Ray to inspect this.

1. Scope of Design Services
2. Scope of Work Services
3. Total Base Bid Cost
4. Detail Bill of Material
5. Copy of General Liability Insurances

There being no further discussion, the Board voted unanimously to approve the Electric Bus Charing Stations Projects.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:		No:		Absent:	X	Abstain:
Reid Lamson	Aye:		No:		Absent:	X	Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.3 CUHSD 45 DAY BUDGET UPDATE:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the 45 day budget update which was presented to the Board by Chief Business Officer, Diana Davisson.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:		No:		Absent:	X	Abstain:
Reid Lamson	Aye:		No:		Absent:	X	Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.4 APPROVAL OF CHANGE ORDERS:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the Change Orders for the Ag Classroom project.

Change Orders below:

COR's 22-31

The Board would like to set an amount to better budget these change orders. Cody Lamb would like to see these come to board prior to being completed not after the work is already done or decided on.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:		No:		Absent:	X	Abstain:
Reid Lamson	Aye:		No:		Absent:	X	Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.5 APPROVAL FOR 2025-26 SPSA:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the School Plan for Student Achievement. This is an annual plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. This plan was originally scheduled to be on our last agenda for approval however, the budget side of it needed to be updated.

The vote is as follows:

Tony Turri	Aye:	X	No:		Absent:		Abstain:
Larry Glover	Aye:		No:		Absent:	X	Abstain:
Reid Lamson	Aye:		No:		Absent:	X	Abstain:
Cody Lamb	Aye:	X	No:		Absent:		Abstain:
Jim Bingham	Aye:	X	No:		Absent:		Abstain:

12.6 FUTURE AGENDA ITEMS:

Future agenda items scheduled are as follows:

1. Valedictorian and Salutatorian item for approval
2. Contract for Bus Charing inspection

Also, we will be scheduling a Special Board Meeting on 9/17 for the board to complete the Code of Ethics training.

13. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Jim Bingham adjourn the meeting at 8:45 p.m.

Approved

Tony Turri, President

Cody Lamb Clerk

Checks Dated 08/01/2025 through 08/20/2025 **Board Meeting Date September 11, 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40289628	08/07/2025	ARCE FARM LABOR SERVICES	01-5800	SHREDDING ROWS		1,187.50
40289629	08/07/2025	AT&T	01-5901	CALNET 3 -TELEPHONE SVC 581/582/57893		374.48
40289630	08/07/2025	AT&T MOBILITY SPECTRUM	01-5901	AT&T MOBILITY		266.16
40289631	08/07/2025	CAROLINA BIOLOGICAL SUPPLY CO	01-4400	HUMAN BIOLOGY SKELETONS		1,997.30
40289632	08/07/2025	CORNING FORD MERCURY	01-4300	MATERIALS/SUPPLIES		240.73
40289633	08/07/2025	GLENN COUNTY OFFICE OF ED	01-8096	24-25 P2 IN LEIU		24,319.00
40289634	08/07/2025	HUNT & SONS, INC	01-4312	HUNT AND SON'S DIESEL		2,103.29
40289635	08/07/2025	KATHY ESPINOZA SPEAKS	01-5800	IN-SERVICE GUEST SPEAKER		2,250.00
40289636	08/07/2025	LES SCHWAB	01-4313	TRANS TIRE/SERVICE		829.44
40289637	08/07/2025	MID-VALLEY VETERINARY HOSPITAL	19-4300	VETERINARY SERVICES		222.46
40289638	08/07/2025	MILLER GLASS ORLAND	01-5600	GLASS REPAIR		530.94
40289639	08/07/2025	MYERS, SHANE	01-5200	6/22-28 S MYERS 2025 NAT'L MIRIACHI LAS VEGAS		60.73
40289640	08/07/2025	OFFICE DEPOT	01-4300	OFFICE SUPPLIES	144.64	
				PAPER/ENVELOPES/TISSUE	1,812.23	1,956.87
40289641	08/07/2025	OLIVE CITY AUTO PARTS DERODA.INC	01-4300	MATERIALS/SUPPLIES		37.96
40289642	08/07/2025	PITNEY BOWES PURCHASE POWER	01-5904	25/26 PURCHASE POWER 4538		1,024.75
40289643	08/07/2025	REDWOOD TOXICOLOGY LAB INC	01-5831	DRUG TESTING FOR ATHLETES		268.07
40289644	08/07/2025	RENAISSANCE LEARNING, INC.	01-5833	RENAISSANCE RENEWAL 2025-26		17,182.20
40289645	08/07/2025	SOUTH AVENUE ACE HARDWARE	01-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	168.84	
			19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	11.42	180.26
40289646	08/07/2025	TEHAMA CO DEPT OF EDUCATION	01-5830	FINGERPRINTING SERVICE		252.00
40289647	08/07/2025	THE EMBROIDERY SHOPPE	01-5800	FFA POLOS		853.40
40289648	08/07/2025	VIS SEED COMPANY, INC	01-4300	GREENHOUSE ENTERPRISE SUPPLIES		594.79
40289649	08/07/2025	WURTH USA, INC	01-4300	TRANS PARTS/SUPPLIES		574.07
40289650	08/07/2025	ZELMA'S	01-5800	YEARS OF SERVICE PINS	220.89	
				Unpaid Sales Tax	.51-	220.38
40289689	08/11/2025	U.S. BANK CORPORATE PAYMENT SYSTEM	01-4300	2 DOORS FOR J-8	277.50	
				AED BATTERIES	1,230.00	
				CENTENNIAL BLINDS	479.67	
				CHICKS FOR SMALL ANIMAL	738.70	
				DISTRICT HOMELESS STUDENTS	30.00	
				FORKLIFT BUCKET	149.99	
				I6 & CENT. OFFICE BLINDS	187.42	
				IMPACT DRIVER	125.10	
				KEY REPLACEMENT	15.98	
				RESTROOM DOOR LATCH	93.79	

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Checks Dated 08/01/2025 through 08/20/2025 **Board Meeting Date September 11, 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40289689	08/11/2025	U.S. BANK CORPORATE PAYMENT SYSTEM	01-4300	STUDENT INCENTIVES	119.81	
				SUMMER STU INCENTIVES	276.51	
				TECH OFFICE WINDOW BLINDS	319.78	
			01-4307	MEALS FOR COACHES MEETING	124.63	
			01-4400	ICE MACHINE	1,471.68	
			01-5200	11/5-7 A THUEMLER WORLD OF FLAVOR NAPA	595.00	
				6/21-6/26 M JONES CATA SUMMER CONF SLO	4,221.04	
				6/22-28 S MYERS 2025 NAT'L MIRIACHI LAS VEGAS	551.38	
				6/22-6/26 S RICHARDSON CATA SUMMER CONF SLO	1,601.80	
				7/9-11 S FREDRICKSON ANATOMAGE CONF SANTA CLARA	643.16	
			01-5800	FFA CONTEST REGISTRATION	77.25	
			01-5833	CHAT GPT SUBSCRIPTION	40.00	
				CHATGPT FOR FELTON	20.00	
				FELCIANO- CHATgpt	20.00	
				OPEN AI SUBSCRIPTION	20.00	
				WELDING EDPUZZLE SUB	13.50	
			01-5904	09/20/24 US BANK PRIORITY MAIL	31.65	13,475.34
40290040	08/13/2025	BAMBULA, ROSE M	01-5202	REIMBURSEMENT		59.64
40290041	08/13/2025	BANDSHOPPE PEARISON INC	01-4300	NEW MARCHING BAND UNIFORMS		1,807.18
40290042	08/13/2025	CERAMI & BROWNING CONSTR. INC.	01-6170	PARKING LOT COR 5,13,14 & 16	47,639.66	
			35-6200	CLASSROOM & RESTROOM ADDITIONS	362,099.82	409,739.48
40290043	08/13/2025	COASTAL BUSINESS SYSTEMS, INC.	01-5620	COPY CENTER COPIERS	3,108.60	
				CUHSD COPIERS	3,425.92	6,534.52
40290044	08/13/2025	CORNING CARPET	01-5600	J-5 CARPET REPLACMENT	225.00	
			01-5800	D2 ART ROOM FLOORING	1,239.21	
				HOPE CENTER FLOORING	5,443.03	6,907.24
40290045	08/13/2025	CORNING LUMBER COMPANY	01-4300	SUPPLIES		114.03
40290046	08/13/2025	CREATIVE COMPOSITION, INC	01-5800	STUDENT PLANNERS		8,810.53
40290047	08/13/2025	DIFFIT INC.	01-5833	DIFFIT RENEWAL		1,800.00
40290048	08/13/2025	FOLLETT SCHOOL SOLUTIONS, INC	01-5833	FOLLETT LIBRARY		1,825.74
40290049	08/13/2025	FRONTLINE TECHNOLOGIES, LLC	01-5833	ABSENCE & SUBSTITUE		5,732.91
40290050	08/13/2025	GUY RENTS INC.	01-5600	TRENCHER RENTAL FOR FIELD HOCKEY SCOREBOARD		404.85

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Checks Dated 08/01/2025 through 08/20/2025 — **Board Meeting Date September 11, 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40290051	08/13/2025	HUNT & SONS, INC	01-4311	HUNT AND SON'S GAS	3,323.28	
			01-4312	HUNT AND SON'S DIESEL	712.42	4,035.70
40290052	08/13/2025	KNOX LA RUE JR LA RUE COMM	01-5900	BUS RADIO'S		300.00
40290053	08/13/2025	LAUREL AG AND WATER - LODI	01-4300	SUPPLIES		27.31
40290054	08/13/2025	LES SCHWAB	01-4313	TRANS TIRE/SERVICE		829.44
40290055	08/13/2025	LEXIA VOYAGER SOPRIS INC.	01-4200	CSI GRANT		11,000.25
40290056	08/13/2025	NEWSELA, INC	01-5833	NEWSELA		10,357.60
40290057	08/13/2025	NORCAL SEPTIC	14-5600	WATER LINE EMERGENCY REPAIR		11,976.00
40290058	08/13/2025	O'REILLY AUTO PARTS	01-4300	MATERIALS/SUPPLIES		161.63
40290059	08/13/2025	OFFICE DEPOT	01-4300	OFFICE SUPPLIES	14.74	
				PAPER/ENVELOPES/TISSUE	1,773.13	1,787.87
40290060	08/13/2025	OLIVE CITY AUTO PARTS DERODA.INC	01-4300	MATERIALS/SUPPLIES	71.73	
				RANCH-VARIOUS MATERIALS/SUPPLIES	34.74	
				SUPPLIES	34.76	141.23
40290061	08/13/2025	REDDING PAINT MART INC	14-4300	PAINT SUPPLIES		570.21
40290062	08/13/2025	RESEARCH INSTITUTE FOR LEARNING&DEVELOPMENT	01-5833	SKILL CENTER CURRICULUM		529.00
40290063	08/13/2025	SECURLY, INC.	01-5833	SECURLY PASS RENEWAL		270.00
40290064	08/13/2025	SOUTH AVENUE ACE HARDWARE	01-4300	PUMPKIN ENTERPRISE SUPPLIES	9.69	
				RANCH-VARIOUS MATERIALS/SUPPLIES	20.83	
				SUPPLIES	888.37	
			14-4300	PAINT SUPPLIES	48.23	967.12
40290065	08/13/2025	TOTAL COMPENSATION SYSTEMS	01-5800	GASB 75 ROLL-FORWARD VALUATION 2ND INSTAL		765.00
40290066	08/13/2025	VERIZON WIRELESS SERVICES LLC	01-5902	DISTRICT CELL PHONE SERVICE		16.00
40290067	08/13/2025	VILLA, LUIS M	01-5800	REIMBURSEMENT		100.00
40290068	08/13/2025	YONDR, INC.	01-4300	CELL PHONE POLICY		3,439.80
40290201	08/20/2025	AERIES SOFTWARE INC EAGLE SOFTWARE	01-5800	AERIES	16,784.55	
			01-5833	AERIES	1,902.60	18,687.15
40290202	08/20/2025	BAKER DISTRIBUTING COMPANY	01-4300	SUPPLIES	493.51	
			01-4400	SUPPLIES	765.81	
				Unpaid Sales Tax	17.52	1,276.84
40290203	08/20/2025	CATAPULTK12 DIVERSE NETWORK ASSOC	01-5800	WEB HOSTING		2,616.00
40290204	08/20/2025	COMODO SECURITY SOLUTIONS INC	01-5833	XCITIAM		5,400.00
40290205	08/20/2025	CORNING ELEMENTARY SCHOOL	01-4300	SIM CARD FOR CB		4,155.54
40290206	08/20/2025	CORNING FORD MERCURY	01-5800	MATERIALS/SUPPLIES		1,088.58
40290207	08/20/2025	CORNING LUMBER COMPANY	01-4300	SUPPLIES		60.30
40290208	08/20/2025	GAYNOR TELESYSTEMS, INC	01-4300	AG BUILDING PHONES	256.67	

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Checks Dated 08/01/2025 through 08/20/2025 **Board Meeting Date September 11, 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40290208	08/20/2025	GAYNOR TELESYSTEMS, INC	01-5800	NEC SOFTWARE ASSURANCE	3,520.00	
				PELCO SUPPORT	3,648.75	7,425.42
40290209	08/20/2025	GREEN WASTE OF TEHAMA	01-5506	DISPOSAL R-FARM 4018-2763626	276.73	
			19-5506	DISPOSAL FARM-RANCH 4018-2783982	249.66	526.39
40290210	08/20/2025	IMAGINE LEARNING LLC LOCKBOX 880670	01-5833	EDGENUITY		53,095.00
40290211	08/20/2025	LES SCHWAB	01-4313	TRANS TIRE/SERVICE		494.02
40290212	08/20/2025	LUSTRE-CAL CORPORATION	01-4300	ASSET TAGS		655.50
40290213	08/20/2025	MILLER GLASS ORLAND	01-5600	FOOTBALL SOUND BOOTH WINDOW		680.76
40290214	08/20/2025	NICO F CLEMENTE RED HAT FIRE	01-5800	FIRE EXTINGUISHER SERVICE		310.00
40290215	08/20/2025	OFFICE DEPOT	01-4300	OFFICE SUPPLIES		46.21
40290216	08/20/2025	PRIMO BRANDS BLUETRITON	01-5800	DRINKING WATER FOR SHOP AND TRANSPORTATION OFFICE		56.83
40290217	08/20/2025	SOUTH AVENUE ACE HARDWARE	01-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	64.47	
				SUPPLIES	547.99	612.46
40290218	08/20/2025	WASTE MANAGEMENT	01-5506	CENT DISPOSAL 4-02058-55008	599.35	
				CUHS DISP 13-88262-43003/4-02058-75004	335.80	
				CUHS DISPOSAL 4-02058-65006	564.37	1,499.52
40290219	08/20/2025	WEST COAST PAPER	01-4300	BUS OFC #10 24# WHT WINDOWED ENVELOPES		62.46
40290220	08/20/2025	YOURTEQ. LLC	01-5800	BACKUP RENEWAL		6,940.44
VCH-00000314	08/04/2025	AMAZON CAPITAL SERVICES, INC	01-4300	DRESS CODE CLOTHES FOR ATTENDANCE	96.97	
				OFFICE SUPPLIES FOR ADMIN	117.13	
				OFFICE SUPPLIES FOR ASB	136.76	
				SOCIAL SCIENCE SOUND CABLE	131.36	
				TECH TOOLS	1,109.24	
				TV AND MOUNT FOR SECURITY CAMERAS	56.20	
				VISITOR/STUDENT SIGN-IN	87.72	
			01-4400	TV AND MOUNT FOR SECURITY CAMERAS	805.97	
				VISITOR/STUDENT SIGN-IN	577.52	3,118.87
VCH-00000315	08/04/2025	GOLD STAR FOODS, INC	13-5800	FEE FOR COMMODITY STORAGE		91.95
VCH-00000316	08/04/2025	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		521.43
VCH-00000317	08/04/2025	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC		2,173.94
VCH-00000318	08/04/2025	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC		7,807.32

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Checks Dated 08/01/2025 through 08/20/2025 — **Board Meeting Date September 11, 2025**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
VCH-00000319	08/04/2025	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		2,312.40
VCH-00000320	08/04/2025	P G & E	01-5503	CUHS ELECTRIC/GAS 6218		74,153.77
VCH-00000321	08/04/2025	VESTIS GROUP	01-5500	TRANS LAUNDRY		106.25
VCH-00000322	08/07/2025	AMAZON CAPITAL SERVICES, INC	01-4300	BOOKS ADMIN/CABINET	137.40	
				CPC OFFICE SUPPLIES	90.02	227.42
VCH-00000323	08/07/2025	CERAMI & BROWNING CONSTR. INC.	35-6200	CLASSROOM & RESTROOM ADDITIONS		21,565.24
VCH-00000324	08/07/2025	INCHARGE ENERGY INC	01-6170	CHARGERS FOR TRANSPORTATION		44,633.75
VCH-00000325	08/07/2025	P G & E	01-5503	CENT ELECTRIC 0308-1		58.23
VCH-00000326	08/07/2025	P G & E	01-5503	TRANS ELECTRIC/GAS 1749-6	754.20	
			01-5504	TRANS ELECTRIC/GAS 1749-6	23.43	777.63
VCH-00000327	08/07/2025	P G & E	01-5503	CUHS ELECTRIC/GAS 6218	26,487.96	
			01-5504	CUHS ELECTRIC/GAS 6218	850.73	27,338.69
VCH-00000328	08/07/2025	PACIFIC SKY CREATIVE, INC.	01-5800	PAC SK VIDEOS, WEBSITE, POSTERS		11,216.00
VCH-00000329	08/15/2025	AMAZON CAPITAL SERVICES, INC	01-4300	ASSETS- MAGNETIC HOOKS	13.79	
				HEALTH OFFICE SUPPLIES	10.66	
				OFFICE STORAGE	285.10	
				SPEECH OFFICE SUPPLIES	30.37	
				VARIOUS OFFICE SUPPLIES	584.27	924.19
VCH-00000330	08/15/2025	GOLD STAR FOODS, INC	01-4307	FOOD FOR FROSH ORIENTATION	208.02	
			13-4700	NSLP FOOD	2,417.91	
				SNACK BAR	1,764.03	4,389.96
VCH-00000331	08/15/2025	THE PAPE GROUP,INC KENWORTH	01-4300	SUPPLIES		157.65
				Total Number of Checks	**91**	**869,276.51**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	84	458,261.31
13	CAFETERIA SPEC REV	2	4,273.89
14	DEFERRED MAINTENANCE	3	12,594.44
19	FOUNDATION SPECIAL	5	10,464.80
35	COUNTY SCH FACILITY	2	383,665.06
	Total Number of Checks	**91**	869,259.50
	Less Unpaid Sales Tax Liability		17.01-
	Net (Check Amount)		**869,276.51**

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2025-2026 School Year			Incoming		Updated: 8/13/2025
Last Name	**First**	**Grade**	**From**	**Code**	**Reason / Date**
Atkin	Hunter	9th	Orland	1	Established 5/7/25
Borer	Joseph	9th	Orland	1	Established 5/30/25
Carter	Jayce	10th	Red Bluff	1	Renewal Established 5/30/25
Ezzat	Nathan	11th	Red Bluff	1	Renewal Established 7/29/25
Feelo	Bryson	9th	Red Bluff	1	Renewal Established 7/29/25
Feelo	Nicholas	12th	Red Bluff	1	Renewal Established 7/29/25
Fruend	Aubree	11th	Red Bluff	1	Renewal Established 5/30/25
Gutierrez Bernal	Abigail	9th	Red Bluff	1	Established 8/8/25
Hammond	Katelynn	9th	Red Bluff	1	Established 6/3/25- NO IDT Needed (lives in our district)
Jones	Kayden	12th	Orland	1	Establsihed 8/11/25
Langarica-Carlos	Yeddizen	11th	Red Bluff	1	Established 4/2025
Linder	Caitlyn	11th	Red Bluff	1	Renewal Established 5/30/25
Linder	Deacon	9th	Red Bluff	1	Established 5/30/25
Reilly	Lillian	12th	Anderson Unifie	1	Renewal Established 6/16/25
Romich	Hunter	9th	Red Bluff	1	Pending Review - CUHS
Martinez	Madeline	11th	Red Bluff	1	Renewal Approved 6/2/25
Mendoza	Daniel	11th	Red Bluff	1	Renewal Established 3/14/25
Valdovinos	Jose	11th	Orland	1	Established 8/13/25
Valladares	Joshua	9th	Red Bluff	1	Establlished 8/5/25

			Outgoing		Updated: 8/11/2025
Last Name	**First**	**Grade**	**To**	**Code**	**Outcome/ Date**
Aguilar	Francisco	9th	Red Bluff High	1	Established 4/1/25
Bailey	Kaitlyn	12th	Red Bluff High	1	Established 4/10/25
Bailey	Madison	9th	Red Bluff High	1	Established 4/16/25
Baker	Maddee	11th	Orland Unified	1	Established 8/8/25
Barnes	Sunny	10th	Los Molinos	1	Established 8/7/25
Battiato	Drake	11th	Los Molinos	1	Pending approval 8/4/25
Burkett	Adryan	9th	Orland Unified	1	Denied per Orland 5/8/25-Established at Hamilton 8/11/25
Cruz	Miranda	11th	Orland Unified	1	Established 8/5/25
Dreiss	Drake	9th	Hamilton Unified	1	Established 4/5/25
Forcier	Annabelle	11th	Chico Unified	1	Denied per CUHSD - Pending appeal with TCDE
Galvan	Kasandra	12th	Red Bluff High	1	Established 3/13/25
Gilbert	Aubrey	11th	Hamilton Unified	1	Established 6/19/25
Gilbert	Jackson	9th	Los Molinos	1	Established 6/4/25
Gilbert	Taylor	12th	Los Molinos	1	Established 8/7/25
Hansel	Brylee	9th	Los Molinos	1	Established 1/17/25
Hurd	Derrick	10th	Red Bluff High	1	Established 7/23/25
Johnson	Kyle	12th	Orland	1	Renewal Established 6/3/25
Lawrence	Chance	11th	Orland	1	Renewal Established 6/6/25
Lopez	Jose D.	9th	Chico Unified	1	Established 2/26/25
LoPiccolo	Emersyn	10th	Red Bluff High	1	Esablished 7/23/25
Marshall	Layla	11th	Chico Unified	1	Established 8/7/25
Merrick	Hayden	11th	Orland	1	Denied per Orland 5/8/25-Established at Hamilton 8/11/25
Montes de Oca	Valeri Negrete	12th	Red Bluff High	1	Established 3/27/25
Moreno	Andrea	11th	Los Molinos	1	Renewal Established 3/11/25
Morrow	Elijah	10th	Orland Unified	1	Established 8/8/25
Padilla	Nayeli	11th	Orland Unified	1	Established 7/2/25

Perez Torres	Yucei	11th	Red Bluff High	1	Renewal Established 6/27/25
Perez	Izeah	10th	Orland Unified	1	Established 6/6/25
Prather	Madyson	12th	Los Molinos	1	Established 8/11/25
Prather	Tanner	11th	Los Molinos	1	Established 8/11/25
Rodrigues	Kyle	9th	Los Molinos	1	Established 8/1/25
Ross	Brooklyn	10th	Los Molinos	1	Established 8/7/25
Salazar	Giovanni	9th	Red Bluff High	1	Established 5/15/25
Salazar	Maylynn	12th	Red Bluff High	1	Established 5/15/25
Staton	Elizabeth	10th	Chico Unified	1	EStablished 1/24/25
Sutfin	Easton	9th	Red Bluff High	1	EStablished 6/16/25
Talley	Jackson	10th	Chico Unified	1	Established 1/27/25
Thomas	Eric	9th	Hamilton Unified	1	Established 8/6/25
Toney	Avin	9th	Orland	1	Established 4/48/25
Toney	Conley	9th	Orland	1	Established 4/48/25
Valladarez	Alan	11th	Los Molinos	1	Estabished 7/29/25
Wooten	Riekey	10th	Los Molinos	1	Established 8/1/25

Board Meeting: 9/11/25					
Action	**Type**	**Name**	**Position**	**Effective**	**Background**
New	Position		Para I	9/1/25	Grant Funded One year
New	Position		Para I	9/1/25	Grant Funded One Year
New	Hire	Rodriguez, Rosa	Para I	8/25/25	Filling Vacancy, Classified Salary Schedule Range 13, step 3
New	Hire	Pasero, Erin	Para I	8/25/25	Filling Vacancy, Classified Salary Schedule Range 13, step 5
New	Hire	Shilts, David	Centenntial Social Science Teacher	8/25/25	Filling Vacancy M.Case Declined offer
Extra Duty/Stipend/Temporary/Coaching Authorizations					
8/13/25	Hourly Differential	Morris, Heather	SPED Data Tech Coverage	Hourly Differntial	4 hours per week from class 15/17 to 24/17
8/13/25	Stipend	Herrera, Nizza	Bilingual Stipend	Monthly	Classified Contract Article 8.1.1
7/1/25	Stipend	Sanchez, Felipe	Fuel/Vehicle Stipend	$50 Monthly	
9/1/25	Stipend Removal	Villicana, Patricia	Bilingual Stipend		No Longer Required for job duties.
8/13/25	Stipend	Garcia, Julio	Teaching during Utility		Teaching during utility period, 1/7th of salary
8/11/25	Stipend	Barrera, Francisco	Shift Differrential	Monthly	Classified Contract Article 8.1.4
8/13/25	Stipend	Navarro- Partida, Ana	Associate Degree Stipend	Monthly	Classified Contract Article 8.14

CORNING UNION HIGH SCHOOL DISTRICT
643 Blackburn Ave
Corning, CA 96021
(530) 824-8000 • Fax: (530) 824-8005

MEMORANDUM OF UNDERSTANDING

This Agreement is entered into by and between the **Corning Union High School District**, herein called DISTRICT, and **Richfield Elementary School District**, herein called **RESD**, for the provision of transportation services. The parties agree as follows:

The term of this agreement is July 1, 2025 through June 30, 2026.

A. The District agrees to:

1. Provide transportation services during the period of July 1, 2025 through June 30, 2026 on a Fee For Service (FFS) basis. CUHSD will provide a bus and driver and/or a Nine Seat Van for requested field trips. The individual providing the transportation service shall remain an employee of the CUHSD.
2. Provide drivers for buses to transport students from home to school and back as per the pupil transportation policies of the Elementary District as well as for itself.
3. Provide drivers for buses to transport students on field trips, athletic trips, or similar trips wherever the provision of buses shall not interfere with the home/school transportation of pupils.
4. Provide the on-bus evacuation orientations and transportation orientations mandates by Title V. Act as a resource for the classroom instructions also required by law.
5. Maintain in a safe, efficient and legal manner, the transportation fleet and arrange for the selection of outside agencies to perform maintenance and repair task not performed by the High School District.
6. Maintain and repair other motor vehicles belonging to the Elementary District whenever such work is compatible with the safe maintenance of the pupil transportation fleet.
7. Provide parking space for motor vehicles and appropriate security measures for said vehicles.

8. Invoice RESD:
    a. Mileage at a rate of $3.60 per mile for bus usage and the actual use of service at an hourly rate of $45.59 for the bus driver. This rate is based on the actual cost for Salary and benefits for the school bus drivers.
    b. Mileage at the IRS rate of $.70 for Van usage (this rate is subject to change; based on the IRS rate).
    c. The amount will be invoiced twice annually January 15 and July 15. Payment shall be due and payable thirty (30) days after receipt of the invoice by RESD.

Home/School Transportation

a. For routes which are for the exclusive use of pupils from the Elementary District the charge shall be the actual cost of that route (i.e. Special Ed Bus routes)
b. For routes with pupils from both districts, the charges shall be split 50/50 for all expenses incurred.

B. RESD agrees to:

1. Notify the District using a transportation request form for upcoming field trips within Fifteen (15) days of the request date. This is in order to give CUHSD the ability to make adequate arrangements with limited disruption to District schedules and timelines.
2. RESD will provide their own driver for Van usage. This driver must complete the necessary documentation required by CUHSD to transport students.
3. Pay CUHSD for the costs of services at the invoiced rate specified in Item A-2, above

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage, or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement.

Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

Both parties as certified by the signatures below agree to the provisions of this agreement:

J. Scheele

Jeff Scheele, Superintendent
Richfield Elementary School District

8/4/25

Date

Miguel Barriga

Miguel Barriga, Superintendent
Corning Union High School District

8/5/2025

Date

August	Genre	Details
Wings of Fire Series: BK7 WinterTurning by Tui T Sutherland	**Graphic Novel**	Dragons, Fantasy
Way off Track by Carl Brundtland		Girl Athletes, Track and Field
Very Bad at Math by Hope Larson		Dyscalculia, a learning disability that causes her to mix up numbers. School stories about students with disabilites.
The Other Side of Tomorrow by Tina Cho		Refugee familes, voyages, friendships
Dog Trouble by Kristin Varner		Community Service, Animal Shelters, Making Choices
	Sports	
It's Only Drowning: a true story of learning to surf and the pursuit of common ground by David Litt		"When a former speechwriter for President Obama starts surfing at the age of thirty-five-the rough equivalent of beginning guitar lessons on your deathbed-he is taken on an unexpected journey in which he has to learn from the only other surfer he knows, his brother-in-law, Matt, a Joe Rogan superfan
Slam dunk : the shot that changed the game by Matt Doeden		Basketball, Dunking, Famous Shots
Play it Forward: how women are changing sports to change the world by Alex Morgan		Women Athletes, Sex Discrimination against females, History, Female Athletes
Non- Fiction **CTE Journey Handbook Series**	**CTE**	
Business Administration		Explores careers in the field of business administration, focusing on opportunities that do not require a degree, covering the rewards and challenges, different roles in the industry, and the skill sets needed for the jobs.
Marketing and Sales		Explores careers in the fields of marketing and sales, focusing on opportunities that do not require a degree, covering the rewards and challenges, different roles in the industry, and the skill sets needed for the jobs.
Media and Entertaining		Explores careers in the fields of media and entertainment, focusing on opportunities that do not require a degree.
Public Safety, Security, and the Law		Explores careers in the fields of public safety, security, and law, focusing on opportunities that do not require a degree.
Government and Military		Explores careers in the fields of civil service and the Armed Forces, focusing on opportunities that do not require a degree.
Healthcare		Explores careers in the field of heakthcare, focusing on opportunities that do not require a degree.

Art and Design		Explores careers in the fields of art and design, focusing on opportunities that do not require a degree.
Hospitality and Tourism		Explores careers in the fields of hospitality and tourism, focusing on opportunities that do not require a degree.
Transportation and Logistics		Explores careers in the field of transportation and logistics, focusing on opportunities that do not require a degree.
Building, Construction and Engineering		Explores careers in the fields of building, construction, and engineering, focusing on opportunities that do not require a degree.
Information andn Technology		Explores careers in the field of information technolgy, focusing on opportunities that do not require a degree
Education and Training		Explores careers in the field of education, focusing on opportunities that do not require a degree
Auto and Equipment Mechanics		Explores careers in the field of mechanical engineering, focusing on opportunities that do not require a degree
Beauty and Cosmetology		Explores careers in the field of cosmetology, focusing on opportunities that do not require a degree
Agriculture, Food and Natural Resources		Explores careers in the field of agriculture, food, and natural resources, focusing on opportunities that do not require a degree
Manufacturing		Explores careers in the field of manufacturing, focusing on opportunities that do not require a degree
Hardbacks	**Fiction**	
Dad Rock Dragon Quest by Joan Reardon		Chaperoned by their boring stepfather, twelve-year-old Zadie and her sister spend the summer with their rock-and-roll, park-ranger dad, rescuing his dragon companion from a magical animal poacher.
A Forgery of Fate by Elizabeth Lim		A girl who paints the future and a cursed dragon lord, bound by love and deception, pair up in a plot to bring down the gods. Swindlers
The girl in the Walls by Meg Eden Kuyatt		Sent to spend the summer with her seemingly critical Grandma Jojo, neurodivergent and artistic V discovers a ghostly girl in the walls and must uncover the ghost's desires and her grandmother's secrets before their relationship is irreparably damaged.
his Moth Saw Brightness by A.A. Vacharat		High schooler Wayne and his best friend Kermit participate in a university health study that turns out to be riddled with conspiracies pointing to a sinister government plot.
Bird of a Thousand Stories by Kiyash Monsef		Iranian American Marjan Dastani travels around the globe to search for and rescue a mythical bird, whose fate could determine the future of the world.

The Legendary Scarlett and Browne by Jonathan Stroud		"The world has been overrun by hitherto unknown beasts. Society has collapsed: the power is gone, cars are abandoned across the highways, and anyone left is hiding from the terrifying creatures--and one another. Thirteen-year-old Abdi and his five-year-old sister Alva are on the run, their last hope to escape through the forest and to the sea. As they recall the strange events that led to the beasts' arrival, and how the two of them got to where they were, they must ask themselves who they can trust--and what they will do to survive
Murder Between Friends by Liz Larson		Told in three voices, Grace questions her eyewitness testimony that convicted Henry's brother in a murder trial, leaving former childhood friends Henry and Ally no choice but to join forces with her to prove Jake's innocence.
Lightfall by ED Crocker		For centuries, vampires freely roamed the land until the Grays came out of nowhere, wiping out half the population in a night. The survivors fled to the last vampire city of First Light, where the rules are simple. [The] poor . . . drink weak blood. [The] nobility . . .gets the good stuff. And [they] can never, ever leave. Palace maid Sam has had enough of these rules . . . When the son of the city's ruler is murdered and she finds the only clue to his death, she seizes the chance to blackmail her way into a better class and better blood
A Day at the Beach by Gary Schmidt		"This novel told from multiple points of view follows a diverse cast of young people whose lives intersect . . . over the course of a summer day at the beach
All the Noise at Once by DeAndra Davis		A Black, autistic teen tries to figure out what happened the night his older brother was unjustly arrested
The Wilde Trials by MacKenzie Reed		"Chloe Gatti will do whatever it takes to win her elite boarding school's annual competition, the Wilde Trials. In the two weeks leading up to graduation from Wilde Academy, a dozen seniors are chosen to compete in a series of seven ultimate physical and mental tests, and the winner will take home over half a million dollars--money that Chloe needs to help her sick sister. But the competition is fierce and includes her brooding ex-boyfriend, Hayes Stratford, whose brother was the only student to die during the trials a few years ago. When someone starts blackmailing Chloe during the competition, she's forced to strike a deal with Hayes...
Danilo was Here by Tamika Burgess		Danilo's baseball talent lands him the opportunity to train in the States and find his absentee father, who may be the key to saving the family he abandoned as they deal with the devastating effects of the US's military invasion of Panamá
Old School by Gordon Korman		Dexter Foreman has lived at The Pines Retirement Village with his grandmother since he was 6 years old, homeschooled by the residents until he's forced to attend middle school, where he sticks out like a sore thumb.

GOAT GRAZING LEASE AGREEMENT

This Grazing Lease Agreement ("Agreement") is made and entered into on this ___ day of _____, 2025, by and between Corning High School, located in Corning, California ("Lessor"), and _____ ("Lessee").

1. Premises

Lessor hereby grants Lessee permission to graze goats on one designated farm field at the Corning High School Farm Field (the "Premises").

2. Purpose

The sole purpose of this Agreement is to allow Lessee to graze goats for vegetation and feed management.

3. Term

This Agreement shall commence on the date of signature and shall continue until the earlier of:

- October 15th, 2025, or
- The time at which the available feed is fully consumed,
  unless terminated earlier as described in Section 7.

4. Cost

This is a no-cost lease. No payment or fee is required from either party.

5. Lessee Responsibilities

- Lessee shall be solely responsible for the care, feeding, containment, and safety of all goats placed on the Premises.
- Lessee assumes full responsibility for any and all damage caused by the goats to property, crops, fencing, irrigation, or any other aspect of the Premises.
- Lessee shall maintain adequate fencing or supervision to prevent the goats from leaving the designated grazing area.

6. Liability

Lessee agrees to indemnify, defend, and hold harmless Corning High School, its employees, board members, and affiliates from any claims, losses, liabilities, or damages arising out of or related to the goats or activities conducted under this Agreement.

7. Termination

Lessor reserves the right to terminate this Agreement at any time, for any reason, by providing two (2) weeks' written notice to Lessee. Upon notice, Lessee must remove all goats from the Premises by the end of the two-week period.

8. No Transfer or Assignment

This lease may not be transferred, sublet, or assigned to any other party without prior written consent of the Lessor.

9. Entire Agreement

This document constitutes the entire agreement between the parties and supersedes all prior discussions or understandings, whether written or oral.

Lessor: Corning High School Representative

Signature: _____

Name: _____

Title: _____

Date: _____

Lessee

Signature: _____

Name: _____

Address: _____

Phone: _____

Date: _____

R FARMHOUSE NON PERISHABLE VENDOR AGREEMENT

1. Purpose

This Agreement outlines the terms and conditions under which the Vendor will supply products to be sold at R Farmhouse's retail location. Each product must be clearly labeled with the product name, ingredients (if applicable), and producer information.

2. Restocking

R Farmhouse will monitor inventory levels and will contact Vendor directly to purchase additional items as needed for restocking. Vendor is not expected to manage inventory on site unless otherwise agreed in writing. Once purchased, products become the property of R Farmhouse. Vendor is not responsible for losses or damages after delivery unless due to defective or misrepresented products.

3. Pricing and Payment Terms

- R Farmhouse will purchase products outright from Vendor at an agreed wholesale price, which shall be 80% of the final retail price.
- R Farmhouse requires a Invoice of all items Purchased from Vendor.
- R Farmhouse retains full rights to set its own retail pricing.
- Example:
    - Agreed Retail Price: $10
    - R Farmhouse Purchase Price (80%): $8

Retail Price Matching: Vendor agrees that the suggested retail price provided to R Farmhouse must match the retail price charged for the same product if sold elsewhere (e.g., online, other stores, or directly by Vendor). This ensures pricing consistency and fairness across all sales channels. R Farmhouse reserves the right to adjust markup in future agreements with prior written notice.

4. General Provisions

- Independent Contractors: Nothing in this Agreement shall be construed to create a partnership, joint venture, or employer-employee relationship.
- Amendments: Any changes must be made in writing and signed by both parties.
- Governing Law: This Agreement shall be governed by the laws of the State of California.

VENDOR

Name: _____

Signature: _____

Business Name: _____

Mailing Address:_____

Email:_____

Contact Number:_____

Date: _____

R Farmhouse Repressive :_____

R Farmhouse

3840 Margarite Ave.

Corning, CA. 96021

aamundson@corninghs.org

(530) 824-7000

Vending Agreement

This sets forth the Agreement between Mack's Snacks ("Vendor") and Corning Union High School District ("Company") located at 643 Blackburn Ave, Corning, Ca 96021

("Customer") is relating to the vending of snack/beverage products in, around, or on the building, grounds or properties of location currently or during the Term owned, managed or operated by the Customer's ("Location"). The location for this agreement is considered 643 Blackburn Ave, Corning, Ca 96021

1. Term

The term of this Agreement will be for a period of 12 months, commencing on 8/1/2025

2. Renewal

This agreement shall automatically renew for an additional 12-month school period yearly unless contrary written notice is given by either party at least thirty (30) days prior to expiration of the initial term or any renewal thereof.

3. Grant to Vendor

Subject to all the terms and conditions of this Agreement and the limitations set forth below, the Company hereby grants permission to Mack's Snacks to install Vending machines at the Location and all future locations that will be designated by the Company.

4. Ownership

Company hereby acknowledges that all right, title and interest in Vending Machines shall at all times remain that of the Vendor (Mack's Snacks), including all monetary profits with respect to Vending Machines. Company shall have not right, title, or interest therein, and Company is not authorized to grant any right or license with respect thereto except as expressly set forth in and permitted under this Agreement.

5. Maintenance and Repair

Company shall not itself, and shall not permit any other party to, repair, service, maintain, replace, relocate, move, remove, stock (unless agreed upon) or access any Vending Machines. Company shall use its commercially reasonable efforts to keep the Vending Machines in good working order and condition at all times during the Term. In addition, the Company agrees to promptly notify the Vendor of any need for repair or service, of any consumer complaints respecting Vending Machines.

6. Risk of Loss / Vandalism

Vendor shall not be responsible for any loss or damage to the Vending Machines, or the contents thereof, caused by vandalism, theft, fire, flood, or any other event beyond the Vending Company's reasonable control. The Customer shall be responsible for the cost of repairing or replacing any damaged or destroyed Vending Machines, or the contents thereof, unless such damage or destruction is due to the Vendor's negligence or breach of the contract. The Customer shall promptly report any vandalism or theft to the Vendor and to the appropriate authorities. In the event of the repeated or significant theft, vandalism, destruction or loss, without limitation, Vendor shall specifically have the right to remove or move any Vending Machines.

7. Agreements

The Company agrees to provide the following:

2025-2026 MEMORANDUM OF UNDERSTANDING

for the

California Agricultural Teachers' Induction Program

between

Davis Joint Unified School District

and

Conway Union High School District (Participating District or LEA)

School District/LEA Name Here

CAT P

General

This Memorandum of Understanding (MOU) is entered into between the Davis Joint Unified School District (DJUSD) – Local Educational Agency (LEA) for the California Agricultural Teachers' Induction Program (CATIP) – and the participating district or LEA listed above (referred to as "District" in this MOU) to participate in the California Agricultural Teachers' Induction Program.

The effective date of this MOU is September 6, 2025 – June 30, 2026. The terms of this agreement shall remain in force unless mutually amended.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties of agreement and to set forth the operative conditions that govern this partnership. The assumption of continued partnership for the **2025-2026** school year is made unless the District notifies the CATIP in writing on or **prior** to **January 31, 2026. Our Induction Program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.**

Responsibilities – General

A) CATIP agrees to:

1) Provide support for direct program administration to conduct the accredited induction program per guidelines set forth by the Commission on Teacher Credentialing (CTC) and California Department of Education (CDE);
2) Provide office space, equipment, and meeting space for program activities;
3) Facilitate a process for equitable distribution of services to Teacher Candidates and Mentors in all participating districts and schools;
4) Convene a Teacher Induction Program Advisory Committee, establish regular meetings, and provide data on program requirements and clear credentialing;
5) Establish and maintain accurate program records and reports;
6) Maintain State of California approval and accreditation as an Induction Program and Credentialing Agency;
7) Advise Teacher Candidates about their involvement in the Induction Program and provide formative feedback about candidates' progress toward completion of the program;
8) Recommend for the California Clear Credential and process all credential applications for eligible Teacher Candidates;
9) Arrange for and monitor University of California, Davis Extension continuing education units for Teacher Candidates and 1st and 2nd year Mentors;
10) Provide the California Agricultural Teachers' Induction Program Assessment System materials to Teacher Candidates and Mentors (e.g. individualized learning plans, weekly conversation logs, curriculum, etc.);
11) Provide training in the California Agricultural Teachers' Induction Program coursework, including the Teaching Performance Expectations (TPE), California Standards for the Teaching Profession (CSTP), student academic and CTE content standards, Agriculture and Natural Resources Model Pathway Standards, and Induction Standards to Teacher Candidates and Mentors;
12) Provide relevant and research-based mentoring skills training to Mentors;
13) Provide induction program information to site administrators/district coordinator;
14) Select, monitor, and supervise professional development facilitators in accordance with Induction Program Standards;
15) Provide materials, facilitation, and presentation support for professional development facilitators;
16) Develop and establish contracts with outside vendors for professional services as needed Teacher Candidates/Mentors professional development and support;
17) Provide the Advisory Board, district superintendents and site administrators with information, clarify roles and responsibilities, and provide verification and accountability specific to the teacher credential process;

18) Communicate with and advise District Human Resources departments, credential analysts, and school personnel regarding Induction, hiring implications, and procedures for compliance;
19) Establish and maintain an accountability system for all participants;
20) Collaborate with the Capital Region Induction Network Team, the Induction Consortium (Bay Area), and state-wide agricultural education stakeholders regarding the Induction Program;
21) Collaborate with Cluster Region One and California Commission on Teacher Credentialing for appropriate support and training and ensure participation at Cluster and Statewide program meetings; and
22) Supply reports and other information to the California Commission on Teacher Credentialing (CTC) and the California State Department of Education (CDE) as requested on all matters related to program requirements and activities.

B) The District agrees to:

1) Appoint a liaison who serves as the programmatic contact in the district, who normally oversees all activities within the district related to induction services and assumes the responsibilities of communicating with the California Agricultural Teachers' Induction Program (including notifying CATIP when a candidate leaves before the end of the school year, providing follow-up on Mentors and Candidates not meeting requirements, etc):

Name of District Coordinator: Jason Armstrong
Coordinator's Email Address: jarmstrong@corninghs.org
Phone: 530-824-8000
Mailing Address: 643 Blackburn Ave Corning Ca 96021

2) Establish a point of contact in District Accounts Payable for invoicing communication:

Name: Rose Bambula
Email Address: rbambula@corninghs.org
Phone: 530-824-8000
Mailing Address: 643 Blackburn Ave Corning Ca 96021

3) Establish a Purchase Order for invoicing coordination:

PO # P26-00202
PO Amount $2,550
(If candidate will be paying for the program themselves indicate that here)
($2,550/Candidate/Year)

4) Confirm candidate availability for program participation according to criteria established by the Commission on Teacher Credentialing and the California Agricultural Teachers' Induction Program.
5) Separate CATIP formative assessment information from district employment evaluations.
6) Provide an update about participation with CATIP to the district's governing board during the tenure of this MOU.
7) Participate in CATIP evaluation.
8) Superintendent or designee coordinator/administrator maintains an informal position on the Teacher Induction Advisory Board for program networking, implementation, compliance, and program evaluation;
9) The Administrative member of the Advisory Board or District coordinator/ administrator may bring concerns or suggestions for change to the Advisory Board for discussion by submitting proposals no later than two weeks prior to the next Advisory Board meeting for inclusion on the agenda;
10) Advisory Board Representative and/or District Coordinator disseminate program information to site and district administrators, clarify roles and responsibilities of all program participants, and communicates program information to participants;
11) Upon hire, advise eligible Teachers about their responsibilities for Induction, enroll eligible candidates, and gather candidate credentialing information as needed by the Induction office. All teacher candidates who are teaching on a preliminary credential should be evaluated for eligibility. CTE Teachers are eligible to complete credential requirements, including

application for preliminary credential with prerequisites met. Teachers who have Intern credentials may also be eligible if they have recently completed the intern program and have been granted a preliminary credential;

12) Ensure that Human Resources personnel and credential analysts are appropriately trained in protocols of advice and assistance to Induction Candidates;
13) Provide appropriate credential and advisement information to the CATIP office;
14) Select Mentors according CATIP Standards Qualifications[1];
15) Approve a Mentor to each Teacher Candidate according to CATIP Policies and in a timely way, within 30 days of program enrollment, that allows the pair to begin working together when teaching begins and not less than an average of 1 hour per week;
16) Conduct early site and/or district-based program information orientations that include information designated on the California Agricultural Teachers' Induction Program "Administrator Meeting" form;
17) Ensure that all staff administrators with Mentor(s) and/or Teacher Candidate(s) on staff complete the Program's annual survey regarding the Induction Program;
18) Establish working conditions for Teacher Candidates aligned with CATIP Standards;
19) Ensure that Teacher Candidates have core curriculum materials and appropriate content frameworks;
20) Encourage that all Teacher Candidates have course assignments with English Language Learners sufficient to allow completion of the English Language requirements of the Clear Credential and accordance with CATIP policies and accreditation;
21) Provide Teacher retention data to Induction Program upon request;
22) Provide Mentor release time for observation of the Teacher Candidates as required by the Induction activities (2 observations required each year);
23) Provide Teacher Candidates release time for observation of colleagues, reflection, and professional development activities tied to their Individual Learning Plan (ILP) as required by the Induction activities (2 observations required each year);
24) In the event of need, provide Mentor release time for Mentor training as required by the Induction program (for the Mentor's first and second years);
25) Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities;
26) Process payment for authorized contracted services; and
27) Provide projection estimates of participating Teachers for the 2026-2027 school year to California Agricultural Teachers' Induction Program by **May 15, 2026** for continuing participants and in a timely manner, **June 30, 2026** onward, for new participants.

Responsibilities – Fiscal

A) CATIP, in its association with YSCTC and DJUSD (accrediting agency with certification capacity as LEA), agrees to the overall fiscal responsibility for the funding of the administration of the program, including:
   1) Invoice the District through the Accounts Payable contact (named in 'Responsibilities-General B.2') for each credential candidate per billing method selected below:
      - ☑ Billing will occur in September for $2,550 per academic year with a **Net 30-day.**
      - ☐ Billing will occur in September for the amount of $1,275 and January in the amount of $1,275 to total $2,550 per academic year with a **Net 30-day** return on each billing.
      - ☐ Candidate Self-Pay: Billing will occur monthly, beginning September through February with a **Net 30-day** return. 6-installments in the amount of $425, to total $2,550 per academic year.
      - ☐ District and Candidate will split costs in the following manner (to total $2,550):
        - District agrees to be responsible for the following amount: _____
        - Candidate Teacher agrees to be responsible for the following amount: _____
   2) Assume overall fiscal responsibility for the administration of Induction funds and documentation required by the CDE and CCTC;
   3) Develop and maintain a balanced budget that reflects program priorities and implementation of the approved induction plan;
   4) Abide by the Teacher Expenditure Guidelines;
   5) Provide a stipend payment for each program Facilitator in accordance with CATIP Consortium and Facilitator memorandum of understanding

B) The District agrees to:
1) Approve the designation of a Mentor[1], by CATIP, to each credential candidate (novice teacher) within the first 30 days of the participant's enrollment in the program;
2) Coordinate any potential compensation of the identified Mentor at the District's rates and policies. Any remuneration to the mentor will be outside of CATIP's purview, and above the annual program cost named herein;
   i) Compensation to the mentor is suggested to be $2,000/candidate/year, but is at the absolute discretion of the District's policies, hiring practices, and collective bargaining obligations.
3) Compensate the identified Mentor for each Teacher Candidate according to rates, policies and procedures at the District-level.
4) The California Agricultural Teachers' Induction Program must be informed of any changes to this language at least two weeks prior to the start of the Mentor's obligation to their candidate(s);
5) Payment for services from the California Agricultural Teachers' Induction Program to be **$2,550** per Teacher Candidate per year, non-refundable, no proration;
6) Process Mentor and other payments in a timely way based upon approved MOUs and other budget documents; and
7) Provide Mentors and Teacher Candidates release time for training and observation in accordance with CTC regulations and program (CATIP) guidance.

Program Participation

Insofar as permitted by law, Davis Joint Unified School District (LEA for YSCTC and CATIP) shall assume the defense and hold harmless District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of Davis Joint Unified School District, its officers, agents or employees, arising out of its performance under the terms of this agreement.

Insofar as permitted by law, the District shall assume the defense and hold harmless the Davis Joint Unified School District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of the District, its officers, agents or employees, arising out of their performance under the terms of this agreement.

Compliance with Applicable Laws

This Memorandum of Understanding shall comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable.

Other Conditions

Any and all products developed by California Agricultural Teachers' Induction Program are the exclusive property of the California Agricultural Teachers' Induction Program. Schools, districts, their employees, staff and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the written permission of the California Agricultural Teachers' Induction Program.

[1] The District approves Mentors who:
- Possess a valid Professional Clear Teaching Credential and a minimum of 5 years of verified effective teaching experience in the context and content area of the candidate's teaching assignment (i.e. similar teaching assignment, grade level, type of school, etc.);
- Have been identified by CATIP, attend professional development organized by CATIP, and are agricultural educators in good standing with CATIP;
- Have a demonstrated commitment to professional learning and collaboration;
- Have the time, ability, willingness, and flexibility to meet candidates' needs for support; and
- Will act as an ambassador of the California Agricultural Teachers' Induction Program.

California Agricultural Teachers' Induction Program (CATIP)
2024-2025 MEMORANDUM OF UNDERSTANDING

Signing Process:

1. The School District gains approval and completes appropriate signatures through district processes and policies;
2. The School District Returns signed MOU to CATIP office via email (Jessica Cardoso - jcardoso@yscenter) OR regular postal service (DJUSD, c/o Jessica Cardoso YSCTC, 526 B Street, Davis, CA 95616); OR uploaded to this Google Folder
    a. This shall be completed by September 1st for candidates enrolling in the program by September 1st, and by February 1st for those candidates enrolling mid-year.
3. CATIP will place MOU on DJUSD Board of Education Agenda for consent and signature;
4. CATIP will return a fully executed copy of this document to the School District for its records.

The parties signed below, as the signatory representatives for their associated organizations, affirm their commitment to the stipulations outlined in pages 1 through 4 above.

Signature	Signature
Jason Armstrong	**Russell Barrington**
Printed Name	Printed Name
Principal	**Director of Fiscal Services**
Title	Title
jarmstrong@corninghs.org	
Email	Date
Corning Union High School District.	**Davis Joint Unified School District**
Organization	Organization

2025-2026 MEMORANDUM OF UNDERSTANDING

for the

California Agricultural Teachers' Induction Program

between

Davis Joint Unified School District

and

Conway Union High School District (Participating District or LEA)

School District/LEA Name Here

CAT P

General

This Memorandum of Understanding (MOU) is entered into between the Davis Joint Unified School District (DJUSD) – Local Educational Agency (LEA) for the California Agricultural Teachers' Induction Program (CATIP) – and the participating district or LEA listed above (referred to as "District" in this MOU) to participate in the California Agricultural Teachers' Induction Program.

The effective date of this MOU is September 6, 2025 – June 30, 2026. The terms of this agreement shall remain in force unless mutually amended.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties of agreement and to set forth the operative conditions that govern this partnership. The assumption of continued partnership for the **2025-2026** school year is made unless the District notifies the CATIP in writing on or **prior** to **January 31, 2026.** **Our Induction Program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.**

Responsibilities – General

A) CATIP agrees to:

1) Provide support for direct program administration to conduct the accredited induction program per guidelines set forth by the Commission on Teacher Credentialing (CTC) and California Department of Education (CDE);
2) Provide office space, equipment, and meeting space for program activities;
3) Facilitate a process for equitable distribution of services to Teacher Candidates and Mentors in all participating districts and schools;
4) Convene a Teacher Induction Program Advisory Committee, establish regular meetings, and provide data on program requirements and clear credentialing;
5) Establish and maintain accurate program records and reports;
6) Maintain State of California approval and accreditation as an Induction Program and Credentialing Agency;
7) Advise Teacher Candidates about their involvement in the Induction Program and provide formative feedback about candidates' progress toward completion of the program;
8) Recommend for the California Clear Credential and process all credential applications for eligible Teacher Candidates;
9) Arrange for and monitor University of California, Davis Extension continuing education units for Teacher Candidates and 1st and 2nd year Mentors;
10) Provide the California Agricultural Teachers' Induction Program Assessment System materials to Teacher Candidates and Mentors (e.g. individualized learning plans, weekly conversation logs, curriculum, etc.);
11) Provide training in the California Agricultural Teachers' Induction Program coursework, including the Teaching Performance Expectations (TPE), California Standards for the Teaching Profession (CSTP), student academic and CTE content standards, Agriculture and Natural Resources Model Pathway Standards, and Induction Standards to Teacher Candidates and Mentors;
12) Provide relevant and research-based mentoring skills training to Mentors;
13) Provide induction program information to site administrators/district coordinator;
14) Select, monitor, and supervise professional development facilitators in accordance with Induction Program Standards;
15) Provide materials, facilitation, and presentation support for professional development facilitators;
16) Develop and establish contracts with outside vendors for professional services as needed Teacher Candidates/Mentors professional development and support;
17) Provide the Advisory Board, district superintendents and site administrators with information, clarify roles and responsibilities, and provide verification and accountability specific to the teacher credential process;

18) Communicate with and advise District Human Resources departments, credential analysts, and school personnel regarding Induction, hiring implications, and procedures for compliance;
19) Establish and maintain an accountability system for all participants;
20) Collaborate with the Capital Region Induction Network Team, the Induction Consortium (Bay Area), and state-wide agricultural education stakeholders regarding the Induction Program;
21) Collaborate with Cluster Region One and California Commission on Teacher Credentialing for appropriate support and training and ensure participation at Cluster and Statewide program meetings; and
22) Supply reports and other information to the California Commission on Teacher Credentialing (CTC) and the California State Department of Education (CDE) as requested on all matters related to program requirements and activities.

B) The District agrees to:

1) Appoint a liaison who serves as the programmatic contact in the district, who normally oversees all activities within the district related to induction services and assumes the responsibilities of communicating with the California Agricultural Teachers' Induction Program (including notifying CATIP when a candidate leaves before the end of the school year, providing follow-up on Mentors and Candidates not meeting requirements, etc):

Name of District Coordinator: Jason Armstrong
Coordinator's Email Address: jarmstrong@corninghs.org
Phone: 530-824-8000
Mailing Address: 643 Blackburn Ave Corning Ca 96021

2) Establish a point of contact in District Accounts Payable for invoicing communication:

Name: Rose Bambula
Email Address: rbambula@corninghs.org
Phone: 530-824-8000
Mailing Address: 643 Blackburn Ave Corning Ca 96021

3) Establish a Purchase Order for invoicing coordination:

PO # P26-00202
PO Amount $2,550
(If candidate will be paying for the program themselves indicate that here)
($2,550/Candidate/Year)

4) Confirm candidate availability for program participation according to criteria established by the Commission on Teacher Credentialing and the California Agricultural Teachers' Induction Program.
5) Separate CATIP formative assessment information from district employment evaluations.
6) Provide an update about participation with CATIP to the district's governing board during the tenure of this MOU.
7) Participate in CATIP evaluation.
8) Superintendent or designee coordinator/administrator maintains an informal position on the Teacher Induction Advisory Board for program networking, implementation, compliance, and program evaluation;
9) The Administrative member of the Advisory Board or District coordinator/ administrator may bring concerns or suggestions for change to the Advisory Board for discussion by submitting proposals no later than two weeks prior to the next Advisory Board meeting for inclusion on the agenda;
10) Advisory Board Representative and/or District Coordinator disseminate program information to site and district administrators, clarify roles and responsibilities of all program participants, and communicates program information to participants;
11) Upon hire, advise eligible Teachers about their responsibilities for Induction, enroll eligible candidates, and gather candidate credentialing information as needed by the Induction office. All teacher candidates who are teaching on a preliminary credential should be evaluated for eligibility. CTE Teachers are eligible to complete credential requirements, including

application for preliminary credential with prerequisites met. Teachers who have Intern credentials may also be eligible if they have recently completed the intern program and have been granted a preliminary credential;

12) Ensure that Human Resources personnel and credential analysts are appropriately trained in protocols of advice and assistance to Induction Candidates;
13) Provide appropriate credential and advisement information to the CATIP office;
14) Select Mentors according CATIP Standards Qualifications[1];
15) Approve a Mentor to each Teacher Candidate according to CATIP Policies and in a timely way, within 30 days of program enrollment, that allows the pair to begin working together when teaching begins and not less than an average of 1 hour per week;
16) Conduct early site and/or district-based program information orientations that include information designated on the California Agricultural Teachers' Induction Program "Administrator Meeting" form;
17) Ensure that all staff administrators with Mentor(s) and/or Teacher Candidate(s) on staff complete the Program's annual survey regarding the Induction Program;
18) Establish working conditions for Teacher Candidates aligned with CATIP Standards;
19) Ensure that Teacher Candidates have core curriculum materials and appropriate content frameworks;
20) Encourage that all Teacher Candidates have course assignments with English Language Learners sufficient to allow completion of the English Language requirements of the Clear Credential and accordance with CATIP policies and accreditation;
21) Provide Teacher retention data to Induction Program upon request;
22) Provide Mentor release time for observation of the Teacher Candidates as required by the Induction activities (2 observations required each year);
23) Provide Teacher Candidates release time for observation of colleagues, reflection, and professional development activities tied to their Individual Learning Plan (ILP) as required by the Induction activities (2 observations required each year);
24) In the event of need, provide Mentor release time for Mentor training as required by the Induction program (for the Mentor's first and second years);
25) Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities;
26) Process payment for authorized contracted services; and
27) Provide projection estimates of participating Teachers for the 2026-2027 school year to California Agricultural Teachers' Induction Program by **May 15, 2026** for continuing participants and in a timely manner, **June 30, 2026** onward, for new participants.

Responsibilities – Fiscal

A) CATIP, in its association with YSCTC and DJUSD (accrediting agency with certification capacity as LEA), agrees to the overall fiscal responsibility for the funding of the administration of the program, including:
   1) Invoice the District through the Accounts Payable contact (named in 'Responsibilities-General B.2') for each credential candidate per billing method selected below:
      - ☑ Billing will occur in September for $2,550 per academic year with a **Net 30-day.**
      - ☐ Billing will occur in September for the amount of $1,275 and January in the amount of $1,275 to total $2,550 per academic year with a **Net 30-day** return on each billing.
      - ☐ Candidate Self-Pay: Billing will occur monthly, beginning September through February with a **Net 30-day** return. 6-installments in the amount of $425, to total $2,550 per academic year.
      - ☐ District and Candidate will split costs in the following manner (to total $2,550):
        - District agrees to be responsible for the following amount: _____
        - Candidate Teacher agrees to be responsible for the following amount: _____
   2) Assume overall fiscal responsibility for the administration of Induction funds and documentation required by the CDE and CCTC;
   3) Develop and maintain a balanced budget that reflects program priorities and implementation of the approved induction plan;
   4) Abide by the Teacher Expenditure Guidelines;
   5) Provide a stipend payment for each program Facilitator in accordance with CATIP Consortium and Facilitator memorandum of understanding

B) The District agrees to:
1) Approve the designation of a Mentor[1], by CATIP, to each credential candidate (novice teacher) within the first 30 days of the participant's enrollment in the program;
2) Coordinate any potential compensation of the identified Mentor at the District's rates and policies. Any remuneration to the mentor will be outside of CATIP's purview, and above the annual program cost named herein;
    i) Compensation to the mentor is suggested to be $2,000/candidate/year, but is at the absolute discretion of the District's policies, hiring practices, and collective bargaining obligations.
3) Compensate the identified Mentor for each Teacher Candidate according to rates, policies and procedures at the District-level.
4) The California Agricultural Teachers' Induction Program must be informed of any changes to this language at least two weeks prior to the start of the Mentor's obligation to their candidate(s);
5) Payment for services from the California Agricultural Teachers' Induction Program to be **$2,550** per Teacher Candidate per year, non-refundable, no proration;
6) Process Mentor and other payments in a timely way based upon approved MOUs and other budget documents; and
7) Provide Mentors and Teacher Candidates release time for training and observation in accordance with CTC regulations and program (CATIP) guidance.

Program Participation

Insofar as permitted by law, Davis Joint Unified School District (LEA for YSCTC and CATIP) shall assume the defense and hold harmless District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of Davis Joint Unified School District, its officers, agents or employees, arising out of its performance under the terms of this agreement.

Insofar as permitted by law, the District shall assume the defense and hold harmless the Davis Joint Unified School District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of the District, its officers, agents or employees, arising out of their performance under the terms of this agreement.

Compliance with Applicable Laws

This Memorandum of Understanding shall comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable.

Other Conditions

Any and all products developed by California Agricultural Teachers' Induction Program are the exclusive property of the California Agricultural Teachers' Induction Program. Schools, districts, their employees, staff and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the written permission of the California Agricultural Teachers' Induction Program.

[1] The District approves Mentors who:
- Possess a valid Professional Clear Teaching Credential and a minimum of 5 years of verified effective teaching experience in the context and content area of the candidate's teaching assignment (i.e. similar teaching assignment, grade level, type of school, etc.);
- Have been identified by CATIP, attend professional development organized by CATIP, and are agricultural educators in good standing with CATIP;
- Have a demonstrated commitment to professional learning and collaboration;
- Have the time, ability, willingness, and flexibility to meet candidates' needs for support; and
- Will act as an ambassador of the California Agricultural Teachers' Induction Program.

California Agricultural Teachers' Induction Program (CATIP)
2024-2025 MEMORANDUM OF UNDERSTANDING

Signing Process:

1. The School District gains approval and completes appropriate signatures through district processes and policies;
2. The School District Returns signed MOU to CATIP office via email (Jessica Cardoso - jcardoso@yscenter) OR regular postal service (DJUSD, c/o Jessica Cardoso YSCTC, 526 B Street, Davis, CA 95616); OR uploaded to this Google Folder
    a. This shall be completed by September 1st for candidates enrolling in the program by September 1st, and by February 1st for those candidates enrolling mid-year.
3. CATIP will place MOU on DJUSD Board of Education Agenda for consent and signature;
4. CATIP will return a fully executed copy of this document to the School District for its records.

The parties signed below, as the signatory representatives for their associated organizations, affirm their commitment to the stipulations outlined in pages 1 through 4 above.

Signature	Signature
Jason Armstrong	**Russell Barrington**
Printed Name	Printed Name
Principal	**Director of Fiscal Services**
Title	Title
jarmstrong@corninghs.org	
Email	Date
Corning Union High School District.	**Davis Joint Unified School District**
Organization	Organization

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NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2025-2026

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Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA CORNING UNION HIGH SCHOOL DISTRICT

Contract Year 2025-2026

x Nonpublic School

_____ Nonpublic Agency

Type of Contract:

_____ Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

x Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2025-2026 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY: Corning Union High School District

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:
San Diego Center for Children
NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2025, between Corning Union High School District , hereinafter referred to as the local educational agency ("LEA"), a member of the Tehama County SELPA and San Diego Center for Children. (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2025 to June 30, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2026 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the master contract or individual services agreement has not been finalized, as prescribed in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal,

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the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent

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compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to

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themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

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All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting.

To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

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Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate.

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The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

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17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the

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cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq...

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided

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to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of

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any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, et seq., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and it's implementing regulations. If the IEP team determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions

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may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies require a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities,
5. Prone restraint;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the individual's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back
6. Use prone containment.
7. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915.CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings

regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with

appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of

clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

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CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

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42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

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The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

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CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test

clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the

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parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

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CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a

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period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood

that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title

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34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5^{th}) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

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a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

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The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided herein.

CONTRACTOR

San Diego Center for Children
Nonpublic School/Agency

By: DocuSigned by: Michael Nelson C630FD9EBA10488... 8/20/2025
Signature **Date**

Michael Nelson, CAO
Name and Title of Authorized Representative

LEA

Corning Union High School District
LEA Name

By: Miguel Barriga 08/21/2025
Miguel Barriga (Aug 21, 2025 07:46:37 PDT)
Signature **Date**

Miguel Barriga, Superintendent
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Christie Ruiz, Contracts and Operations Manager **Name and Title**	Heather Felciano, Director of Special Education **Name and Title**
San Diego Center for Children **Nonpublic School/Agency/Related Service Provider**	Corning Union High School District **LEA**
3002 Armstrong Street **Address**	643 Blackburn Avenue **Address**
San Diego, CA 92111 **City** **State** **Zip**	Corning, CA 96021-2216 **City** **State** **Zip**
(858) 633-4120 **Phone** **Fax**	530-824-8000 **Phone** **Fax**
cruiz@centerforchildren.org **Email**	hfelcian@corninghs.org **Email**

Additional LEA Notification (Required if completed)

Diana Davisson, Chief Business Official
Name and Title
643 Blackburn Avenue
Address
Corning, CA 96021-2216
City **State** **Zip**
530-824-8000
Phone **Fax**
ddavisson@corninghs.org
Email

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EXHIBIT A: 2025-2026 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: San Diego Center for Children
The CONTRACTOR CDS NUMBER: 37-68338-7093115

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:12 and 1:14

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate: $307.00 per day

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: $307.00 per day

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)	31.00	per hour
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)	99.00	per hour
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

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Interpreter Services (715)	162.00	per hour
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)	43.00	per hour
Work Experience Education (850)	36.00	per hour
Job Coaching (855)	36.00	per hour
Mentoring (860)	28.00	per hour
Travel Training (870)	28.00	per hour
Other Transition Services (890)	39.00	per hour
Other (900) Interpreter Services (Other Languages)	126.00	per hour
Other (900) Room & Board	16,995	per month
Other (900) Residential Mental Health	4,649	per month
VACGA (830)	99.00	per hour
Career Awareness (840)	36.00	per hour

Exhibit A: Supporting Document

San Diego Center for Children

2025-2026 Rate Information
Residential Treatment and Academic Services

Listed below are the rates for services provided by the San Diego Center for Children ("SDCC"). These rates are effective from July 1, 2025, through June 30, 2026. Rates are non-negotiable and may be subject to change during the course of the year, should there be changes in Federal, State, local regulations, or other mandates.

RESIDENTIAL TREATMENT SERVICES

Rates are a flat monthly fee and are pro-rated on a daily rate only in the event of admission or discharge.

2025-2026 Room and Board	$	16,995.00	*per month*
2025-2026 Residential Mental Health	$	4,649.00	*per month*

SCHOOL-BASED WRAPAROUND

Behavioral health support model for children and teens needing intensive supports in their home, school, and community. Wraparound rate is a flat monthly fee and will be pro-rated on a daily rate only in the event of admission or discharge.

	CASEMIS #			
2025-2026 Wraparound Rate	(525)	$	3,988.00	*per month*
Interpreter Services	(715)	$	162.00	*per hour*
Other Service – Interpreter Services (Other Languages)	(900)	$	126.00	*per hour*

THE ACADEMY

Academy rates include all NPS services with the exception of additional services noted below. The rates will be charged for all present and excused absences (as appropriate), during the school year.

	CASEMIS #			
Non-Public School (NPS) Educational Services		$	307.00	*per day*
Optional Services per IEP:				
Intensive Individualized Services	(340)	$	31.00	*per hour*
Parent Counseling	(520)	$	99.00	*per hour*
Interpreter Services	(715)	$	162.00	*per hour*
College Awareness Preparation	(820)	$	43.00	*per hour*
Vocational Assessment, Counseling/Guidance Assessment	(830)	$	99.00	*per hour*
Career Awareness	(840)	$	36.00	*per hour*
Work Experience Education	(850)	$	36.00	*per hour*
Job Coaching	(855)	$	36.00	*per hour*
Mentoring	(860)	$	28.00	*per hour*
Travel Training	(870)	$	28.00	*per hour*
Other Transition Services	(890)	$	39.00	*per hour*
Other Service – Interpreter Services (Other Languages)	(900)	$	126.00	*per hour*

BILLING

For services rendered at SDCC, monthly invoices will include an itemized listing of services and related fees for the prior month. Invoices will be mailed during the first week of the subsequent month, and payment is expected within 30 days of the invoice date. Payments not received within 45 days of the invoice being received by the school district are subject to a late payment penalty of 1.5% of the outstanding balance. All payments must reference the corresponding invoice number, fiscal period(s) being paid, and student's initials.

Treatment documentation (if required) must be requested through SDCC's Medical Records Department.

Please direct all payments or inquiries to: **San Diego Center for Children, Accounts Receivable Department, 3002 Armstrong Street, San Diego, CA 92111-5702.**

The San Diego Center for Children reserves the right to deposit any payment for services electronically via Automatic Clearing House methods. All questions or comments regarding invoices or account balances should be directed to the San Diego Center for Children Accounts Payable Department. Office hours are Monday through Friday, 9:00 AM to 5:00 PM. Please call: 858-569-2192. Rev. 06-2025

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INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2025 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Corning Union High School District Nonpublic School San Diego Center for Children

LEA Case Manager: Name Joshue Lopez Phone Number _____

Pupil Name McNamara (Last) Leilani (Taylor) (First) (M.I.) Sex: ☐ M ☒ F Grade: 11

Address 3067 Burnham Avenue City Corning State/Zip CA/96021

DOB 02/11/2009 Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☒ OTHER SDCC RTC

Parent/Guardian Katherine Beam Phone (530) 586-0769 (Residence) ((Business)

Address _____ (If different from student) City _____ State/Zip _____

AGREEMENT TERMS:

1. *Nonpublic School*: The average number of minutes in the instructional day will be: 360 minutes during the regular school year 240 minutes during the extended school year

2. *Nonpublic School*: The number of school days in the calendar of the school year are: 180 days during the regular school year 24 days during the extended school year

3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

   A. *INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE: (Applies to nonpublic schools only):* Daily Rate: $307.00

   Estimated Number of Days 204 days **x Daily Rate** $307.00 **= PROJECTED BASIC EDUCATION COSTS** $62,628.00

   B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify SDCC RTC				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							

Docusign Envelope ID: B8E32F9B-9479-4EEC-9364-89C9635BD735

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify SDCC RTC				
Individual Counseling (510)			x	50 min Weekly	Included in RMH		Included in RMH
Counseling and guidance (515).			x	90 min Weekly	Included in RMH		Included in RMH
Parent Counseling (520)			x	120 min Monthly	Included in RMH		Included in RMH
Social Work Services (525)							
Psychological Services (530)			x	20 min Monthly			
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)		x		30 min Yearly	43 per hour		$21.50
Vocational Assessment, Counseling, Guidance and Career Assessment (830)		x		30 min Yearly	99 per hour		$49.50
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J Room & Board			x	1440 min Daily	16,995 per month	12 months	$203,940.00
Other (900) Residential Mental Health			x	1440 min Daily	4,649 per month	12 months	$55,788
Transportation-Emergency b. Transportation-Parent							

Docusign Envelope ID: B8E32F9B-9479-4EEC-9364-89C9635BD735

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST$ $259,799.00

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS $ 322,427.00

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

6.Progress Reporting Requirements: x Quarterly ___ Monthly ___ Other (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

San Diego Center for Children
(Name of Nonpublic School/Agency)

DocuSigned by:
Michael Nelson
C630FD9EBA10488...
8/20/2025
(Signature) (Date)

Michael Nelson, CAO
(Name and Title)

-LEA/SELPA-

Corning Union High School
(Name of LEA/SELPA)

Miguel Barriga
Miguel Barriga (Aug 21, 2025 07:45:37 PDT)
08/21/2025
(Signature) (Date)

Miguel Barriga, Superintendent
(Name of Superintendent or Authorized Designee)

Corning Union HS District & San Diego Center for Children

Final Audit Report 2025-08-21

Created:	2025-08-20
By:	KC Allen (kallen@tehamaschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAADAYQlKBHhIL9uD1gICL3N_yBYFDBZBiW

"Corning Union HS District & San Diego Center for Children" History

Document digitally presigned by DocuSign\, Inc. (enterprisesupport@docusign.com)
2025-08-20 - 9:53:11 PM GMT

Document created by KC Allen (kallen@tehamaschools.org)
2025-08-20 - 10:19:39 PM GMT

Document emailed to mbarriga@corninghs.org for signature
2025-08-20 - 10:22:34 PM GMT

Email viewed by mbarriga@corninghs.org
2025-08-21 - 2:44:20 PM GMT

Signer mbarriga@corninghs.org entered name at signing as Miguel Barriga
2025-08-21 - 2:46:35 PM GMT

Document e-signed by Miguel Barriga (mbarriga@corninghs.org)
Signature Date: 2025-08-21 - 2:46:37 PM GMT - Time Source: server

Agreement completed.
2025-08-21 - 2:46:37 PM GMT

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TEHAMA COUNTY
Special Education Local Plan Area

MEMORANDUM OF UNDERSTANDING

This Agreement is entered into by and between the **Tehama County Department of Education**, herein called DEPARTMENT, and **Corning High School District**, herein called DISTRICT, for the provision of **school nursing services** to the District. The parties agree as follows:

The term of this agreement is **July 1, 2025** through **June 30, 2026**.

A. The DEPARTMENT agrees to:
   1. Provide 0.800 full-time equivalent (FTE) of school nursing service during the period of July 1, 2025 through June 30, 2026. The individual(s) providing the service shall remain an employee of the DEPARTMENT.
   2. Provide up to 4 days of nursing services during district extended school year (ESY). The individual(s) providing the service shall remain an employee of the DEPARTMENT.
   3. Invoice DISTRICT the sum of **$121,860** based on the projected rate of **$145,279** per one (1.0) FTE. This rate is based on the average cost for salary and benefits for the pupil personnel services staff and average cost of 4000, 5000, and 6000 object code expenditures for the pupil personnel service program that is allocated to the district. Additionally, the district will be invoiced for actual usage of services that exceed their allocated FTE. The rate is based on the average cost for one day per week of salary and benefits for the pupil personnel services staff and the "shared" average cost of 4000, 5000, and 6000 object code expenditures for the pupil personnel service program. Additionally, as this is general education nursing, an indirect cost will be included (Tehama County Department of Education 2025-2026 Indirect rate 4.85%). Invoice the district on an hourly basis for time spent during extended school year. Hourly rate will be determined on the average cost outlined above. An estimate of the amount to be invoiced will be made in June and the billing will occur after the Department has "closed the books" for the 2025-26 fiscal year. Payment shall be due and payable **thirty (30) days** after receipt of the invoice by DISTRICT.

B. The DISTRICT agrees to:
   1. Provide adequate facilities and support including technology, materials and supplies, and access to a computer and printer for district and state reporting requirements and other reports to enable the pupil personnel service provider to perform services.
   2. Pay the DEPARTMENT for the costs of services at the invoiced rate specified in Item A-2 and A-3, above.

Payment will be adjusted accordingly in the case of any change in the rate resulting from cost of living adjustments or re-negotiated rates to the appropriate salary schedule or the Department's contributions for the employee benefits.

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage, or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement.

Either party not intending to continue or intending to revise this Agreement for the succeeding year shall give written notice of such intent no later than **January 02, 2026**.

Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

The provisions of this agreement are agreed to by both parties as certified by the signatures below:

Richard DuVarney
Richard DuVarney (Aug 27, 2025 11:15:31 PDT)
Richard DuVarney, Superintendent
Tehama County Department of Education

08/27/2025
Date

Miguel Barriga
Miguel Barriga (Aug 27, 2025 13:09:09 PDT)
Miguel Barriga, Superintendent
Corning Union High School District

08/27/2025
Date

CORNING UNION HIGH SCHOOL DISTRICT

Miguel Barriga, District Superintendent

Board Members: Tony Turri, Cody Lamb, Jim Bingham, Todd Henderson, Larry Glover

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 9/2/25 **Site** Corning High

Form Completion Instruction (In description block provide the following)

- **Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.**
- **Equipment: Name, estimated value, quantity and reason for surplus.**

Description	Recommended Disposition
Sped Academic Protocol Testing Kits for Woodcock Johnson 4 (2 sets) - We no longer use WJ-4 for Academic assessments. Purchased 2014, Estimated current value - $500 each set, total value $1,000	Donate to SELPA sped library

_____ For additional items, check here and attach list.

Supervisor Approval: [signature] 9/2/25 (Signature / Date) **Site Administrator:** [signature] 9/2/25 (Signature / Date)

Superintendent Approval Miguel Barriga (Signature / Date)

Board Meeting Date 9/11/25 **Approved** ☒ **Denied** ☐

Disposition:

2/2015

643 Blackburn Ave. Corning, CA 96021 phone: 530 824-8000 fax: 530 824-8005

Corning Union High School District

Notice of Public Hearing

Sufficiency of Instructional Materials

This hearing is scheduled during the regular meeting of the Corning Union High School District Board of Education as follows:

Thursday, September 11, 2025
5:45 p.m.
Corning Union High School
Library
643 Blackburn Avenue
Corning, CA 96021
(530) 824-8000

Posted: August 29, 2025
Corning Union High School
Centennial High School
Corning Library

Rodgers Committee Meeting : 8/19/25

Minutes taken by: Jessica Marquez

Attendees: Miguel Barriga, Jason Armstrong, Tony Turri, Jim Bingham, Andrew Amundson, Joe Fenske Bob Safford, Emily Brown, Eric Moxon, Tony Rosiles, Sarah Richardson, Carly Rice

Student Jazzy Dawana

1. Welcome : Meeting was called to order at 3:20 p.m.

2. Review Minutes from 5/6/25: Minutes were reviewed with no recommended changes.

3. Public Comment: None

4. Endowment Update: Eric Moxon shared the following:

    - Total Value $3,131,383
    - Target Par Value $3,260,000
    - Cash Flow Projection is $152,307
    - $31,925 moves to checking 9/2/25

    Eric shared that the Feds expect to drop rates in September and longer term rates have moved higher.

5. Student Update- Jazzy Dawana reported on the following:
    - Chapter Leadership Conference in Nevada City- Team bonding
    - Welcome Back BBQ
    - Pumpkin Patch
    - Picking peaches for peach cobbler selling at Back to School Night tomorrow
    - Helped plant mums and poinsettias in the green house
    - National Convention
    - Fundraiser – picking peaches went very well and made $12.00 with enough to make 54 cobblers which were presold and will be delivered soon ($15 per cobbler)

6. Emily shared that we weren't predicting peach crop so this peach selling fundraiser was just thrown together at the end of the summer.

    In each classroom there are 12 chickens and there are roosters out here too.
    There were a lot of turkey and chicken casualties
    We ended up with only 24 chickens

    Jason asked if we could plan to get turkeys by October, for next year. The Leon Eller Foundation donates $500 for turkeys to be used for the homecoming dinner but it would be nice if we could use our own turkeys. Emily thinks it's a great idea and is totally doable.

7. Projects and Facility Updates- Emily shared that not much has chanced since spring. The pond restoration project began and a field biologist came out and everything, however it didn't pan out well so Emily's aunt who is a hydrologist for the state can help us with this using clay.

   Other updates include:

   - Shade house
   - Tool shed
   - Tinker has a sheet with valuable equipment (he is concerned of the ins and outs of the sheet)
   - Lamb Pens coming soon (9)
   - Electricity- final phase
   - Lighting address over small area
   - Keeping the peach orchard
   - Use of the R Farm pastures
   - Leasing goats to graze pasture- we could even potentially create a lab

   Also, we are working on replacement trees on the R Farm side which is Grant Funded.

   Commodities adding permanent features

   Enclosing bays with roll up doors for equipment and redoing cattle working shoot area in the future as well.

   Tony Turri asked abut the pumpkins- His son Andrew graduated in 2015 and there hasn't been a decent crop since. Who is in chare and why can't we have a good crop? He would like to know what the issue is.

   Sarah shared that Nolan planted every pumpkin and waters every day. This year should be a good crop. Tony just noticed weeds in between the pumpkins and thinks we could do better. The group agreed that they are not experts at pumpkin crops but will try to do better.

8. Ranch Maintenance Update- Tony Rosiles shared the following:
   Olives- pruned this spring- chopped ½ tree – mechanically harvested
   They have grown over 1 foot since pruning and there are 200 or more trees for replants

   Walnuts- Not much of a yield and we talked about the pumpkins already.

   Emily asked if we will still need the equipment to spray since we won't have a harvest. Tony shared that we will need it in the future, but not now. After discussion, the group concluded that we will need it in the spring so we will keep the budget as it is, just know that there is no profit incoming just yet. Emily would just like to communicate with Diana if the budget needed to be adjusted.

   Student Involvement was brought up at the Board Meeting and Emily wanted to know how they could get the students more involved ? The teachers are wanting to know.

Tony spoke with an Ag Teacher from another school and he thinks we could get a full row or block off a section the students can care for that area, however they see fit. They could do leaf samples, soil samples and monitor how much crop is on the tree. We are a much bigger scale than other schools but the students can monitor a little area.

Also, we may be able to produce some olive oil. If we could find a local source to press the olive oil for us, then we could sell it at our R Farmhouse store, even create a label for it etc.

9. R Farm Update- Andrew shared that there is a goat grazing contract in place which will begin next week. We will start with 4 and will have a total of 6

   September 20th is a huge event- 3 non perishable vendors selling cups earring and 3 perishable vendors selling bread, cinnamon rolls, cookies croutons, honey and jam.

   James in the woodshop is building a counter and the ice cream machine will be out. Andrew has been working on his food safety certificate with environmental health but he is very excited about this event and more to come.

   He will have some catering businesses involved selling tacos, have a bounce house, pop ups and this will be promoted on Facebook, Chamber, and school website. Emily also shared that we will be selling products produced on our ranch along with items from the cardinal nest. This will include work from 2 work experience students.

10. Other Topics- September 9th Welcome Back Dinner and Jason shared that CUHSD will have a booth at Tuesday Night Market so if Andrew can have some flyers made, they could have them there to hand out. Also Jason invited Tony Turri and Jim Bingham to come on down to visit the booth. Miguel invited the board, he included this in the last Friday Update.

11. Planned Meetings- November 18, February 10th and May 5th

    The next meeting will be held at the NEW Ag Building at 3:15.

    Meeting adjourned: 4:15

COR Submitted

June 18, 2025

CHS Shop Additions
NMR Project No. 23-2051

COR 22

To: Dean Furio
Nichols, Melburg & Rossetto, Architects + Engineers
300 Knollcrest Drive
Redding, CA 96002

From: Ami Numa
Cerami & Browning
4475 Tenaya Ct., Ste. A
Redding, CA 96003

Subject: Revised Countertop Color Updgrade

Date Submitted: 6/18/2025

Submitted Amount: $9,160.90

Days Submitted:

Remarks from Contractor:
This is the revised cost for the selected countertop color per AB #15. Our original bid included colors from group 1, however the selected color is in group 3.

Attachments: COR #22R REVISED Countertop Color Upgrade.pdf

cc: File

Cerami & Browning
CONSTRUCTION, INC.

Date: 6/17/2025

COR #22R REVISED Countertop Color Upgrade

To: Corning Union High School District
Attn:Miguel Barriga
634 Blackburn Ave.
Corning, Ca 96021

Re: CHS Classroom & Restroom Additions

Miguel: Here is the revised cost for the selected countertop color per AB #15. Our orignal bid included colors from group 1, however the selected color is in group 3.

Description	Unit Price	Units	Extension
Noah Martin Wood Design			$7,966.00

General Contractor		
Cerami & Browning		
Material including tax		
Equipment Rental		$0.00
Supervision	$107.18	$0.00
Insurance		$159.32
Overhead		$0.00
Coordination		$1,035.58
Profit		$0.00
Total		**$9,160.90**

This work will extend the job 0 working days.

Joe Cerami
Cerami & Browning Construction, Inc.

Please sign if approved:

Miguel Barriga 5-25-25

Miguel Barriga, Superintendent — Date

CERAMI & BROWNING CONSTRUCTION, INC.
4475 Tenaya Court Suite A, Redding, Ca. 96003
Phone (530) 222-2345 Fax (530) 222-8663. License Number B 746224

ESTIMATE

Noah Martin Wood Design
4780 Caterpillar Rd, Unit B
Redding, CA 96003

noah@noahmartinwooddesign.com
+1 (530) 356-6277

NOAH MARTIN WOOD DESIGN

Bill to
Corning High School

Ship to
Corning High School

Estimate details
Estimate no.: 2327
Estimate date: 06/10/2025

#	Product or service	Description	Qty	Amount
1.	**Change order**	This price reflects from Color group 1, to 3.		$7,966.00

Work to consist of fabricating and installing new countertops in accordance with the following specifications:
Rooms:
Floral Classroom 01
Conference Room 02
Agriculture Classroom 03
Countertop Specifications:
DuPont Corian solid surface or equivalent
Color to be determined
Semi-satin finish on all surfaces
1 ½" thick edge with a standard eased edge profile on all finished edges
4" tall splash with an applied butt seam
Cutout for four customer-provided Elkay Lustertone 19x19x10 single bowl top mount sinks
Project Price:
Color Group 1: $28,781.00
Color Group 2: $31,808.00
Color Group 3: $36,347.00
Color Group 4: $40,887.00
Thank you for allowing Redding Countertops to be of service and

Total **$7,966.00**

Accepted date

Accepted by

COR Submitted

August 06, 2025

CHS Shop Additions
NMR Project No. 23-2051

COR 32

To: Dean Furio
Nichols, Melburg & Rossetto, Architects + Engineers
300 Knollcrest Drive
Redding, CA 96002

From: Ami Numa
Cerami & Browning
4475 Tenaya Ct., Ste. A
Redding, CA 96003

Subject: Add 4 White Boards

Date Submitted: 8/6/2025

Submitted Amount: $6,601.00

Days Submitted:

Remarks from Contractor:
This is the cost to add four (4) white boards or writing surfaces as requested. This change order includes providing and installing 4 upper cabinets with writable P-lam doors, 4-0 x 4-0 x 12" deep, with push to open hardware, no visible handle.

Attachments: COR #32 Add Cabinets with Writable Surface.pdf

cc: File

Cerami & Browning
CONSTRUCTION, INC.

Date: 8/06/2025

COR #32 Add 4 White Boards

To: Corning Union High School District
Attn:Miguel Barriga
634 Blackburn Ave.
Corning, Ca 96021

Re: CHS Classroom & Restroom Additions

Miguel: Here is the cost to add four (4) additonal white boards as requested.
This change order inlcudes providing and installing 4 upper cabinets with writable P-lam doors, 4-0 x 4-0 x 12" deep, with push to open hardware, no visible handle.

Description	Unit Price	Units	Extension
Noah Martin Wood Design			$5,740.00
General Contractor			
Cerami & Browning			
Material including tax			
Equipment Rental			$0.00
Supervision	$113.03		$0.00
Insurance			$114.80
Overhead			$0.00
Coordination			$746.20
Profit			$0.00
Total			**$6,601.00**

This work will extend the job 0 working days.

Joe Cerami
Cerami & Browning Construction, Inc.

Please sign if approved:

Miguel Barriga 8/20/2025

Miguel Barriga, Superintendent — Date

CERAMI & BROWNING CONSTRUCTION, INC.
4475 Tenaya Court Suite A, Redding, Ca. 96003
Phone (530) 222-2345 Fax (530) 222-8663. License Number B 746224

ESTIMATE

Noah Martin Wood Design
4780 Caterpillar Rd, Unit B
Redding, CA 96003

noah@noahmartinwooddesign.com
+1 (530) 356-6277

NOAH MARTIN WOOD DESIGN
License No 861681
MASTER CARPENTRY
REDDING, CA
530.356.6277

Bill to
Corning High School

Ship to
Corning High School

Estimate details
Estimate no.: 2353
Estimate date: 08/03/2025

#	Product or service	Description	Qty	Amount
1.	**Cabinetry**	Quantity of Four- upper cabinets with writable P-lam doors, 4-0 x 4-0 x 12" deep, with push to open hardware, no visible handle. Delivery and installation included.	1	$5,740.00

CUSTOM CABINETRY AGREEMENT Noah Martin Wood Design ("Contractor" or "NMWD") This agreement ("Agreement") is made and entered into by and between Noah Martin Wood Design and the undersigned client ("Client") for the furnishing and installation of custom cabinetry and related work as described herein. 1. Scope of Work The final work scope is governed by the approved drawings and itemized estimate. Any adjustments or additions must be documented as formal change orders. Contractor agrees to provide all materials, equipment, and labor necessary to complete the cabinetry work in accordance with the submitted plans and specifications. All work will be performed in a substantial, professional, and workmanlike manner, consistent with industry standards. 2. Cabinet & Countertop Assumptions - Cabinets are designed to accommodate a 2cm countertop with single lamination unless otherwise specified. - Any deviation from this standard must be communicated in writing to Contractor prior to fabrication. - Modifications required due to different countertop dimensions or fabrication styles will incur additional charges. 3. Cabinet Specifications - Cabinet case dimensions are shown on Contractor's shop drawings. Add 13/16" to the overall depth to account for door thickness. - For projects using prefabricated granite slabs, Client is responsible for verifying slab depth compatibility with cabinet depth. - Upper cabinet cases are 12" deep (11 1/8" interior), unless otherwise specified in the estimate. - Finished casework must remain in a temperature-controlled environment (60–80°F). Contractor assumes no liability for finish damage due to exposure to extreme temperatures or humidity. 4. Appliances - Unless specifically listed in the estimate, no custom appliance panels are included. - Appliances will be installed to standard mount specifications unless otherwise confirmed in writing. - Contractor does not install appliances. Client is responsible for coordinating appliance installation. 5. Hardware, Glass, and Interior Features - Price excludes knobs, handles, and glass unless explicitly itemized in the estimate. - Hardware may be purchased through Contractor; installation labor is billed separately. - Adjustable shelf pin holes will be drilled in all cabinet interiors unless otherwise requested in writing. 6. Trim and Decorative Elements - All upper cabinets above countertops will include a decorative light rail, adding approximately 1 5/8" to the bottom of the cabinet unless otherwise excluded in writing. - Alternate trim options must be selected and confirmed prior to fabrication. - If flooring reveals a gap between the toe-kick and finished floor, a trim piece to conceal it is available for an additional charge. - Client must communicate flooring type and installation timing that may affect cabinet base fitting. 7. Changes and Extras - Any change, deviation, or addition from the original scope shall be made only by written change order signed by both parties. - All such changes will be billed as extras and are not included in the original estimate. 8. Payment Terms - Full payment is due upon project completion and/or delivery of finished casework. - Contractor reserves the right to request progress payments based on work completed, including during shop fabrication or post-installation. - Failure to pay any amount due within five (5) calendar days of invoice may result in work stoppage and shall constitute material breach. - A finance charge of 1.5% per month (18%

annually) will be applied to all past-due balances. 9. Warranty Contractor warrants its workmanship and materials for a period of twelve (12) months from the installation date. This limited warranty covers defects in materials or workmanship and excludes damage caused by misuse, abuse, neglect, environmental exposure, or alterations not performed by Contractor. No other warranties, express or implied, including any implied warranty of merchantability or fitness for a particular pur

Total	**$5,740.00**

Accepted date

Accepted by

2485 Notre Dame Blvd #370-31
Chico, CA 95928
(530) 891-1346 CA Lic #904110

OWNER ____ FIELD ____
ARCHITECT ____ OTHER ____
CONTRACTOR ____

CHANGE ORDER

PROJECT: Security Fencing at Corning & Centennial

CHANGE ORDER NUMBER: 3
DATE: 8/6/2025
PROJECT NO.:
CONTRACT DATE: 2/27/2025

TO:

The Contract is changed as follows:

#	Description	Cost
1	Fencing for Additional Classrooms	
	- add 7' wide swing gate	$ 4,485.00
	Total	$ 4,485.00

SIGNED: Carrie Moore
Northern California Fence

The original Contract Sum was	$ 788,831.10
Net change by previously authorized Change orders	$ 77,653.00
The Contract Sum prior to this Change order was	$ 866,484.10
This Change Order in the amount of	$ 4,485.00
The new Contract Sum including this Change order will be	$ 870,969.10

Miguel Barriga	Superintendent	9-12-2025
OWNER	BY	DATE
CONTRACTOR	BY	DATE
ARCHITECT	BY	DATE

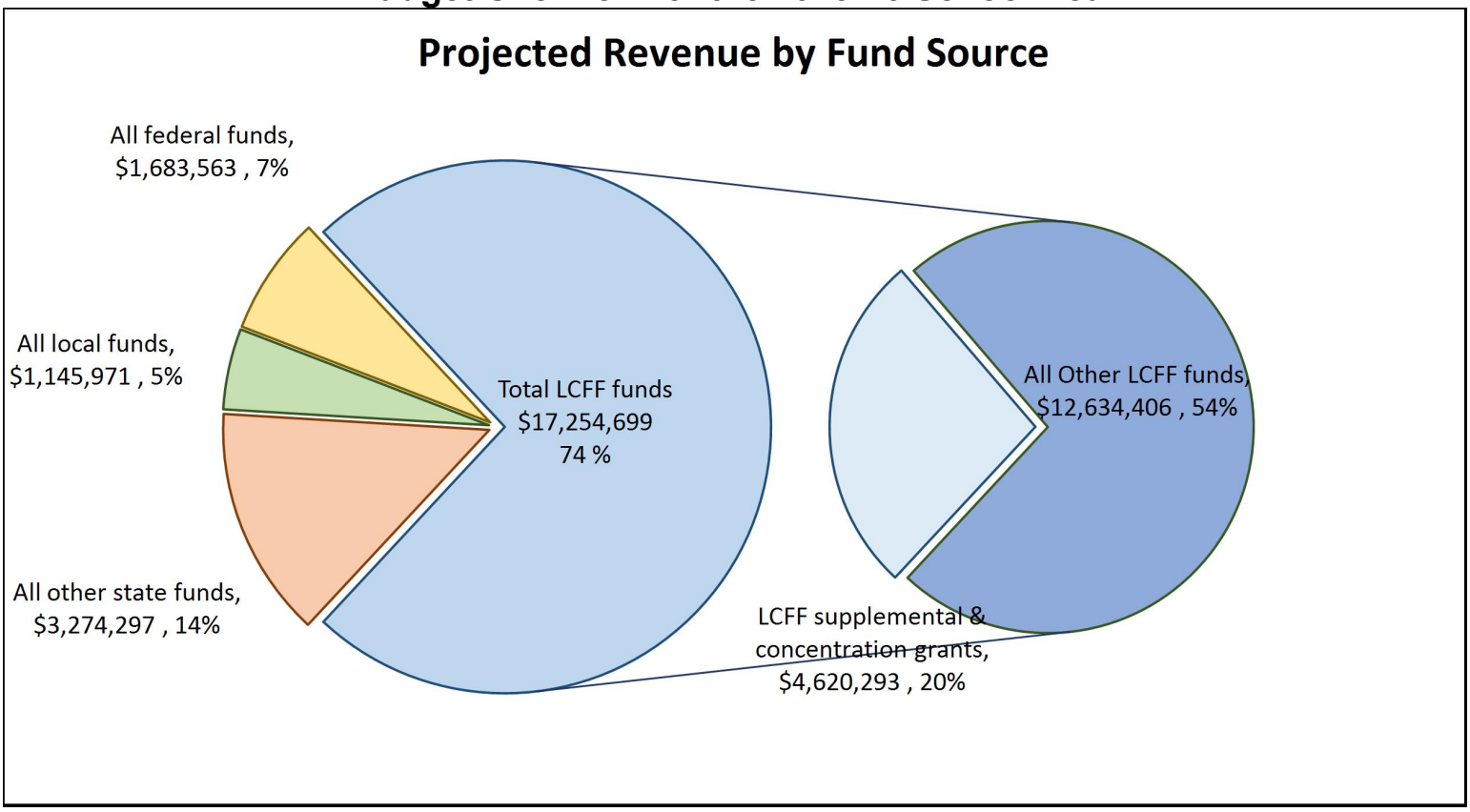
Not official until signed by at least one authorized project representative.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corning Union High School District
CDS Code: 52-71506-0000000
School Year: 2025-26
LEA contact information:
Miguel Barriga
Superintendent
mbarriga@corninghs.org
530-824-8001

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

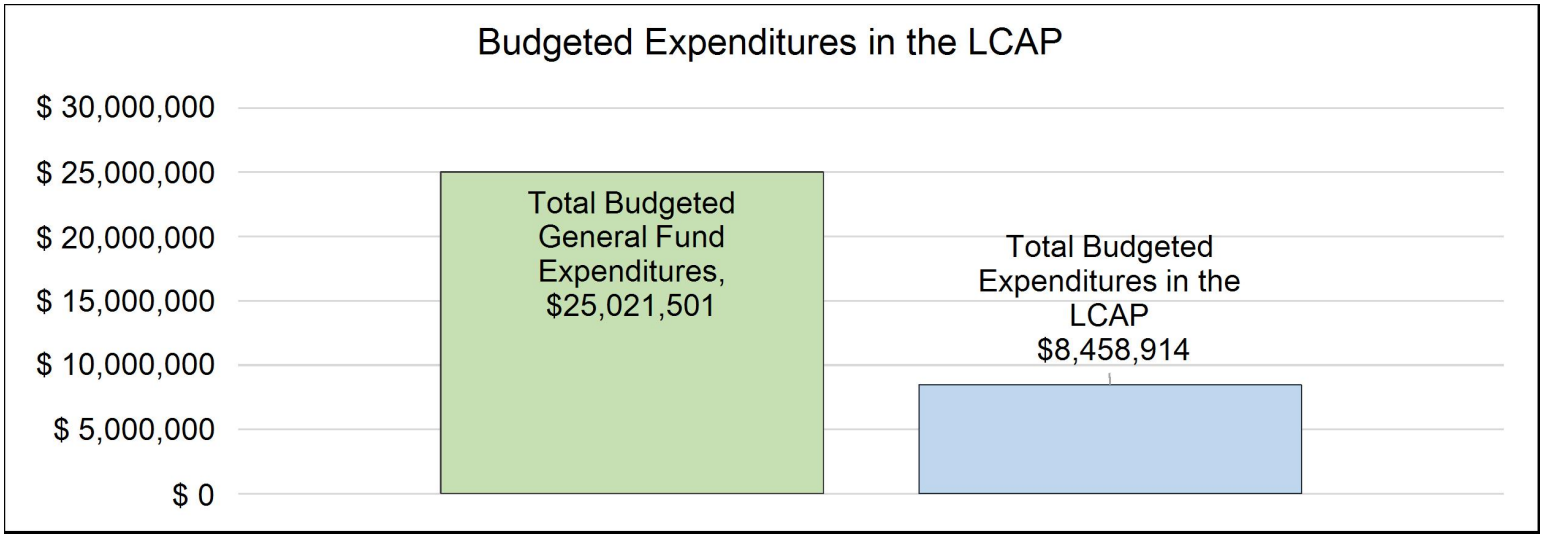


This chart shows the total general purpose revenue Corning Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corning Union High School District is $23,358,530, of which $17,254,699 is Local Control Funding Formula (LCFF), $3,274,297 is other state funds, $1,145,971 is local funds, and $1,683,563 is federal funds. Of the $17,254,699 in LCFF Funds, $4,620,293 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 Corning Union High 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: Corning Union High School District plans to spend $25,021,501 for the 2025-26 school year. Of that amount, $8,458,914 is tied to actions/services in the LCAP and $16,562,587 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

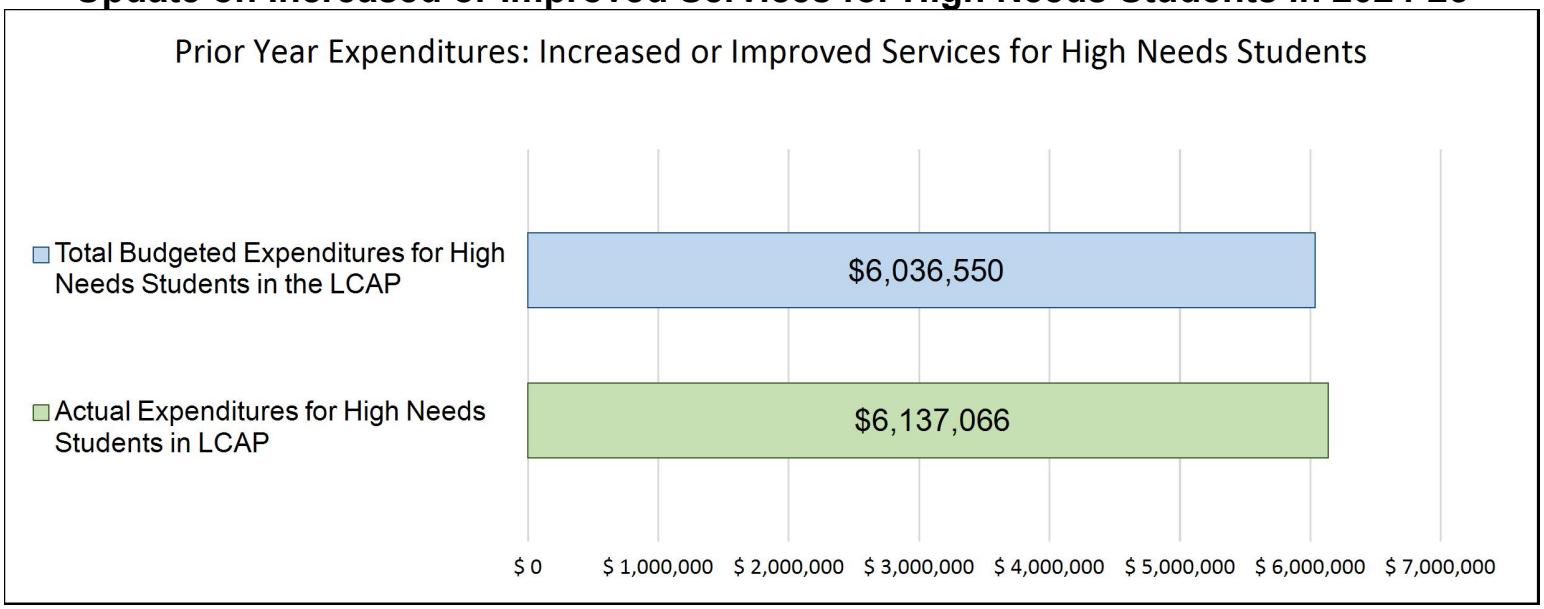
EXPENDITURES NOT INCLUDED IN THE LCAP INCLUDE THE FOLLOWING: LARGE PORTION OF ADMINISTRATION COSTS, ALL DISTRICT LEVEL COSTS, CAPITAL OUTLAY COSTS AND OTHER RESOURCE EXPENDITURES THAT FALL INTO FUND 01.

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

In 2025-26, Corning Union High School District is projecting it will receive $4,620,293 based on the enrollment of foster youth, English learner, and low-income students. Corning Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corning Union High School District plans to spend $6,150,753 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 Corning Union High 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 Corning Union High 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, Corning Union High School District's LCAP budgeted $6,036,550 for planned actions to increase or improve services for high needs students. Corning Union High School District actually spent $6,137,066 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $100,516 had the following impact on Corning Union High School District’s ability to increase or improve services for high needs students:

NO IMPACT AS THE DISTRICT SPENT MORE THAN THE BUDGETED AMOUNT.

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
Corning Union High School District	Miguel Barriga Superintendent	mbarriga@corninghs.org 530-824-8001

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.

Corning Union High School District (CUHSD) is located in Corning, California, a small city in Tehama County known for its strong community spirit and rich agricultural heritage. Often referred to as the "Olive City," Corning is surrounded by scenic landscapes, including olive, almond, and walnut orchards, as well as the rolling hills of ranchland that support the local economy and contribute to the area's rural charm. This setting fosters a close-knit environment where families, businesses, and educators work collaboratively to support the success and wellbeing of local youth.

Community Overview:
Corning is a culturally diverse community, with a significant Hispanic population that enriches the city through vibrant traditions, language, and celebrations. Community members consistently demonstrate strong support for local schools, actively participating in school events, athletic competitions, and student recognitions. While the area faces challenges common to rural regions, including limited access to some resources and services, Corning residents are known for their resilience, pride, and deep commitment to education and community engagement.

District Schools and Student Body:
CUHSD serves approximately 1,050 students in grades 9 through 12 from Corning and its surrounding areas. The district comprises three distinct educational programs designed to meet the varying needs and goals of its students:

Corning High School

The district's comprehensive high school offers a broad academic program that includes Advanced Placement (AP) and Career Technical Education (CTE) pathways. Known for its strong traditions in athletics, agriculture, and the arts, Corning High School provides a dynamic learning environment enriched by a wide range of extracurricular opportunities.

Centennial High School
Centennial is CUHSD's alternative education site, providing a flexible and supportive environment for students who benefit from nontraditional learning models. The school emphasizes smaller class sizes, individualized learning plans, and additional academic and social-emotional support. Centennial High School is a designated recipient of Equity Multiplier funding, further supporting its commitment to equity and student success.

Corning Independent Study
Designed for students who seek a self-directed and flexible educational experience, this program allows students to complete coursework through independent study. The model supports academic progress while accommodating individual schedules and learning preferences.

Students
Students and Support Systems
According to the 2024 California School Dashboard, CUHSD serves a diverse student population, with 82.5% identified as socioeconomically disadvantaged and 26.2% classified as English Learners. Foster youth make up 1.1% of the enrollment. These figures highlight the district's responsibility to provide inclusive, equitable, and culturally responsive education. To meet the academic and social-emotional needs of all learners, particularly those most affected by the disruptions of the COVID-19 pandemic, CUHSD has strategically invested Learning Recovery Emergency Block Grant (LREBG) funds into expanding academic intervention supports, professional development, and instructional materials. To date, the district has approximately $1,456,000 of unspent funds from this grant. These funds support districtwide Multi-Tiered System of Supports (MTSS), targeted credit recovery options, expanded tutoring opportunities, and summer learning programs. Additionally, the grant has allowed CUHSD to enhance collaboration time for teachers and staff focused on accelerating student learning and addressing achievement gaps. CUHSD plays a vital role in the Corning community, striving to prepare students not only for graduation but also for lifelong success. Through comprehensive academic offerings, innovative instructional practices, and a strong culture of care, the district remains dedicated to unlocking the potential of every student. Whether through college readiness programs, career training, or alternative pathways, CUHSD is committed to equipping students with the skills, knowledge, and character needed to thrive in a rapidly evolving world.

Reflections: Annual Performance

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

Reflecting on the 2024 Full Dashboard Report for Corning Union High School District (CUHSD), the district's performance across various indicators provides a multifaceted view of its strengths and areas for improvement. The demographic data showcases a diverse student body

with significant representation of socioeconomically disadvantaged students (82.5%) and English Learners (26.2%), underscoring the importance of targeted support and resources for these groups.

Academically, the performance in English Language Arts (ELA) and Mathematics presents a mixed picture. The district's performance in ELA and Math make it clear that there remains room for growth to meet and exceed state standards. In Mathematics, the challenges are more pronounced, with students' performance indicating a need for intensified focus and strategic interventions to improve outcomes and close the achievement gap. Specifically, English Learners, Hispanics, and Socioeconomically Disadvantaged all achieved the lowest performance level. In ELA, English Language Learners and Hispanic students scored in the lowest subgroup.

The graduation rate, represented by a green performance color, suggests that CUHSD is effectively supporting students towards completing their high school education, which is a significant achievement. No student subgroups scored lower than "yellow" on the dashboard in this category. The suspension rate overall has improved going from red to yellow. However white students scored in the red, this highlights a critical area for action in creating a more positive and conducive learning environment that minimizes disruptions to students' education.

In In summary, while the 2024 Dashboard Report points to several achievements, particularly in supporting students to graduate, it also emphasizes the need for focused efforts in improving academic performance in core subjects, enhancing the school climate, and increasing engagement with families and the community. Addressing these areas will be crucial for CUHSD as it strives to provide an equitable and high-quality educational experience for all students.

In a review of our students scoring in the Red on the 23-24 School dashboard we have identified the following needs:

SUSPENSION: EL, Hispanic, Homeless, Socioeconomically disadvantaged, Students with Disabilities, and White. English learners and Hispanic students often face cultural misunderstandings and language barriers, while homeless and socioeconomically disadvantaged students struggle with instability, unmet basic needs, and stress-related behavioral issues. Students with disabilities often experience disciplinary actions due to behaviors linked to their conditions and a lack of proper accommodations. White students, particularly those from low-income backgrounds, are not immune to biases and the challenges of economic hardship. Addressing these disparities requires comprehensive strategies that include bias training for school staff, culturally responsive disciplinary policies, and increased support for vulnerable students.

ELA: EL, Hispanic, Students with Disabilities. For our students with disabilities, challenges often include difficulties with language processing, reading comprehension, and writing, often exacerbated by a lack of individualized support and appropriate accommodations in the classroom. English Learners, especially LTEL’s continue to struggle but have shown significant progress towards proficiency. White students from low-income backgrounds often struggle due to limited access to educational resources, less exposure to enriching language experiences, and higher levels of stress and instability at home.

Math: ALL, Students with Disabilities, English Learners, Hispanic: Students with disabilities often face cognitive challenges, such as difficulties with numerical processing and problem-solving, coupled with inadequate support and accommodations. English learners often struggle with language barriers that hinder their understanding of math vocabulary and concepts. Hispanic students face similar language challenges, along with cultural biases. White students from low-income backgrounds often lack access to quality educational resources and support, experience higher stress levels, and may encounter lower academic expectations.

ELPI: Language barriers create significant challenges in understanding and engaging with the curriculum, which can impede language development. Additionally, these students often lack sufficient exposure to English outside of school, limiting their practice and reinforcement opportunities. Cultural differences make it harder for students to connect with the material.

LREBG Needs Assessment
A review of the 2023–24 California School Dashboard data and local assessments reveals that multiple student groups are scoring in the "Red" performance level on key state indicators, highlighting significant equity gaps in academic achievement and school climate. These disparities inform our LREBG needs assessment and directly shape our planned interventions. Specific needs identified from our needs assessment include:
-Increased access to tutoring, scaffolded curriculum support, bilingual instructional aides, and data-informed instructional strategies across core content areas.
-Enhanced designated and integrated ELD instruction, bilingual paraprofessional support, ongoing SDAIE training for teachers, and better alignment between ELD and core content instruction.
-Strengthened CTE program continuity, enhanced academic counseling in 9th and 10th grades, improved credit monitoring systems, and earlier interventions to keep students on a-g/CTE track.
-Implement an integrated MTSS framework with early-warning attendance systems, restorative practices, expanded Tier 2/3 behavioral and SEL supports, and increased access to school-based mental health services.
-Culturally relevant parent outreach, increased bilingual staffing, childcare during events, and dual-language platforms to facilitate two-way communication.

Suspension: Student groups in the Red for suspension include English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White students. Root causes—ranging from cultural disconnects to lack of trauma-informed supports—are being addressed through:

- Action 1.3: Mental health services and increased counseling access.
- Action 1.4: Restorative practices and staff professional development in culturally responsive discipline.
- Metrics: Suspension rates disaggregated by subgroup will be used to measure the impact of these actions.

English Language Arts (ELA): Red-level performance in ELA among English Learners, Hispanic students, and SWDs is attributed to inadequate scaffolds and limited access to standards-aligned literacy support. The LCAP addresses this via:

- Action 2.1: Enhanced support classes and ELD-aligned curriculum.
- Action 2.2: Literacy intervention programs and increased access to reading materials.
- Metrics: CAASPP ELA scores by subgroup, English Learner reclassification rates .

Mathematics: Low math performance among all student groups, with particular concern for EL, Hispanic, SWD, and low-income White students, is being addressed through:

- Action 2.3: Tutoring and afterschool academic support with embedded math coaching.

- Action 1.5: Expanded learning opportunities including summer school and credit recovery.
- Metrics: CAASPP Math scores, student growth targets by subgroup .

English Learner Progress Indicator (ELPI): Continued challenges in English language development are being addressed by:

- Action 3.1: ELD specialist staffing and targeted small-group instruction.
- Action 3.2: Professional development for designated and integrated ELD instruction.
- Metrics: ELPI status and growth, Long-Term English Learner (LTEL) counts, and reclassification rates .

Reflections: Technical Assistance

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

During the 2024–25 school year, the LEA engaged in differentiated and comprehensive support efforts in collaboration with county and state education partners. These efforts were aligned with the state's System of Support, focused on building capacity at the school site and LEA levels.

Centennial School was identified for Comprehensive Support and Improvement (CSI) and received targeted technical assistance. The school underwent a comprehensive needs assessment, leveraging Dashboard indicators and stakeholder input to develop an evidence-based improvement plan. The LEA provided support by aligning CSI actions with LCAP goals focused on student achievement and school climate. Particular emphasis was placed on improving chronic absenteeism and graduation rates, both areas of underperformance in prior years.

Corning High School, identified for Differentiated Assistance (DA), participated in collaborative discussions around improvement needs. These sessions focused on using Dashboard and local performance data to identify root causes and inform strategic responses. The school's efforts were centered around increasing student engagement, reducing suspensions, and improving outcomes for English learners and socioeconomically disadvantaged students.

Across both schools, technical assistance included coaching for school leaders, facilitated data analysis sessions, and collaborative development of site-based goals that align with the LCAP. These supports have informed updates to actions and metrics within this plan, ensuring they reflect identified needs and promote equitable outcomes for all student groups.

LEA has engaged in the MTSS technical assistance program of the Tehama County Department of Education. Assistance has included the training of school site Tier 1 leadership teams during the 23/24 school year. As part of this training, each leadership team has received training and coaching in developing their understanding and leadership skills to positively impact identification of and implementation of effective Tier 1 strategies that support all students in meeting cognitive, emotional, social, interpersonal, and academic skill development. Teams have been guided in using the cycle of inquiry to analyze school systems and student performance with an emphasis on identifying gaps in instructional practices and student learning. This has also included a look at identification of equity gaps. Teams then continued to receive Tier 1 training during the 24/25 school year with training initiated for Tier 2 leadership teams. Furthermore, tier 2 (CUHS) and three (Centennial) will continue in the 25/26 school year.

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.

Centennial High School

Support for Identified Schools

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

CUHSD leadership has participated in workshops focused on understanding data and plan requirements for addressing CSI components and needs. Staff and district leadership has collaborated to understand the needs of Centennial that resulted in the CSI identification. In addition this collaboration has included the identification of appropriate interventions, actions, use of funds and strategies to support student achievement, and assistance in identifying appropriate evidence-based interventions. Utilizing an MTSS approach with a particular focus on Tier 1/Tier 2 supports, the district is equipping site leaders with relevant data and professional development to effectively lead the improvement efforts around disaggregation of data to determine disproportionality and identification a focus on providing the appropriate resources required for implementing change ideas ensuring there are no resource inequities. CUHSD will continue engagement with the Tehama County Department of Education in the 2025-26 school year on a variety of topics related to comprehensive support and improvement. Among these activities will be the District's participation in the Tier 1 and MTSS Tier II and III MTSS team that is being led by the TCDE.

Monitoring and Evaluating Effectiveness

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

CUHSD, in conjunction with the Tehama County Department of Education, is working with Centennial staff to develop and implement processes and procedures specific to ensuring consistent and ongoing monitoring of the plan with regular feedback and check-ins conducted during stakeholder meetings (staff meetings, district leadership meetings, etc.). This process will be integrated into the Tier 1/2 work being done LEA-wide and documented through a comprehensive assessment roadmap that also embeds continuous improvement tools. In addition to district leadership, CUHSD will be utilizing the continuous improvement consulting resources offered by Tehama County Department of Education. Overall effectiveness of this plan and the improvement processes identified will be embedded in the quarterly evaluative work of the district MTSS leadership team in conjunction with staff analysis and feedback. This will be aided by the purchase and implementation of new software tools that more effectively track student progress to post secondary goals in real time.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers, within their departments, review and update their portion of the District Strategic Plan. (DSP). Departments are given specific time within the District collaboration schedule to review data related to the plan. This plan drives the goals, actions, and metrics of the LCAP.
Principals/Administrators	Principals engage staff regarding various aspects of the DSP during collaboration time throughout the school year. Feedback from these meetings is shared in administrative meetings and documented for input into the LCAP's goals, actions, and metrics.
School Personnel	School staff, within their departments, review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Parents	Parents were engaged at a school site council meeting, held on May 15, 2025. Parents were also engaged in two separate DELAC meetings, held on January 28, 2025 and May 20, 2025.
Local Bargaining Units	Local bargaining units were engaged within their departments to review and update their portion of the DSP. This plan drives the goals, actions, and metrics of the LCAP.
Students	Students were engaged at a school site council meeting, held on May 15, 2024. Students were also engaged in two separate DELAC meetings, held on January 28, 2025 and May 20, 2025.
Equity Multiplier Funds	Ed partners at Centennial (students, parents, staff) were engaged through the Strategic Planning Process to identify areas of need for the continuation site that could be addressed through the use of

Educational Partner(s)	Process for Engagement
	Equity Multiplier Funds. Strategic planning sessions took place during district collaboration time throughout the school year.
Special Education Local Plan Area Administrator	The Tehama County SELPA Administrator was consulted in the development of the LCAP. An initial consultation took place on August 27, 2024, where district leadership and the SELPA Administrator reviewed special education services, compliance requirements, and opportunities for alignment with district goals. A follow-up meeting was held on February 28, 2025, with a joint team focused on Continuous Improvement Monitoring (CIM). Subsequently on March25 and April 21, 2025 consultation with the SELPA took place. These sessions provided opportunities to review data for students with disabilities, ensure alignment of services with MTSS structures, and identify areas for targeted support. SWD are a high priority in the district.

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

Math and ELA - These two subject areas were identified as top priorities in the District Strategic Plan (DSP). As a result, the District has added student performance on local interim assessments as a metric. Also, the District has historically had an "action" to provide summative college/career readiness assessments (SAT, ACT, etc). In addition to this, the District is now providing interim assessments for all grade levels to assess student learning in an ongoing manner.

CTE - A new metric has been added to measure the number of students who complete A-G requirements AND a CTE pathway. This new metric is indicative of our District's ongoing efforts in CTE.

Early College Credit - The District is now using a metric that will assess how many students are earning early college credit. This was in response to feedback from stakeholders stating that the District has emphasized this for students, but is not measuring how successful the efforts have been.

ELPAC - In addition to measuring how many students are redesignated every year, the District received feedback from teachers that measuring how many students improved at least one level on the ELPAC would help the District measure progress as well, so this metric has been added.

Social & Emotional Well Being - The District added a metric on goal #2 to measure student participation in CIF sanctioned athletics. This was added based on feedback that a lot of time, effort, and money is spent on this activity in order to promote positive student growth and the data should be captured somewhere to reflect that effort.

Equity Multiplier - The District decided on the goal, actions, and metrics for goal #3 based on significant amounts of input from students and staff at the alternative education site. For many years, there has been an identified need for better CTE options in alternative education. The District has had a good facility for this, but has not had funds to adequately staff the positions required to implement this program. These funds are being utilized to start that program. Additionally, the funds are being utilized for a campus supervisor to help students with decision making that sometimes gets in the way of them being able to access their educational program.

Special Education Local Plan Area Administrator- Based on feedback from the SELPA Administrator, the district expanded Action 1.3 (Professional Development) to include training on differentiated instruction and inclusive practices. These practices include team teaching with specialists and core subject teachers. In addition, Actions 2.4 (Behavior Supports) and 2.8 (SEL Behavior Supports) were refined to better align with SELPA-recommended Tier 2 and Tier 3 interventions, ensuring services for students with disabilities reflect compliance expectations and best practices.

To address these needs and those of our student groups with red indicators on the California School Dashboard (as listed in the reflection section of our LCAP), we are engaging in the development of a comprehensive MTSS system. Within this system, the needs of the WHOLE child are being identified through a cycle of inquiry by the development and coaching of our Tier 1 leadership teams and Tier 2 leadership teams at both Corning High and Centennial. These groups are specifically focusing on the needs of our underperforming students in an effort to align best practices that are research-based and evidenced-based as we create Tier 1 initiatives that address the whole child in all settings. For those students who continue struggling, our Tier 2 leadership team is developing the capacity to influence interventions that add key supports that compliment Tier 1 and specifically help our struggling students close the gap between their current performance and the desired performance in meeting standards.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate the necessary skills and knowledge to be college and career ready	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal addresses the district's commitment to providing equitable educational opportunities and closing achievement gaps among diverse student groups. By focusing on college and career readiness, the district aims to improve academic performance, enhance employability, and support students in achieving long-term success. This approach includes aligning curriculum with college and career standards, increasing access to Career Technical Education (CTE) pathways, and offering comprehensive support services to help students navigate their educational and career options effectively .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of misassigned teachers	2022-23: 2.39%	2023-24: 1.5%		2025-26: 0%	-.89%
1.2	Percentage of graduates meeting A-G requirements	2022:23: 18%	2023-24: 16.6%		2025-26: 24%	-1.4%
1.3	Percentage of students that have met or exceeded the standard in ELA on the 11th grade	2022-23: 34.5%	2023-24: 34.5%		2026-27: 50%	0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CASASPP as reported on the California School Dashboard					
1.4	Percentage of students that have met or exceeded the standard in Math on the 11th grade CASASPP as reported on the California School Dashboard	2022-23: 10.3%	2023-24: 10.2%		2026-27: 30%	-.1%
1.5	Average distance from standard for students taking the 11th grade Math CAASPP	2022-23: 146.1	2023-24: 144.9		2026-27: 75	-1.2
1.6	Average distance from standard for students taking the 11th grade ELA CAASPP	2022-23: 55.4	2023-24: 51.2		2026-27: 35	-4.2
1.7	Percentage of students who grew at least one grade level equivalent in Math local interim assessments	2023-24: 25.5%	2024-25: 40.1%		2026-27: 50%	+14.6%
1.8	Percentage of students who grew at least one grade level equivalent in ELA local interim assessments	2023-24: 21.3%	2024-25:39.8%		2026-27: 50%	+18.5%
1.9	Percentage of students that have met or exceeded the standard in Science based on the CAST	2022-23: 13.25%	2023-24: 20.67%		2026-27:	+7.42%
1.10	Percentage of graduating students	2022-23: 11.48%	2023-24: 12.68%		2025-26:	+1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	earning at least six (6) college credits through early college credit opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)					
1.11	Graduation Rate	2022-23: 95%	2023-24: 94.5%		2025-26: 97%	-.5%
1.12	Percentage of courses with sufficient materials to implement common core state standards	2023-24: 100%	2024-25: 100%		2026-27: 100%	0.0%
1.13	Percentage of students meeting both A-G requirements AND completing a CTE pathway	2022-23:9.2%	2023-24:7.8%		2025-26: 25%	-1.4%
1.14	Percentage of EL students who increased at least one level on the ELPAC	2022-23: 25.7%	2023-24: 33.9%		2026-27:	+8.2%
1.15	Percentage of students EL students who were reclassified	2022-23: 22.4%	2023-24: 23%		2026-27: 25%	+.6%
1.16	Percentage of AP students who passed at least one (1) AP exam with a score of 3 or better	2022-23: 70%	2023-24: 61%		2025-26: 90%	-9%
1.17	Percentage of students deemed “College/Career Prepared” according to	2022-23: 47.7%	2023-24: 20.4%		2025-26: 75%	-27.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the California School Dashboard					
1.18	School facilities maintained in “Good Repair” according to the Facility Inspection Tool (FIT	2023–24: 100%	2024–25: 100%		2026–27: 100%	0.0%

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 2023–24, Corning Union High School District implemented multiple initiatives aligned with Goal #1 to support college and career readiness. These initiatives continued in the 2024-25 school year. These included increased access to dual enrollment opportunities, expansion of Career Technical Education (CTE) pathways, targeted academic interventions in ELA and Math, and enhanced monitoring of student progress via interim assessments. While many of the planned actions were implemented as intended, some staffing shortages and delays in external partnerships affected the timeline of certain interventions. Notably, professional development in data analysis and instructional alignment was successfully expanded across departments.

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

Material differences were observed in a few key areas. For example, the district allocated funds for expanded AP course offerings and new CTE equipment, but some purchases were deferred due to instructor availability. Additionally, fewer funds were expended on consultant led training due to a shift toward inhouse professional learning. These adjustments resulted in a variance in estimated versus actual expenditures, though core programmatic goals remained intact.

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

Actions that showed strong effectiveness included the use of local interim assessments in Math and ELA (Metric 1.7 and Metric 1.8), which provided real-time data to guide targeted interventions. This resulted in growth in the percentage of students gaining at least one grade level in local interim assessments (Math: 25.5%, ELA: 21.3%). However, despite these efforts, CAASPP scores in ELA (Metric 1.3) and Math (Metric 1.4) remained flat (34.5% and 10.2%, respectively). Dual enrollment access (Metric 1.10) slightly increased, and reclassification rates for English Learners (Metric 1.15) improved significantly from 22.4% to 33.9%, indicating successful support structures for language acquisition.

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.

In response to data trends and implementation feedback, several modifications are planned for the upcoming year:
Increased emphasis on math instructional coaching and lesson study to address stagnant CAASPP math performance.
Expansion of college readiness workshops and CTE dual completion tracking tools to improve alignment of A-G and CTE pathways.
Enhanced alignment of interim assessments with SBAC blueprints to ensure stronger predictive validity.
Refined tracking of AP success rates and support structures (e.g., tutoring, test preparation) to increase passage rates.

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	College Prep Staff	Provide access to college prep and courses taught by highly qualified instructional staff	$2,017,453.00	Yes
1.2	Support Staff	Provide adequate support staff that are highly trained. Maintain funding for additional staff to provide supports for unduplicated students using additional 15% concentration funds.	$400,701.00	No
1.3	Professional Development	Provide professional development for instructional and support staff addressing the needs of unduplicated students, students with disabilities, and EL students.	$11,000.00	Yes
1.4	MTSS Team Development	Create and maintain District MTSS teams to monitor the effectiveness of interventions in place and make recommendations related to improving student achievement for all students. A particular emphasis is placed on addressing the needs of our students scoring RED on the dashboard.	$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Those qualified for suspension (SWD, SED, White, EL, Hispanic, Homeless): Address and developing conditions for learning that build the agency and motivation of these students to engage as we identify and address barriers to their behavior within the school setting. Those qualified for ELA and MA (SWD, White, EL, Hispanic, ALL Group): Identifying effective practices that specifically address the academic barriers these students face. This includes supporting the social/emotional needs, behavior needs, and academic needs of these students. Tier 1 and Tier 2 teams are receiving training to engage in this work through a focus on systems and addressing the needs of all students. Those qualified as not making progress as measured by the ELPI indicator: Addressing the whole child, as described above, is essential for our EL students. Our MTSS teams will focus on addressing the barriers caused by language development and acquisition, creating practice and reinforcement opportunities, and addressing the cultural biases these students face among their peers and our staff.		
1.5	A-G Instructional Materials	Ensure A-G approved courses have necessary instructional materials.	$74,240.00	No
1.6	College/Career Readiness	Implement college and career readiness assessments to monitor progress and guide planning.	$37,028.00	No
1.7	CTE Courses Supplies	Provide equipment, supplies and technology for CTE courses	$244,491.00	Yes
1.8	Academic Support	Provide academic support systems to increase student achievement and the support the language acquisition of EL students.	$314,380.00	No
1.9	Academic Intervention	Supply instructional materials for interventions aimed at English Learners, students with disabilities, and other underserved groups.	$23,600.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Credit recovery and remediation	Provide opportunities for credit recovery and remediation	$548,331.00	Yes
1.11	Technology	Provide technology, equipment, and supplies necessary for students and staff	$556,351.00	Yes
1.12	State Standards Coursework	Implement and monitor curriculum aligned with California State Standards for all students, including ELs.	$68,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promote social and emotional well-being and personal responsibility among high school students and graduates	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Corning Union High School District has established this goal to promote social-emotional well-being and personal responsibility among students in response to the significant academic and behavioral challenges intensified by socioeconomic disparities and the lingering effects of the COVID-19 pandemic. This goal is rooted in the district's mission to cultivate well-rounded graduates prepared to thrive in a globally connected society. By prioritizing students' social and emotional development, the district seeks to strengthen essential coping skills, increase emotional resilience, and create a safe and supportive learning environment. This holistic approach not only reinforces academic achievement but also fosters positive behavior, stronger relationships, and personal responsibility. Ultimately, these efforts are expected to contribute to improved attendance, reduced disciplinary incidents, increased graduation rates, and better postsecondary outcomes for all students.

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	2022-23: 93.9%	2023-24: 93.24%		2025-26: 96%	-.66%
2.2	Percentage of Students that are Chronically Absent	2022-23: 23.4%	2023-24: 14.7%		2025-26: 10%	-8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage of Students Suspended at Least One Day	2022-23: 10.2%	2023-24: 10.78%		2025-26: 5.1%	+.58%
2.4	Percentage of Students Expelled	2022-23: 0%	2023-24: 0%		2025-26: 0%	0.0%
2.5	Student sense of belonging and connectedness for 9th grade students as measured by biannual surveys (CHKS), and annual school climate survey (SCS). Note: CUHSD will use SCS annually in alternate years when CHKS is not administered.)	2023-24: 55% (CHKS)	2024-25: 86% SCS		2026-27: 75%	+31%
2.6	Student participation rates in CIF governed athletic programs (duplicated participant count/student enrollment)	2023-24:81.4% (broad co-curricular participation, including Athletics, Cheer, Band, FFA, Student Government, and other organized activities; ~770 of 945 students)	2024-25: 35.8% (CIF athletics only; duplicated participants: 507 = 53.7%; estimated unduplicated: ~338 of 945 students)		2026-27: Increase by 2–3% annually from CIF baseline of 35.8%	-45.6%
2.7	Student dropout rate as measured by state reporting.	2023-24: 1.42%	2024-25 4.06%		2026-27: 1.0% or lower	+2.64%
2.8	Parent participation in engagement activities (SSC, DELAC, parent surveys/workshops)	2023–24: 28%	2024–25: 34%		2026–27: 50%	+6%

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.

During the 2024–25 school year, the Corning Union High School District continued implementation of a comprehensive set of actions designed to support student social-emotional well-being and personal responsibility. Actions included the deployment of Tier 1 SEL lessons through wellness coordinator, access to on-campus mental health counselors, restorative justice training at one site, and student recognition systems to reinforce positive behaviors. While most planned activities were implemented as intended, some challenges arose:
Expansion of Tier 2 MTSS supports continues to develop due to ongoing training of the leadership team.
Chronic absenteeism data collection was enhanced through early warning systems piloted in Spring 2025, allowing for better targeted interventions.
School climate efforts were strengthened through staff training on trauma-informed practices, though student survey response rates varied across grade levels.
Overall, there was notable progress, particularly in reducing chronic absenteeism by nearly 9 percentage points and maintaining no explulsions. However, suspension rates slightly increased, suggesting that Tier 2 behavior interventions require further refinement.

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

There were some material differences between budgeted and actual expenditures, primarily due to:

Unspent funds allocated for an additional SEL prevention position that remained vacant for part of the year.

As a result, the estimated percentage of improved services for unduplicated pupils was slightly lower than planned, although the district prioritized maintaining core supports (e.g., counseling, SEL) for high-need subgroups.

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

Effective Actions:

Chronic absenteeism (Metric 2.2) dropped from 23.4% to 14.7%, validating the impact of increased monitoring and targeted family engagement. Student connectedness among 9th graders (Metric 2.5) showed improvement as measured by the School Climate Survey, reinforcing the impact of expanded orientation and advisory supports. The suspension rate (Metric 2.3) increased slightly from 10.2% to 10.78%, signaling a need for refinement in Tier 2 interventions. Graduation and dropout rates (Metric 2.7) remained stable or improved, suggesting long-term benefits from expanded SEL and academic supports.

Less Effective Actions:

Suspensions: Increased from 10.2% to 10.78%, indicating a need for earlier or more consistent application of restorative and Tier 2 behavioral interventions.
CIF Participation: Data for 2024–25 is still pending; student engagement in non-athletic extracurriculars was uneven and remains an area of need.

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

As a result of the above reflections, the following adjustments are being made:
New Action: Launch a fully staffed MTSS Attendance & Engagement Team to ensure proactive outreach to chronically absent students, particularly English Learners and socioeconomically disadvantaged students.
Expanded Use of LREBG Funds: Support tiered behavior interventions, including social-emotional learning sessions, targeted check-ins, and SEL curriculum tools. These expanded supports are funded through the Learning Recovery Emergency Block Grant (LREBG), with $533,686 allocated to Action 2.4 (Behavior Supports) and $185,000 allocated to Action 2.8 (SEL Behavior Supports). Both actions are grounded in research supporting tiered interventions and SEL frameworks as effective strategies to improve attendance, reduce suspensions, and enhance student connectedness. Progress will be monitored using Metrics 2.1, 2.2, 2.3, and 2.5.
Metric Change: New metrics will track participation in Tier 2 intervention programs to better evaluate student responsiveness to supports.
Survey Strategy: Increase student voice and feedback across all grade levels by expanding the use of Kelvin for short-cycle climate surveys during Fall and Spring.

To strengthen alignment with State Priority 3, the District has added Metric 2.8: Parent Participation in Engagement Activities. This metric tracks parent involvement through attendance at School Site Council (SSC), District English Learner Advisory Committee (DELAC), and other parent engagement events, as well as responses to parent surveys. Monitoring participation provides an annual measure of parental input and engagement in programs serving unduplicated pupils, ensuring that family voice continues to guide the district's planning and decision-making

Footnote: The 2023–24 baseline of 81.4% included athletics and other co-curricular programs (e.g., Cheer, Band, FFA, Student Government), while the 2024–25 outcome of 35.8% reflects CIF athletics only; future reporting will consistently use CIF methodology.

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	Parent Involvement	Provide opportunities for parental involvement and input into school decision-making.	$2,700.00	No
2.2	CTE Courses	CTE courses and teachers to address interests of students	$1,595,275.00	Yes
2.3	Attendance Monitoring	Monitor and intervene in student attendance	$228,379.00	Yes
2.4	Behavior Supports	Provide behavioral support programs and services	$533,686.00	No Yes
2.5	Transportation	Provide home to school student transportation for all students living outside of a three mile radius from their school site	$1,128,309.00	Yes
2.7	SpEd Attendance	Incorporate attendance goals into IEP's	$13,608.00	No
2.8	SEL Behavior Supports	Contract with outside agencies for social emotional and behavioral support for students	$185,000.00	No Yes
2.9	Facilities	Maintain clean and safe facilities	$235,640.00	No
2.10	Master Facilities Plan	Annually review and update Master Facilities Plan	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance Academic, CTE, and intervention offerings at Alternative Education Site through Targeted Use of Equity Multiplier Funds	Equity Multiplier Focus 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.

The Corning Union High School District has established this Equity Multiplier goal to strategically improve educational outcomes for students enrolled in the district's Alternative Education programs, including Centennial Continuation High School and Independent Study. These students often face significant barriers to academic success due to chronic absenteeism, low credit attainment, socio-economic disadvantages, and limited access to rigorous academic and career technical education (CTE) opportunities. By leveraging Equity Multiplier funds, the district aims to expand access to high-quality academic coursework, relevant CTE pathways, and targeted interventions that address students' individual learning needs. This goal reflects the district's commitment to providing equitable learning conditions for students who have historically been underserved and to closing achievement and opportunity gaps through intentional and data-informed resource allocation. Investing in academic rigor, career readiness, and personalized supports at the Alternative Education site is essential to re-engage students, increase credit recovery and graduation rates, and ensure these students are prepared for postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Hispanic students at Centennial that are deemed "college/career prepared" as reported on the California School Dashboard	2022-23: 20.9%	2023-24: 2.7%		2025-26: 40%	-18.2%
3.2	Percentage of socioeconomically	2022-23: 19%	2023-24: 2.1%		2025-26: 40%	-16.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disadvantaged students at Centennial that are deemed “college/career prepared” as reported on the California School Dashboard					
3.3	Percentage of Centennial students completing at least 10 credits of CTE coursework prior to graduation.	2022-23: 75%	2023-24: 65%		2025-26: 90%	-10%

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.

Centennial High School began targeted efforts to improve college and career readiness for Hispanic and socioeconomically disadvantaged students, and to increase CTE course completion prior to graduation. Planned actions included increasing access to A-G and CTE-aligned coursework. While the plan was implemented in part, substantive differences emerged. A shop that needed some substantial cleanup, equipment procurement and repairs limited full access. The most significant implementation gap was in providing structured intervention to support students on the “college/career prepared” indicator, particularly in areas like CTE completion and SBAC readiness.

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

There appears to be some issues with reporting or tracking data as the actual percentages dropped significantly. A close examination of the data verifies the Estimated Actual Percentage of Improved Services fell short of projections.

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

Initial outcomes indicate limited progress toward the goal. The percentage of Hispanic students deemed “college/career prepared” (Metric 3.1) dropped from 20.9% to 2.7%, and for socioeconomically disadvantaged students (Metric 3.2) from 19% to 2.1%. CTE course completion prior to graduation (Metric 3.3) declined from 75% to 65%, indicating the need for stronger alignment of coursework and expanded student support.

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

Targeted tutoring and coursework alignment will support increased SBAC and dual enrollment participation.
Stronger partnerships with local employers and colleges will be prioritized to boost CTE completion and internships.
Metrics will be disaggregated and tracked quarterly to flag students at risk of not meeting indicators earlier.

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	Provide teacher for CTE Construction Technology class	Centennial will continue offering construction technology CTE classes for students. Thus enhancing student motivation and creating meaningful real-world connections that improve students' desire to attend and engage positively within the school setting.	$98,836.00	Yes
3.3	Provide campus supervisor at continuation site	The District will continue to provide a campus supervisor for Centennial, providing additional support to proactively assist students in maintaining high behavior standards and fostering a safer, more inclusive school climate, contributing to higher attendance rates.	$67,906.00	Yes

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
$4,620,293	$567,023

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
36.117%	0.000%	$0.00	36.117%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** College Prep Staff **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to accessing college preparatory and career technical education (CTE) courses. These barriers can include lack of information, limited resources, and	To address these needs, the district will provide access to college prep and career technical education courses taught by highly qualified instructional staff. This strategy includes ensuring that these courses are available to all students, offering additional academic support and counseling to guide students through their college and career pathways, and providing professional development for teachers to maintain high instructional standards. By equipping students with	Percentage of Graduates Meeting A-G Requirements, Percentage of Misassigned Teachers

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
	insufficient academic support. Providing access to high-quality college prep and CTE courses is crucial for preparing these students for postsecondary education and future careers. **Scope:** LEA-wide	the necessary skills and knowledge, the district aims to enhance their readiness for college and careers. Research supports the effectiveness of access to rigorous academic and technical education in improving student outcomes. The U.S. Department of Education highlights that participation in college prep and CTE courses significantly increases students' likelihood of enrolling in postsecondary education and achieving career success (U.S. Department of Education, 2016). Additionally, the Association for Career and Technical Education (ACTE) emphasizes that CTE programs, when taught by qualified educators, lead to higher graduation rates and better employment prospects for students (ACTE, 2018). By providing access to these high-quality educational opportunities, we aim to ensure that foster youth, English learners, and students from low socioeconomic backgrounds are well-prepared for future academic and career success.	
1.3	**Action:** Professional Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require tailored instructional strategies and additional support to meet their academic, social, emotional, and behavioral needs. Professional development (PD) for instructional and support staff is essential to equip them with th skills and knowledge needed to address these diverse needs effectively. **Scope:**	To address these needs, the district will provide comprehensive professional development for both instructional and support staff. The district will implement the following strategies: Instructional Strategies: Offer training on evidence-based instructional strategies that promote academic achievement and engagement for all students. Cultural Competency: Provide training on cultural competency and inclusive teaching practices to create a welcoming and supportive environment for all students.	Percentage of EL students who increased at least one level on the ELPAC

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	Social-Emotional Learning (SEL): Include training on SEL to help staff support students' social and emotional well-being, which is critical for their academic success. Behavior Management: Offer PD on effective behavior management techniques and interventions to support positive student behavior. Language Acquisition: Provide training focused on effective strategies for teaching English learners, including language development and integration of ELD standards into instruction. Research supports the importance of high-quality professional development in improving teacher effectiveness and student outcomes. According to the Learning Policy Institute, effective PD is ongoing, collaborative, and focused on specific teaching practices (Darling-Hammond et al., 2017). The American Educational Research Association (AERA) emphasizes that PD that addresses culturally responsive teaching, differentiation, and SEL leads to improved instructional practices and student achievement (AERA, 2014). By providing comprehensive professional development for instructional and support staff, the district aims to enhance the instructional skills and effectiveness of educators and support staff, thereby improving the academic success and well-being of foster youth, English learners, and students from low socioeconomic backgrounds.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** MTSS Team Development **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require targeted and multi-tiered interventions to support their academic, social, emotional, and behavioral needs. Creating and maintaining District MTSS (Multi-Tiered System of Supports) teams is essential to monitor the effectiveness of these interventions and make informed recommendations to improve student achievement. **Scope:** LEA-wide	To address these needs, the district will create and maintain MTSS teams to monitor the effectiveness of interventions and make recommendations for improving student achievement. The district will implement the following strategies: Establishment of District MTSS Teams: Form MTSS teams at the district level, comprising administrators, teachers, counselors, support staff, and other relevant stakeholders. Ensure that the teams are representative of the diverse student population and have expertise in various areas, including academics, behavior, and social-emotional learning. Regular Monitoring and Evaluation: Conduct regular meetings to review data on the effectiveness of interventions and student progress. Use data from assessments, progress monitoring tools, and feedback from teachers and students to evaluate the impact of interventions. Data-Driven Decision Making: Utilize data to identify trends, areas of need, and successful interventions. Make informed recommendations for modifying or enhancing interventions to better support student achievement. Collaboration and Communication: Foster collaboration between district MTSS teams and school-based MTSS teams to ensure consistency and alignment in intervention strategies. Maintain open lines of communication with all stakeholders, including parents, to ensure transparency and involvement in the decision-making process.	Percentage of graduating students earning at least six (6) college credits through early college credit opportunities (dual enrollment, articulated courses, concurrent enrollment, etc)

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
		Professional Development and Training: Provide ongoing professional development and training for MTSS team members to stay current with best practices and emerging research in MTSS. Include training on data analysis, intervention strategies, and collaboration techniques to enhance the effectiveness of the teams. Resource Allocation: Ensure that the necessary resources, including time, personnel, and materials, are allocated to support the work of the MTSS teams. Provide support for implementing recommended interventions and monitoring their impact. Continuous Improvement: Implement a continuous improvement cycle, where the effectiveness of interventions is regularly assessed, and adjustments are made based on data and feedback. Encourage a culture of reflection and adaptability to meet the evolving needs of students. Research supports the importance of data-driven decision-making and collaborative teams in improving student outcomes through MTSS. According to the National Center on Intensive Intervention (NCII), effective MTSS implementation involves regular monitoring, data analysis, and collaborative problem-solving (NCII, 2017). The Center on Response to Intervention emphasizes that successful MTSS frameworks rely on continuous improvement and stakeholder involvement (RTI Action Network, 2019).	

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
		By creating and maintaining District MTSS teams, the district aims to enhance the effectiveness of interventions and improve student achievement for foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they receive the support needed to succeed.	
1.7	**Action:** CTE Courses Supplies **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to accessing high-quality Career and Technical Education (CTE) courses due to a lack of resources and technology. Providing adequate equipment, supplies, and technology is essential to ensure that these students can fully participate in CTE programs, gain valuable skills, and prepare for future career opportunities. **Scope:** LEA-wide	To address these needs, the district will provide the necessary equipment, supplies, and technology to support CTE courses. The district will implement the following strategies: Provision of Equipment and Supplies: Ensure that all CTE courses are equipped with the necessary tools, machines, and materials required for hands-on learning and practical skill development. Regularly update and maintain equipment to ensure it is safe and functional for student use. Access to Technology: Provide students with access to up-to-date technology, including computers, software, and specialized equipment related to various CTE fields. Ensure that technology resources are integrated into the curriculum to enhance learning and prepare students for the technological demands of the workforce. Equitable Resource Allocation: Allocate resources equitably to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have equal access to high-quality CTE programs. Identify and address any gaps in resources or access that may hinder participation and success in CTE courses.	Percentage of students meeting both A-G requirements AND completing a CTE pathway

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
		Professional Development for Instructors: Offer professional development opportunities for CTE instructors to stay current with industry standards, technological advancements, and best practices in CTE education. Provide training on the effective use of equipment and technology to maximize their impact on student learning. Collaboration with Industry Partners: Establish partnerships with local businesses, industries, and community organizations to support CTE programs through donations, internships, and real-world learning opportunities. Involve industry partners in the development and evaluation of CTE curriculum to ensure it aligns with current workforce needs and standards. Monitoring and Evaluation: Regularly assess the effectiveness of CTE programs and the use of provided equipment, supplies, and technology. Use feedback from students, instructors, and industry partners to continuously improve and adapt CTE offerings to meet student needs and industry demands. Research supports the importance of providing adequate resources and technology in CTE programs to enhance student outcomes and career readiness. According to the Association for Career and Technical Education (ACTE), access to modern equipment and technology is critical for effective CTE instruction and for preparing students to meet the demands of the workforce (ACTE, 2018). The U.S. Department of Education highlights that high-quality CTE programs, supported by appropriate resources, lead to	

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
		improved student engagement, skill development, and career success (U.S. Department of Education, 2017). By providing equipment, supplies, and technology for CTE courses, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the resources and opportunities needed to succeed in their chosen career pathways and achieve their full potential.	
1.10	**Action:** Credit recovery and remediation **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face challenges that can lead to falling behind academically and needing additional support to recover credits and stay on track for graduation. Providing opportunities for credit recovery and remediation is crucial to help these students succeed and achieve their academic goals. **Scope:** LEA-wide	To address these needs, the district will implement strategies to provide opportunities for credit recovery and remediation. The district will develop and offer flexible credit recovery programs that allow students to retake and pass courses they previously failed, utilizing both online and in-person options to accommodate diverse learning styles and schedules. Targeted remediation support will be provided for students who need to strengthen foundational skills in core academic subjects, using diagnostic assessments to identify specific learning gaps and tailoring remediation efforts to address those areas. Extended learning opportunities such as after-school programs, summer school, and weekend classes will be offered to provide additional instructional time, ensuring these programs are accessible to all students, particularly those from disadvantaged backgrounds. Individualized support plans will be developed for students participating in credit recovery and remediation programs, outlining specific goals, strategies, and progress monitoring. These plans	Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		will engage students, parents, and educators in their development and review to ensure a comprehensive approach. Technology tools and platforms will be leveraged to deliver personalized instruction and track student progress, with students provided access to digital resources and online tutoring to support their learning. Professional development will be provided for teachers and support staff on effective strategies for credit recovery and remediation, training them on using data to inform instruction and implementing evidence-based interventions. The district will regularly monitor the effectiveness of credit recovery and remediation programs through student performance data, feedback from participants, and program evaluations, using evaluation results to make data-driven adjustments and improvements. Research supports the effectiveness of credit recovery and remediation programs in improving student outcomes and preventing dropouts. According to the American Institutes for Research (AIR), credit recovery programs are essential for helping students who have fallen behind to catch up and stay on track for graduation (AIR, 2016). The Institute of Education Sciences (IES) highlights that targeted remediation and extended learning opportunities can significantly enhance student achievement and close learning gaps (IES, 2009). By providing opportunities for credit recovery and remediation, the district aims to support the academic success of foster youth, English	

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
		learners, and students from low socioeconomic backgrounds, ensuring they have the necessary resources and support to achieve their educational goals and graduate on time.	
1.11	**Action:** Technology **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers in accessing the technology, equipment, and supplies necessary for their academic success. Ensuring that these students and their teachers have the appropriate resources is crucial for creating an equitable learning environment where all students can thrive. **Scope:** LEA-wide	To address these needs, the district will provide the necessary technology, equipment, and supplies for students and staff. The district will ensure that all classrooms are equipped with up-to-date technology, including computers, tablets, and interactive whiteboards, to enhance teaching and learning. Additionally, the district will provide students with individual devices as needed, ensuring equitable access to digital resources and online learning platforms. Regular maintenance and updates of technology will be conducted to ensure functionality and reliability. The district will supply classrooms with the necessary instructional materials and equipment to support hands-on learning and practical application of skills, particularly in subjects such as science, technology, engineering, arts, and mathematics (STEAM). This includes lab equipment, art supplies, and tools for technical education courses. Teachers will receive the supplies they need to create engaging and effective learning experiences, including textbooks, manipulatives, and other educational materials. Research supports the importance of providing adequate resources to enhance student learning outcomes. According to the International Society for Technology in Education (ISTE), access to current technology and digital tools enhances	Percentage of courses with sufficient materials to implement common core state standards

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
		student engagement, supports personalized learning, and improves educational equity (ISTE, 2016). The U.S. Department of Education highlights that equipping classrooms with the necessary resources is essential for preparing students for the future and closing achievement gaps (U.S. Department of Education, 2017). By providing the necessary technology, equipment, and supplies, the district aims to create an equitable and supportive learning environment for all students, particularly foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the resources needed to succeed academically.	
2.2	**Action:** CTE Courses **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require access to diverse Career and Technical Education (CTE) courses that align with their interests and career aspirations. Ensuring that CTE courses are engaging and relevant is crucial for motivating these students and preparing them for future career opportunities. **Scope:** LEA-wide	To address these needs, the district will enhance CTE courses and ensure that teachers are equipped to address the varied interests of students. The district will offer a wide range of CTE courses that cater to diverse career paths, including fields such as health sciences, information technology, engineering, culinary arts, and more. This variety will help students explore different career options and find courses that align with their personal interests and future goals. Teachers in CTE programs will receive specialized training and professional development to stay current with industry standards and best practices in their respective fields. This training will include updates on the latest technology, tools, and techniques relevant to their courses, ensuring that instruction is both current and applicable to real-world scenarios. Additionally, teachers will be trained in culturally responsive teaching practices	Student sense of safety and connectedness as measured by annual surveys

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
		and strategies to support English learners and foster youth effectively. The district will collaborate with local businesses and industry partners to provide students with hands-on learning experiences, internships, and job shadowing opportunities. These partnerships will enhance the relevance of CTE courses and provide students with valuable insights into their chosen fields. Industry professionals will also be invited to share their expertise and experiences with students, further enriching the learning experience. Regular assessments and feedback mechanisms will be established to monitor the effectiveness of CTE courses and ensure they meet the interests and needs of students. This data will be used to continuously improve and adapt the curriculum, making it more engaging and relevant. Research supports the importance of providing diverse and relevant CTE courses to enhance student engagement and career readiness. According to the Association for Career and Technical Education (ACTE), high-quality CTE programs improve student outcomes by providing relevant, hands-on learning experiences that prepare students for college and careers (ACTE, 2018). The U.S. Department of Education emphasizes that CTE programs that align with student interests and industry needs lead to higher engagement, academic achievement, and career success (U.S. Department of Education, 2017).	

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
		By enhancing CTE courses and providing specialized training for teachers, the district aims to create engaging and relevant learning experiences that align with the interests of foster youth, English learners, and students from low socioeconomic backgrounds, preparing them for successful futures in their chosen careers.	
2.3	**Action:** Attendance Monitoring **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to regular school attendance, such as transportation issues, unstable housing, and family responsibilities. Ensuring consistent attendance is crucial for these students' academic success and overall well-being. **Scope:** LEA-wide	To address these needs, the district will implement strategies to monitor and intervene in student attendance. The district will establish a comprehensive attendance monitoring system that tracks daily attendance data and identifies patterns of absenteeism. This system will flag students who are at risk of chronic absenteeism, allowing for timely intervention. To address attendance issues, the district will employ attendance officers and support staff who will work closely with students and families to understand the underlying causes of absenteeism. These staff members will conduct home visits, provide resources, and connect families with community services to address barriers to attendance. Additionally, they will maintain regular communication with families to ensure they are informed about the importance of consistent attendance and the support available to them. The district will implement targeted intervention programs for students identified as at risk of chronic absenteeism. These programs will include personalized attendance plans, mentorship, and counseling services. Schools will also offer incentives and recognition programs to encourage regular attendance and celebrate improvements.	Average Daily Attendance, Percentage of Students that are Chronically Absent

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
		Collaboration with local agencies and community organizations will be a key component of the attendance intervention strategy. By partnering with these organizations, the district can provide comprehensive support to address issues such as transportation, housing instability, and family crises that may impact student attendance. Professional development will be provided for teachers and support staff to help them identify early signs of attendance problems and implement strategies to engage students and improve attendance. Training will include culturally responsive practices and techniques for building strong relationships with students and families. The effectiveness of the attendance monitoring and intervention strategies will be regularly evaluated through data analysis and feedback from students, families, and staff. Adjustments will be made based on this data to continually improve the approach and ensure it meets the needs of all students. Research supports the importance of monitoring and addressing student attendance to improve academic outcomes. According to Attendance Works, early intervention and comprehensive support are key to reducing chronic absenteeism and improving student engagement and achievement (Attendance Works, 2015). The U.S. Department of Education emphasizes that effective attendance interventions require collaboration, data-driven decision-making, and	

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
		targeted support for at-risk students (U.S. Department of Education, 2016). By implementing a comprehensive system to monitor and intervene in student attendance, the district aims to ensure that foster youth, English learners, and students from low socioeconomic backgrounds attend school regularly and receive the support they need to succeed academically and socially.	
2.4	**Action:** Behavior Supports **Need:** Provide behavioral support programs and services, funded in part by the Learning Recovery Emergency Block Grant (LREBG) in the amount of $533,686. Research supports tiered behavioral interventions as a means to improve student engagement and reduce suspension rates (Sugai & Horner, 2006; MTSS framework). Effectiveness will be monitored using Metric 2.2 (Chronic Absenteeism), Metric 2.3 (Suspension Rate), and Metric 2.5 (Student Connectedness Survey). **Scope:** LEA-wide		
2.5	**Action:** Transportation **Need:**	To address these needs, the district will implement a comprehensive home-to-school transportation program for all students living outside of a three-mile radius from their school site. The district will	Average Daily Attendance

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
	Foster youth, English learners, and students from low socioeconomic backgrounds often face significant barriers to consistent school attendance due to a lack of reliable transportation. Providing home-to-school transportation for students living outside of a three-mile radius from their school site is essential to ensure these students have equitable access to education and can attend school regularly. **Scope:** LEA-wide	ensure that transportation services are reliable, safe, and efficient to facilitate regular attendance for all eligible students. The transportation program will include a fleet of well-maintained buses equipped with necessary safety features. The district will establish clear routes and schedules that accommodate the needs of students living in various neighborhoods, including rural and underserved areas. This will ensure that transportation is accessible to foster youth, English learners, and students from low socioeconomic backgrounds who might otherwise struggle to get to school. The district will hire and train qualified bus drivers who are committed to student safety and well-being. Training will include best practices for managing student behavior on the bus, cultural competency, and emergency response procedures. Additionally, the district will implement a system for regularly monitoring and maintaining buses to ensure they are in safe operating condition. The effectiveness of the transportation program will be regularly evaluated through feedback from students, parents, and school staff, as well as through data on student attendance and punctuality. The district will use this information to make necessary adjustments to routes, schedules, and services to continuously improve the transportation experience. Research supports the importance of providing reliable school transportation to improve student	

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
		attendance and academic outcomes. According to the National Center for Education Statistics (NCES), access to transportation is a critical factor in ensuring that students attend school regularly, which in turn impacts their academic success and engagement (NCES, 2017). The U.S. Department of Education emphasizes that transportation services are essential for promoting educational equity and access, particularly for students from disadvantaged backgrounds (U.S. Department of Education, 2015). By providing home-to-school transportation for all students living outside of a three-mile radius from their school site, the district aims to remove barriers to attendance and ensure that foster youth, English learners, and students from low socioeconomic backgrounds have the opportunity to attend school consistently and succeed academically.	
2.8	**Action:** SEL Behavior Supports **Need:** Contract with outside agencies for social-emotional and behavioral support for students, funded in part by the Learning Recovery Emergency Block Grant (LREBG) in the amount of $185,000. Research demonstrates that social-emotional learning (SEL) programs significantly improve student behavior, emotional regulation, and academic achievement (Durlak et al., 2011). Effectiveness will be monitored using Metric 2.1 (ADA), Metric 2.2 (Chronic Absenteeism),		

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
	and Metric 2.5 (Student Connectedness Survey). **Scope:** LEA-wide		
3.1	**Action:** Provide teacher for CTE Construction Technology class **Need:** **Scope:** Schoolwide		
3.3	**Action:** Provide campus supervisor at continuation site **Need:** Students at the continuation site face higher-than-average rates of behavioral incidents and school disengagement. A dedicated campus supervisor is needed to provide immediate, proactive support for student behavior, build stronger adult-student relationships, and reinforce campus norms in a consistent and relational way. This role is essential to fostering a safe, inclusive, and orderly school environment that promotes both attendance and personal responsibility. **Scope:**	The continuation site serves a concentrated population of high-need students, including a high percentage of students who are credit-deficient, have prior behavioral referrals, or face attendance challenges. By providing a dedicated campus supervisor, the district ensures all students on this site receive real-time support that encourages appropriate behavior, de-escalates potential conflicts, and maintains a consistent adult presence throughout the day. This action supports the broader schoolwide goal of reducing referral and suspension rates, improving campus climate, and increasing student attendance. It is provided schoolwide rather than to specific subgroups, as all students at the site benefit from improved supervision, consistent expectations, and the positive relationship-building that this position facilitates.	Referral and suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

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

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

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

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.

As listed in Action 1.2, the additional 15% ($567,023) is being utilized to maintain additional instructional staff to support unduplicated, specifically to maintain two instructional coaches and three bilingual instructional aides who provide academic and language development support to unduplicated students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:53

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 certificated staff providing direct services to students	N/A	1:17

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12,792,395	4,620,293	36.117%	0.000%	36.117%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,844,788.00	$426,438.00	$0.00	$1,187,688.00	$8,458,914.00	$7,162,768.00	$1,296,146.00

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	College Prep Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,017,453.00	$0.00	$2,017,453.00				$2,017,453.00	
1	1.2	Support Staff	All	No			All Schools		$400,701.00	$0.00				$400,701.00	$400,701.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$11,000.00	$0.00	$11,000.00				$11,000.00	
1	1.4	MTSS Team Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$24,000.00	$0.00				$24,000.00	$24,000.00	
1	1.5	A-G Instructional Materials	All	No			All Schools		$74,240.00	$0.00	$12,340.00	$61,900.00			$74,240.00	
1	1.6	College/Career Readiness	All	No			All Schools		$28,428.00	$8,600.00	$28,428.00			$8,600.00	$37,028.00	
1	1.7	CTE Courses Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$244,491.00	$244,491.00				$244,491.00	
1	1.8	Academic Support	All	No			All Schools		$314,380.00	$0.00	$175,937.00			$138,443.00	$314,380.00	
1	1.9	Academic Intervention	All Students with Disabilities	No			All Schools		$0.00	$23,600.00				$23,600.00	$23,600.00	
1	1.10	Credit recovery and remediation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$495,331.00	$53,000.00	$481,294.00			$67,037.00	$548,331.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.11	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$329,651.00	$226,700.00	$556,351.00				$556,351.00	
1	1.12	State Standards Coursework	All	No			All Schools		$0.00	$68,000.00	$28,000.00	$40,000.00			$68,000.00	
2	2.1	Parent Involvement	All	No			All Schools		$0.00	$2,700.00	$2,700.00				$2,700.00	
2	2.2	CTE Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,595,275.00	$0.00	$1,415,570.00	$179,705.00			$1,595,275.00	
2	2.3	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$212,014.00	$16,365.00	$228,379.00				$228,379.00	
2	2.4	Behavior Supports	All	No Yes	LEA-wide		All Schools		$533,686.00	$0.00	$62,154.00	$131,225.00		$340,307.00	$533,686.00	
2	2.5	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$761,259.00	$367,050.00	$1,128,309.00				$1,128,309.00	
2	2.7	SpEd Attendance	Students with Disabilities	No			All Schools		$13,608.00	$0.00		$13,608.00			$13,608.00	
2	2.8	SEL Behavior Supports	All	No Yes	LEA-wide		All Schools		$185,000.00	$0.00				$185,000.00	$185,000.00	
2	2.9	Facilities	All	No			All Schools		$0.00	$235,640.00	$235,640.00				$235,640.00	
2	2.10	Master Facilities Plan	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.1	Provide teacher for CTE Construction Technology class	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Centennial High SchoolCentennial		$98,836.00	$0.00	$98,836.00				$98,836.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Provide campus supervisor at continuation site	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Centennial High SchoolCentennial		$67,906.00	$0.00	$67,906.00				$67,906.00	

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
12,792,395	4,620,293	36.117%	0.000%	36.117%	$6,311,743.00	0.000%	49.340 %	**Total:**	$6,311,743.00
								LEA-wide Total:	$6,145,001.00
								Limited Total:	$0.00
								Schoolwide Total:	$166,742.00

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**	College Prep Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,017,453.00	
1	**1.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	
1	**1.4**	MTSS Team Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.7**	CTE Courses Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$244,491.00	
1	**1.10**	Credit recovery and remediation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$481,294.00	
1	**1.11**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$556,351.00	
2	**2.2**	CTE Courses	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,415,570.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.3**	Attendance Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,379.00	
2	**2.4**	Behavior Supports	Yes	LEA-wide			$62,154.00	
2	**2.5**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,128,309.00	
2	**2.8**	SEL Behavior Supports	Yes	LEA-wide				
3	**3.1**	Provide teacher for CTE Construction Technology class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Centennial High School	$98,836.00	
3	**3.3**	Provide campus supervisor at continuation site	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Centennial High School	$67,906.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,919,554.00	$8,024,153.00

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**	College Prep Staff	Yes	$3,785,744.00	$3,785,744
1	**1.2**	Support Staff	No	$368,455.00	$368,804
1	**1.3**	Professional Development	Yes	$45,859.00	$39,043
1	**1.4**	MTSS Team Development	Yes	$6,000	$23,072
1	**1.5**	A-G Instructional Materials	No	$48,000.00	$57,321
1	**1.6**	College/Career Readiness	No	$35,022.00	$41,498
1	**1.7**	CTE Courses Supplies	Yes	$150,000.00	$128,392
1	**1.8**	Academic Support	No	$158,375.00	$164,183
1	**1.9**	Academic Intervention	No	$13,202.00	$938
1	**1.10**	Credit recovery and remediation	Yes	$291,005.00	$298,428
1	**1.11**	Technology	Yes	$367,017.00	$412,378

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	State Standards Coursework	No		
2	2.1	Parent Involvement	No	$750.00	$750
2	2.2	CTE Courses	Yes	$1,047,674.00	$1,191,675
2	2.3	Attendance Monitoring	Yes	$216,756.00	$227,908
2	2.4	Behavior Supports	No	$136,201.00	$91,975
2	2.5	Transportation		$870,384.00	$864,590
2	2.7	SpEd Attendance	No	$13,521.00	$13,602
2	2.8	SEL Behavior Supports	No	$24,434.00	
2	2.9	Facilities	No	$157,610.00	$153,721
2	2.10	Master Facilities Plan	No	$30,000.00	$8,100
3	3.1	Provide teacher for CTE Construction Technology class	Yes	$93,028.00	$96,786
3	3.3	Provide campus supervisor at continuation site	Yes	$60,517.00	$55,245

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)
4,441,733	$6,036,550.00	$6,137,066.00	($100,516.00)	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	College Prep Staff	Yes	$3,785,744.00	$3,785,744		
1	1.3	Professional Development	Yes	$18,809.00	$14,412		
1	1.4	MTSS Team Development	Yes	$6,000.00	$23,072		
1	1.7	CTE Courses Supplies	Yes	$150,000.00	$128,392		
1	1.10	Credit recovery and remediation	Yes	$291,005.00	$201,454		
1	1.11	Technology	Yes	$367,017.00	$412,378		
2	2.2	CTE Courses	Yes	$1,047,674.00	$1,191,675		
2	2.3	Attendance Monitoring	Yes	$216,756.00	$227,908		
3	3.1	Provide teacher for CTE Construction Technology class	Yes	$93,028.00	$96,786		
3	3.3	Provide campus supervisor at continuation site	Yes	$60,517.00	$55,245		

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)
12,732,500	4,441,733	0	34.885%	$6,137,066.00	0.000%	48.200%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

RAY DALTON Construction Consulting

Contract Proposal

This agreement is made between Ray Dalton Construction Consulting, hereafter known as "Consultant" as approved by the Office of Regulation Services (DSA), Class 1 certification #799 and the Corning Union High School District, hereafter known as "Owner".

It is therefore agreed to by Consultant and Owner as follows.

(A) Services;

Consultant will provide the following services for the inspection of the New Bus Charging System at the Corning High School and all associated site work, including the following:

1. Inspect all work done and/or materials supplied by the contractor, his agents, and employees to verify conformity with codes, plans, specs, and approved change orders.
2. Carry out instructions of the architect of record.
3. Prepare all semi-monthly and correction reports, and deliver to the Owner, Architect of Record and DSA Field Engineer as described in Title-24 part 1.
4. Direct the testing lab as to scheduling and compliance with DSA T&I sheet.
5. Manage the site per directives of the architect in the capacity of agent for client.
6. Assist client and Architect in project close out and certification by DSA.

(B) Payment;

Contract sum in the amount of $5,000.00/Five Thousand Dollars, billed to the owner at 50% completion and at beneficial occupancy with payment being made no later than 15/Fifteen day after invoice.

If Owner or Owners Agent (General Contractor) decides to accelerate construction by working Saturdays, billing will be at $120.00/One Hundred Twenty Dollars per hour based on an eight hour day.

(C) IRS Reporting;

Ray Dalton Construction Consulting will be responsible for all taxes, state and federal. Said payment will be reported on Consultant's tax I.D. number.

(530) 519-6291 ray@raydaltoncc.com

(D) Termination;

The agreement may be terminated at any time by Owner with cause. Consultant may terminate with a 30/Thirty day prior notice.

(E) Additional Time and/or Scope;

Contract schedule to run from approximately September 15, 2025 through approximately December of 2025, any additional scope or time to project entitles Consultant to financial compensation commensurate with section (B) of this document. If construction is stopped due to material shortage, weather, or other conditions not requiring consultant to be on site consultant will not invoice for said timeframe.

(F) Attorney Fees;

Should a dispute arise requiring legal action brought by either party, the party found to be in default by a legal court of the State of California shall pay all associated costs incurred by the prevailing party.

(G) Whole Agreement and Assignment;

This agreement constitutes the whole agreement between Consultant and Owner and may be amended in part or in whole only by mutual consent, and a duly signed written agreement.

Consultant agrees to personally perform all services required under this agreement, and will assign no portion to another person or entity without the written permission from Owner and DSA.

Ray Dalton Construction Consulting

Ray Dalton Date 9/4/25

Corning Union High School District

Miguel Barajas Date 9/12/25

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2024-25 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed: _____ Date of Meeting: Sep 11, 2025
Clerk / Secretary of the Governing Board
(Original signature required)

Printed Name: Cody Lamb Title: Clerk

To the Superintendent of Public Instruction:

2024-25 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

Printed Name: _____ Title: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:	For School District:
SHANNON HAYES	DIANA DAVISSON
Name	Name
DIRECTOR OF EXTERNAL BUSINESS SERVICES	CHIEF BUSINESS OFFICIAL
Title	Title
530-528-7376	530-824-8002
Telephone	Telephone
SHAYES@TEHAMASCHOOLS.ORG	DDAVISSON@CORNINGHS.ORG
E-mail Address	E-mail Address

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation	50.45%
	Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	
	CEA Deficiency Amount	$0.00
	Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination	MOE Met
	If MOE Not Met, the 2026-27 apportionment may be reduced by the lesser of the following two percentages:	
	MOE Deficiency Percentage - Based on Total Expenditures	0.00%
	MOE Deficiency Percentage - Based on Expenditures Per ADA	0.00%
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1	$0.00
	Adjusted Appropriations Limit	$9,932,510.30
	Appropriations Subject to Limit	$9,932,510.30
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	
ICR	Preliminary Proposed Indirect Cost Rate	10.08%
	Fixed-with-carry-forward indirect cost rate for use in 2026-27 subject to CDE approval.	

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2024-25 Unaudited 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		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund	G	G
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund	G	G
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
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		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
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	G	G
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	

PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S
SIAA	Summary of Interfund Activities - Actuals	G	

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	17,013,460.12	0.00	17,013,460.12	17,254,699.00	0.00	17,254,699.00	1.4%
2) Federal Revenue		8100-8299	2,867.08	1,399,215.23	1,402,082.31	0.00	1,683,563.00	1,683,563.00	20.1%
3) Other State Revenue		8300-8599	431,910.55	3,079,978.21	3,511,888.76	422,758.00	3,250,484.00	3,673,242.00	4.6%
4) Other Local Revenue		8600-8799	1,166,181.84	815,648.02	1,981,829.86	798,048.00	347,000.00	1,145,048.00	-42.2%
5) TOTAL, REVENUES			18,614,419.59	5,294,841.46	23,909,261.05	18,475,505.00	5,281,047.00	23,756,552.00	-0.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	5,774,140.81	1,252,955.44	7,027,096.25	5,830,173.00	1,162,489.00	6,992,662.00	-0.5%
2) Classified Salaries		2000-2999	2,502,830.47	1,534,549.72	4,037,380.19	2,817,615.00	1,545,109.00	4,362,724.00	8.1%
3) Employee Benefits		3000-3999	3,610,376.80	1,951,854.25	5,562,231.05	3,958,570.00	2,385,814.00	6,344,384.00	14.1%
4) Books and Supplies		4000-4999	583,199.21	718,416.73	1,301,615.94	1,072,753.00	1,048,511.00	2,121,264.00	63.0%
5) Services and Other Operating Expenditures		5000-5999	1,326,214.95	809,279.86	2,135,494.81	1,973,866.00	1,050,781.00	3,024,647.00	41.6%
6) Capital Outlay		6000-6999	2,662,812.18	669,929.22	3,332,741.40	73,500.00	1,185,278.00	1,258,778.00	-62.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	471,942.70	349,276.60	821,219.30	348,391.00	222,155.00	570,546.00	-30.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(188,192.32)	184,191.32	(4,001.00)	(232,534.00)	229,534.00	(3,000.00)	-25.0%
9) TOTAL, EXPENDITURES			16,743,324.80	7,470,453.14	24,213,777.94	15,842,334.00	8,829,671.00	24,672,005.00	1.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,871,094.79	(2,175,611.68)	(304,516.89)	2,633,171.00	(3,548,624.00)	(915,453.00)	200.6%
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	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
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	(2,466,007.64)	2,466,007.64	0.00	(2,937,794.00)	2,937,794.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,536,007.64)	2,466,007.64	(70,000.00)	(3,007,794.00)	2,937,794.00	(70,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(664,912.85)	290,395.96	(374,516.89)	(374,623.00)	(610,830.00)	(985,453.00)	163.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,234,070.58	3,334,025.13	12,568,095.71	8,569,157.73	3,624,421.09	12,193,578.82	-3.0%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			9,234,070.58	3,334,025.13	12,568,095.71	8,569,157.73	3,624,421.09	12,193,578.82	-3.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,234,070.58	3,334,025.13	12,568,095.71	8,569,157.73	3,624,421.09	12,193,578.82	-3.0%
2) Ending Balance, June 30 (E + F1e)			8,569,157.73	3,624,421.09	12,193,578.82	8,194,534.73	3,013,591.09	11,208,125.82	-8.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	894.00	0.00	894.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,624,421.09	3,624,421.09	0.00	3,013,702.40	3,013,702.40	-16.9%
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	7,598,712.61	0.00	7,598,712.61	6,965,558.73	0.00	6,965,558.73	-8.3%
BOARD ASSIGNED ECONOMIC UNCERTAINTY 12%	0000	9780	*2,009,198.97*		*2,009,198.97*			*0.00*	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780	*167,433.25*		*167,433.25*			*0.00*	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780	*167,433.25*		*167,433.25*			*0.00*	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780	*334,866.50*		*334,866.50*			*0.00*	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780	*1,589,128.00*		*1,589,128.00*			*0.00*	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780	*3,310,775.14*		*3,310,775.14*			*0.00*	
BOARD ASSIGNED ECONOMIC UNCERTAINTY 12%	0000	9780			*0.00*	*1,877,683.00*		*1,877,683.00*	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780			*0.00*	*156,474.00*		*156,474.00*	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780			*0.00*	*156,474.00*		*156,474.00*	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780			*0.00*	*312,948.00*		*312,948.00*	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780			*0.00*	*1,589,128.00*		*1,589,128.00*	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780			*0.00*	*2,847,166.23*		*2,847,166.23*	
e) Unassigned/Unappropriated									

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Reserve for Economic Uncertainties		9789	968,551.12	0.00	968,551.12	1,227,976.00	0.00	1,227,976.00	26.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	(111.31)	(111.31)	New
G. ASSETS									
1) Cash									
a) in County Treasury		9110	10,280,700.70	4,973,793.08	15,254,493.78				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	76,927.00	76,927.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	183,535.89	357,696.34	541,232.23				
4) Due from Grantor Government		9290	71,746.21	717,373.18	789,119.39				
5) Due from Other Funds		9310	42,961.42	0.00	42,961.42				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	894.00	0.00	894.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			10,580,838.22	6,125,789.60	16,706,627.82				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	1,305,529.29	404,142.81	1,709,672.10				
2) Due to Grantor Governments		9590	705,976.50	0.00	705,976.50				
3) Due to Other Funds		9610	174.70	0.00	174.70				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	2,097,225.70	2,097,225.70				
6) TOTAL, LIABILITIES			2,011,680.49	2,501,368.51	4,513,049.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
(must agree with line F2) (G10 + H2) - (I6 + J2)			8,569,157.73	3,624,421.09	12,193,578.82				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	9,428,053.00	0.00	9,428,053.00	11,467,382.00	0.00	11,467,382.00	21.6%
Education Protection Account State Aid - Current Year		8012	4,238,158.00	0.00	4,238,158.00	2,415,269.00	0.00	2,415,269.00	-43.0%
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	36,248.20	0.00	36,248.20	35,898.00	0.00	35,898.00	-1.0%
Timber Yield Tax		8022	10,868.59	0.00	10,868.59	5,797.00	0.00	5,797.00	-46.7%
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	3,371,139.27	0.00	3,371,139.27	3,378,273.00	0.00	3,378,273.00	0.2%
Unsecured Roll Taxes		8042	172,080.79	0.00	172,080.79	176,941.00	0.00	176,941.00	2.8%
Prior Years' Taxes		8043	5,235.10	0.00	5,235.10	6,521.00	0.00	6,521.00	24.6%
Supplemental Taxes		8044	54,354.30	0.00	54,354.30	42,046.00	0.00	42,046.00	-22.6%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	110.75	0.00	110.75	281.00	0.00	281.00	153.7%
Less: Non-LCFF (50%) Adjustment		8089	(55.38)	0.00	(55.38)	0.00	0.00	0.00	-100.0%
Subtotal, LCFF Sources			17,316,192.62	0.00	17,316,192.62	17,528,408.00	0.00	17,528,408.00	1.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(250,000.00)		(250,000.00)	(250,000.00)		(250,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(52,732.50)	0.00	(52,732.50)	(23,709.00)	0.00	(23,709.00)	-55.0%
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			17,013,460.12	0.00	17,013,460.12	17,254,699.00	0.00	17,254,699.00	1.4%
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	209,511.10	209,511.10	0.00	137,436.00	137,436.00	-34.4%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Special Education Discretionary Grants		8182	0.00	12,334.00	12,334.00	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	2,867.08	0.00	2,867.08	0.00	0.00	0.00	-100.0%
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		344,490.00	344,490.00		358,231.00	358,231.00	4.0%
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		46,971.00	46,971.00		46,079.00	46,079.00	-1.9%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		36,980.00	36,980.00		32,792.00	32,792.00	-11.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		526,048.07	526,048.07		778,091.00	778,091.00	47.9%
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	222,881.06	222,881.06	0.00	330,934.00	330,934.00	48.5%
TOTAL, FEDERAL REVENUE			2,867.08	1,399,215.23	1,402,082.31	0.00	1,683,563.00	1,683,563.00	20.1%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	71,810.00	0.00	71,810.00	72,929.00	0.00	72,929.00	1.6%
Lottery - Unrestricted and Instructional Materials		8560	188,137.05	89,985.34	278,122.39	187,562.00	80,523.00	268,085.00	-3.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited 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 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	82,450.00	82,450.00	0.00	75,022.00	75,022.00	-9.0%
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		60,000.00	60,000.00		0.00	0.00	-100.0%
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		268,594.19	268,594.19		306,257.00	306,257.00	14.0%
Arts and Music in Schools (Prop 28)	6770	8590		177,499.00	177,499.00		177,499.00	177,499.00	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	171,963.50	2,401,449.68	2,573,413.18	162,267.00	2,611,183.00	2,773,450.00	7.8%
TOTAL, OTHER STATE REVENUE			431,910.55	3,079,978.21	3,511,888.76	422,758.00	3,250,484.00	3,673,242.00	4.6%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	433,786.74	0.00	433,786.74	348,868.00	0.00	348,868.00	-19.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	237,034.00	76,927.00	313,961.00	0.00	0.00	0.00	-100.0%
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	360,051.44	0.00	360,051.44	332,000.00	92,456.00	424,456.00	17.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	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	55.38	0.00	55.38	0.00	0.00	0.00	-100.0%
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	135,254.28	388,268.02	523,522.30	117,180.00	44,592.00	161,772.00	-69.1%
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		350,453.00	350,453.00		209,952.00	209,952.00	-40.1%
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			1,166,181.84	815,648.02	1,981,829.86	798,048.00	347,000.00	1,145,048.00	-42.2%
TOTAL, REVENUES			18,614,419.59	5,294,841.46	23,909,261.05	18,475,505.00	5,281,047.00	23,756,552.00	-0.6%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	4,704,536.64	931,473.99	5,636,010.63	4,625,498.00	860,427.00	5,485,925.00	-2.7%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Certificated Pupil Support Salaries		1200	457,839.12	157,457.11	615,296.23	462,969.00	149,860.00	612,829.00	-0.4%
Certificated Supervisors' and Administrators' Salaries		1300	524,719.87	36,384.73	561,104.60	590,015.00	4,000.00	594,015.00	5.9%
Other Certificated Salaries		1900	87,045.18	127,639.61	214,684.79	151,691.00	148,202.00	299,893.00	39.7%
TOTAL, CERTIFICATED SALARIES			5,774,140.81	1,252,955.44	7,027,096.25	5,830,173.00	1,162,489.00	6,992,662.00	-0.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	78,860.09	753,129.40	831,989.49	84,878.00	960,027.00	1,044,905.00	25.6%
Classified Support Salaries		2200	1,378,841.41	627,824.94	2,006,666.35	1,517,292.00	433,784.00	1,951,076.00	-2.8%
Classified Supervisors' and Administrators' Salaries		2300	345,397.93	70,732.07	416,130.00	326,834.00	74,701.00	401,535.00	-3.5%
Clerical, Technical and Office Salaries		2400	569,438.25	76,951.31	646,389.56	716,011.00	63,097.00	779,108.00	20.5%
Other Classified Salaries		2900	130,292.79	5,912.00	136,204.79	172,600.00	13,500.00	186,100.00	36.6%
TOTAL, CLASSIFIED SALARIES			2,502,830.47	1,534,549.72	4,037,380.19	2,817,615.00	1,545,109.00	4,362,724.00	8.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	993,282.81	765,980.58	1,759,263.39	1,054,015.00	1,232,702.00	2,286,717.00	30.0%
PERS		3201-3202	688,400.13	443,799.72	1,132,199.85	793,660.00	450,336.00	1,243,996.00	9.9%
OASDI/Medicare/Alternative		3301-3302	283,779.39	141,339.84	425,119.23	315,878.00	139,086.00	454,964.00	7.0%
Health and Welfare Benefits		3401-3402	1,312,147.24	511,940.16	1,824,087.40	1,376,047.00	476,673.00	1,852,720.00	1.6%
Unemployment Insurance		3501-3502	3,915.85	1,354.28	5,270.13	4,209.00	1,280.00	5,489.00	4.2%
Workers' Compensation		3601-3602	205,612.77	74,108.59	279,721.36	232,845.00	71,037.00	303,882.00	8.6%
OPEB, Allocated		3701-3702	122,172.09	13,278.00	135,450.09	168,600.00	0.00	168,600.00	24.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,066.52	53.08	1,119.60	13,316.00	14,700.00	28,016.00	2,402.3%
TOTAL, EMPLOYEE BENEFITS			3,610,376.80	1,951,854.25	5,562,231.05	3,958,570.00	2,385,814.00	6,344,384.00	14.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	20,112.44	20,112.44	0.00	12,000.00	12,000.00	-40.3%
Books and Other Reference Materials		4200	0.00	99,775.98	99,775.98	0.00	101,000.00	101,000.00	1.2%
Materials and Supplies		4300	503,222.52	414,207.91	917,430.43	957,203.00	790,167.00	1,747,370.00	90.5%
Noncapitalized Equipment		4400	79,976.69	184,320.40	264,297.09	115,550.00	145,344.00	260,894.00	-1.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			583,199.21	718,416.73	1,301,615.94	1,072,753.00	1,048,511.00	2,121,264.00	63.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	99,412.79	99,412.79	0.00	320,000.00	320,000.00	221.9%
Travel and Conferences		5200	74,397.79	50,774.29	125,172.08	199,350.00	57,115.00	256,465.00	104.9%
Dues and Memberships		5300	28,950.45	8,241.74	37,192.19	28,935.00	8,600.00	37,535.00	0.9%
Insurance		5400 - 5450	204,728.49	0.00	204,728.49	244,500.00	0.00	244,500.00	19.4%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Operations and Housekeeping Services		5500	548,656.15	0.00	548,656.15	569,900.00	0.00	569,900.00	3.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	95,083.57	44,182.58	139,266.15	114,150.00	17,200.00	131,350.00	-5.7%
Transfers of Direct Costs		5710	(92,865.42)	92,865.42	0.00	(26,000.00)	26,000.00	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	429,375.41	513,677.09	943,052.50	801,531.00	621,866.00	1,423,397.00	50.9%
Communications		5900	37,888.51	125.95	38,014.46	41,500.00	0.00	41,500.00	9.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,326,214.95	809,279.86	2,135,494.81	1,973,866.00	1,050,781.00	3,024,647.00	41.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	2,523,805.44	38,293.00	2,562,098.44	62,500.00	0.00	62,500.00	-97.6%
Buildings and Improvements of Buildings		6200	13,008.98	220,563.30	233,572.28	0.00	1,078,796.00	1,078,796.00	361.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	125,997.76	411,072.92	537,070.68	11,000.00	106,482.00	117,482.00	-78.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,662,812.18	669,929.22	3,332,741.40	73,500.00	1,185,278.00	1,258,778.00	-62.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	148,946.00	148,946.00	0.00	92,813.00	92,813.00	-37.7%
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	82,450.00	82,450.00	0.00	75,022.00	75,022.00	-9.0%
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%

Description	Resource Codes	Object Codes	2024-25 Unaudited 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)	
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	253,479.40	117,880.60	371,360.00	148,391.00	54,320.00	202,711.00	-45.4%
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	23,867.61	0.00	23,867.61	26,519.00	0.00	26,519.00	11.1%
Other Debt Service - Principal		7439	194,595.69	0.00	194,595.69	173,481.00	0.00	173,481.00	-10.9%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			471,942.70	349,276.60	821,219.30	348,391.00	222,155.00	570,546.00	-30.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(184,191.32)	184,191.32	0.00	(229,534.00)	229,534.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(4,001.00)	0.00	(4,001.00)	(3,000.00)	0.00	(3,000.00)	-25.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(188,192.32)	184,191.32	(4,001.00)	(232,534.00)	229,534.00	(3,000.00)	-25.0%
TOTAL, EXPENDITURES			16,743,324.80	7,470,453.14	24,213,777.94	15,842,334.00	8,829,671.00	24,672,005.00	1.9%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,466,007.64)	2,466,007.64	0.00	(2,937,794.00)	2,937,794.00	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			(2,466,007.64)	2,466,007.64	0.00	(2,937,794.00)	2,937,794.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(2,536,007.64)	2,466,007.64	(70,000.00)	(3,007,794.00)	2,937,794.00	(70,000.00)	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	17,013,460.12	0.00	17,013,460.12	17,254,699.00	0.00	17,254,699.00	1.4%
2) Federal Revenue		8100-8299	2,867.08	1,399,215.23	1,402,082.31	0.00	1,683,563.00	1,683,563.00	20.1%
3) Other State Revenue		8300-8599	431,910.55	3,079,978.21	3,511,888.76	422,758.00	3,250,484.00	3,673,242.00	4.6%
4) Other Local Revenue		8600-8799	1,166,181.84	815,648.02	1,981,829.86	798,048.00	347,000.00	1,145,048.00	-42.2%
5) TOTAL, REVENUES			18,614,419.59	5,294,841.46	23,909,261.05	18,475,505.00	5,281,047.00	23,756,552.00	-0.6%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		7,260,297.50	4,271,456.42	11,531,753.92	7,809,240.00	5,165,989.00	12,975,229.00	12.5%
2) Instruction - Related Services	2000-2999		789,596.22	541,051.42	1,330,647.64	967,217.00	300,653.00	1,267,870.00	-4.7%
3) Pupil Services	3000-3999		1,615,298.21	587,603.88	2,202,902.09	1,837,307.00	433,141.00	2,270,448.00	3.1%
4) Ancillary Services	4000-4999		695,213.26	20,839.52	716,052.78	769,184.00	17,728.00	786,912.00	9.9%
5) Community Services	5000-5999		0.00	44,864.16	44,864.16	156,911.00	0.00	156,911.00	249.7%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,646,192.18	210,205.05	1,856,397.23	1,912,828.00	239,240.00	2,152,068.00	15.9%
8) Plant Services	8000-8999		4,264,784.73	1,445,156.09	5,709,940.82	2,041,256.00	2,450,765.00	4,492,021.00	-21.3%
9) Other Outgo	9000-9999	Except 7600-7699	471,942.70	349,276.60	821,219.30	348,391.00	222,155.00	570,546.00	-30.5%
10) TOTAL, EXPENDITURES			16,743,324.80	7,470,453.14	24,213,777.94	15,842,334.00	8,829,671.00	24,672,005.00	1.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,871,094.79	(2,175,611.68)	(304,516.89)	2,633,171.00	(3,548,624.00)	(915,453.00)	200.6%
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	70,000.00	0.00	70,000.00	70,000.00	0.00	70,000.00	0.0%
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	(2,466,007.64)	2,466,007.64	0.00	(2,937,794.00)	2,937,794.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,536,007.64)	2,466,007.64	(70,000.00)	(3,007,794.00)	2,937,794.00	(70,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(664,912.85)	290,395.96	(374,516.89)	(374,623.00)	(610,830.00)	(985,453.00)	163.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	9,234,070.58	3,334,025.13	12,568,095.71	8,569,157.73	3,624,421.09	12,193,578.82	-3.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals Unrestricted (A)	2024-25 Unaudited Actuals Restricted (B)	2024-25 Unaudited Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & 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)			9,234,070.58	3,334,025.13	12,568,095.71	8,569,157.73	3,624,421.09	12,193,578.82	-3.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,234,070.58	3,334,025.13	12,568,095.71	8,569,157.73	3,624,421.09	12,193,578.82	-3.0%
2) Ending Balance, June 30 (E + F1e)			8,569,157.73	3,624,421.09	12,193,578.82	8,194,534.73	3,013,591.09	11,208,125.82	-8.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	894.00	0.00	894.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,624,421.09	3,624,421.09	0.00	3,013,702.40	3,013,702.40	-16.9%
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	7,598,712.61	0.00	7,598,712.61	6,965,558.73	0.00	6,965,558.73	-8.3%
BOARD ASSIGNED ECONOMIC UNCERTAINTY 12%	0000	9780	*2,009,198.97*		*2,009,198.97*			*0.00*	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780	*167,433.25*		*167,433.25*			*0.00*	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780	*167,433.25*		*167,433.25*			*0.00*	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780	*334,866.50*		*334,866.50*			*0.00*	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780	*1,589,128.00*		*1,589,128.00*			*0.00*	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780	*3,310,775.14*		*3,310,775.14*			*0.00*	
BOARD ASSIGNED ECONOMIC UNCERTAINTY 12%	0000	9780			*0.00*	*1,877,683.00*		*1,877,683.00*	
BOARD ASSIGNED STRS/PERS COSTS 1%	0000	9780			*0.00*	*156,474.00*		*156,474.00*	
BOARD ASSIGNED SPEC ED COSTS 1%	0000	9780			*0.00*	*156,474.00*		*156,474.00*	
BOARD ASSIGNED EQUIP REPLACEMENT 2%	0000	9780			*0.00*	*312,948.00*		*312,948.00*	
BOARD ASSIGNED FACILITY PROJECTS	0000	9780			*0.00*	*1,589,128.00*		*1,589,128.00*	
BOARD ASSIGNED STRATEGIC PLAN	0000	9780			*0.00*	*2,847,166.23*		*2,847,166.23*	

Description	Function Codes	Object Codes	2024-25 Unaudited 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)	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	968,551.12	0.00	968,551.12	1,227,976.00	0.00	1,227,976.00	26.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	(111.31)	(111.31)	New

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
4124	ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	.34	.34
6300	Lottery: Instructional Materials	155,046.14	58,094.14
6383	Golden State Pathways Program	1,067,694.82	397,147.82
6387	Career Technical Education Incentive Grant Program	.34	.34
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	494,780.35	494,780.35
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	203,459.43	303,413.43
7399	LCFF Equity Multiplier	96,680.43	52,158.43
7412	A-G Access/Success Grant	2,562.69	0.00
7413	A-G Learning Loss Mitigation Grant	15,799.46	9.46
7435	Learning Recovery Emergency Block Grant	1,476,605.87	1,286,943.87
7810	Other Restricted State	34,864.23	344,227.23
9010	Other Restricted Local	76,926.99	76,926.99
Total, Restricted Balance		3,624,421.09	3,013,702.40

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	472,268.13	469,000.00	1,297.3%
5) TOTAL, REVENUES			472,268.13	469,000.00	1,297.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	348,805.02	332,000.00	-4.8%
5) Services and Other Operating Expenditures		5000-5999	129,938.96	131,500.00	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			478,743.98	463,500.00	-4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,475.85)	5,500.00	-184.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,475.85)	5,500.00	-184.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	342,567.80	336,091.95	-1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			342,567.80	336,091.95	-1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			342,567.80	336,091.95	-1.9%
2) Ending Balance, June 30 (E + F1e)			336,091.95	341,591.95	1.6%
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	336,091.95	341,591.95	1.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2024-25 Unaudited 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	349,112.60		
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			349,112.60		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	13,020.65		
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			13,020.65		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(must agree with line F2) (G10 + H2) - (I6 + J2)			336,091.95		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	71.52	1,000.00	1,298.2%
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	472,196.61	468,000.00	-0.9%
TOTAL, REVENUES			472,268.13	469,000.00	1,297.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	348,805.02	332,000.00	-4.8%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			348,805.02	332,000.00	-4.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	500.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	1,000.00	New
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	129,938.96	130,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			129,938.96	131,500.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			478,743.98	463,500.00	-4.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited 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 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	472,268.13	469,000.00	1,297.3%
5) TOTAL, REVENUES			472,268.13	469,000.00	1,297.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		478,743.98	463,500.00	-3.2%
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			478,743.98	463,500.00	-3.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,475.85)	5,500.00	-184.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,475.85)	5,500.00	-184.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	342,567.80	336,091.95	-1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			342,567.80	336,091.95	-1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			342,567.80	336,091.95	-1.9%
2) Ending Balance, June 30 (E + F1e)			336,091.95	341,591.95	1.6%
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	336,091.95	341,591.95	1.6%
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 Unaudited Actuals	2025-26 Budget
8210	Student Activity Funds	336,091.95	341,591.95
Total, Restricted Balance		336,091.95	341,591.95

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	22,768.00	23,403.00	2.8%
4) Other Local Revenue		8600-8799	126,416.82	79,488.00	-37.1%
5) TOTAL, REVENUES			149,184.82	102,891.00	-31.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	22,323.18	27,000.00	21.0%
2) Classified Salaries		2000-2999	82,701.56	58,103.00	-29.7%
3) Employee Benefits		3000-3999	35,277.87	20,827.00	-41.0%
4) Books and Supplies		4000-4999	1,093.23	11,200.00	924.5%
5) Services and Other Operating Expenditures		5000-5999	874.23	9,485.00	985.0%
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	4,001.00	3,000.00	-25.0%
9) TOTAL, EXPENDITURES			146,271.07	129,615.00	-11.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,913.75	(26,724.00)	-1,017.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,913.75	(26,724.00)	-1,017.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	105,152.35	108,066.10	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			105,152.35	108,066.10	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			105,152.35	108,066.10	2.8%
2) Ending Balance, June 30 (E + F1e)			108,066.10	81,342.10	-24.7%
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	552.00	3,424.00	520.3%
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	107,514.10	77,918.10	-27.5%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	109,455.10		
1) Fair Value Adjustment to Cash in County Treasury		9111	552.00		
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 Unaudited 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			110,007.10		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	1,941.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1,941.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			108,066.10		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	22,768.00	23,403.00	2.8%
TOTAL, OTHER STATE REVENUE			22,768.00	23,403.00	2.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,551.82	1,750.00	-31.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	2,387.00	0.00	-100.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	121,478.00	77,738.00	-36.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			126,416.82	79,488.00	-37.1%
TOTAL, REVENUES			149,184.82	102,891.00	-31.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	22,323.18	27,000.00	21.0%
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			22,323.18	27,000.00	21.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	6,600.00	6,600.00	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	76,101.56	51,503.00	-32.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			82,701.56	58,103.00	-29.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	2,302.83	1,261.00	-45.2%
PERS		3201-3202	18,421.66	11,664.00	-36.7%
OASDI/Medicare/Alternative		3301-3302	5,851.15	4,267.00	-27.1%
Health and Welfare Benefits		3401-3402	5,879.94	1,296.00	-78.0%
Unemployment Insurance		3501-3502	49.99	42.00	-16.0%
Workers' Compensation		3601-3602	2,772.30	2,297.00	-17.1%
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			35,277.87	20,827.00	-41.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	2,000.00	New
Materials and Supplies		4300	1,093.23	9,200.00	741.5%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,093.23	11,200.00	924.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	320.82	6,485.00	1,921.4%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	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	553.41	3,000.00	442.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			874.23	9,485.00	985.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	4,001.00	3,000.00	-25.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			4,001.00	3,000.00	-25.0%
TOTAL, EXPENDITURES			146,271.07	129,615.00	-11.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	22,768.00	23,403.00	2.8%
4) Other Local Revenue		8600-8799	126,416.82	79,488.00	-37.1%
5) TOTAL, REVENUES			149,184.82	102,891.00	-31.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		33,071.26	46,289.00	40.0%
2) Instruction - Related Services	2000-2999		109,198.81	80,326.00	-26.4%
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		4,001.00	3,000.00	-25.0%
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			146,271.07	129,615.00	-11.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,913.75	(26,724.00)	-1,017.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,913.75	(26,724.00)	-1,017.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	105,152.35	108,066.10	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			105,152.35	108,066.10	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			105,152.35	108,066.10	2.8%
2) Ending Balance, June 30 (E + F1e)			108,066.10	81,342.10	-24.7%
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	552.00	3,424.00	520.3%
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	107,514.10	77,918.10	-27.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
6371	CalWORKs for ROCP or Adult Education	0.00	2,872.00
9010	Other Restricted Local	552.00	552.00
Total, Restricted Balance		552.00	3,424.00

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	655,940.99	527,000.00	-19.7%
3) Other State Revenue		8300-8599	335,441.67	253,000.00	-24.6%
4) Other Local Revenue		8600-8799	252,716.76	143,200.00	-43.3%
5) TOTAL, REVENUES			1,244,099.42	923,200.00	-25.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	300,190.73	311,989.00	3.9%
3) Employee Benefits		3000-3999	198,015.98	199,452.00	0.7%
4) Books and Supplies		4000-4999	439,170.97	532,000.00	21.1%
5) Services and Other Operating Expenditures		5000-5999	112,818.39	13,635.00	-87.9%
6) Capital Outlay		6000-6999	43,870.77	5,850.00	-86.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,094,066.84	1,062,926.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			150,032.58	(139,726.00)	-193.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			150,032.58	(139,726.00)	-193.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,011,976.24	1,162,008.82	14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,011,976.24	1,162,008.82	14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,011,976.24	1,162,008.82	14.8%
2) Ending Balance, June 30 (E + F1e)			1,162,008.82	1,022,282.82	-12.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	500.00	500.00	0.0%
Stores		9712	64,348.53	56,021.00	-12.9%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,097,160.29	965,761.82	-12.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	960,716.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	4,845.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	500.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	134,483.69		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	64,348.53		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,164,893.81		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	2,884.99		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			2,884.99		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			1,162,008.82		
FEDERAL REVENUE					
Child Nutrition Programs		8220	589,505.54	527,000.00	-10.6%
Donated Food Commodities		8221	66,435.45	0.00	-100.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			655,940.99	527,000.00	-19.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	335,441.67	253,000.00	-24.6%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			335,441.67	253,000.00	-24.6%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	137,962.92	75,000.00	-45.6%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	31,728.80	16,700.00	-47.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	20,061.00	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	62,964.04	51,500.00	-18.2%
TOTAL, OTHER LOCAL REVENUE			252,716.76	143,200.00	-43.3%
TOTAL, REVENUES			1,244,099.42	923,200.00	-25.8%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	227,945.93	239,744.00	5.2%
Classified Supervisors' and Administrators' Salaries		2300	72,244.80	72,245.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			300,190.73	311,989.00	3.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	82,227.06	83,523.00	1.6%
OASDI/Medicare/Alternative		3301-3302	22,395.21	22,543.00	0.7%
Health and Welfare Benefits		3401-3402	85,020.48	85,070.00	0.1%
Unemployment Insurance		3501-3502	146.64	148.00	0.9%
Workers' Compensation		3601-3602	8,226.59	8,168.00	-0.7%
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			198,015.98	199,452.00	0.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	29,603.34	67,000.00	126.3%
Noncapitalized Equipment		4400	4,684.01	0.00	-100.0%
Food		4700	404,883.62	465,000.00	14.8%
TOTAL, BOOKS AND SUPPLIES			439,170.97	532,000.00	21.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	400.00	New
Dues and Memberships		5300	580.00	610.00	5.2%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,449.00	3,225.00	31.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,522.10	2,000.00	31.4%
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	108,267.29	7,400.00	-93.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			112,818.39	13,635.00	-87.9%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	5,850.00	New
Equipment Replacement		6500	43,870.77	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			43,870.77	5,850.00	-86.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,094,066.84	1,062,926.00	-2.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

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

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	655,940.99	527,000.00	-19.7%
3) Other State Revenue		8300-8599	335,441.67	253,000.00	-24.6%
4) Other Local Revenue		8600-8799	252,716.76	143,200.00	-43.3%
5) TOTAL, REVENUES			1,244,099.42	923,200.00	-25.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		989,414.97	1,059,701.00	7.1%
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		104,651.87	3,225.00	-96.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,094,066.84	1,062,926.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			150,032.58	(139,726.00)	-193.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			150,032.58	(139,726.00)	-193.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,011,976.24	1,162,008.82	14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,011,976.24	1,162,008.82	14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,011,976.24	1,162,008.82	14.8%
2) Ending Balance, June 30 (E + F1e)			1,162,008.82	1,022,282.82	-12.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	500.00	500.00	0.0%
Stores		9712	64,348.53	56,021.00	-12.9%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,097,160.29	965,761.82	-12.0%
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 Unaudited Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1,040,017.71	946,504.24
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	42,603.89	4,718.89
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	9,693.69	9,693.69
9010	Other Restricted Local	4,845.00	4,845.00
Total, Restricted Balance		1,097,160.29	965,761.82

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	250,000.00	250,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	24,541.63	4,500.00	-81.7%
5) TOTAL, REVENUES			274,541.63	254,500.00	-7.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	6,501.16	81,000.00	1,145.9%
5) Services and Other Operating Expenditures		5000-5999	83,564.26	34,500.00	-58.7%
6) Capital Outlay		6000-6999	114,814.48	135,000.00	17.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			204,879.90	250,500.00	22.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			69,661.73	4,000.00	-94.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,661.73	4,000.00	-94.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	437,832.11	507,493.84	15.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			437,832.11	507,493.84	15.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			437,832.11	507,493.84	15.9%
2) Ending Balance, June 30 (E + F1e)			507,493.84	511,493.84	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,554.00	2,554.00	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	504,939.84	508,939.84	0.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	506,395.49		
1) Fair Value Adjustment to Cash in County Treasury		9111	2,554.00		
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 Unaudited 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			508,949.49		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,455.65		
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			1,455.65		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			507,493.84		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	250,000.00	250,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			250,000.00	250,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	14,373.63	4,500.00	-68.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	10,168.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			24,541.63	4,500.00	-81.7%
TOTAL, REVENUES			274,541.63	254,500.00	-7.3%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	6,501.16	75,000.00	1,053.6%
Noncapitalized Equipment		4400	0.00	6,000.00	New
TOTAL, BOOKS AND SUPPLIES			6,501.16	81,000.00	1,145.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	71,258.91	25,500.00	-64.2%
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	12,305.35	9,000.00	-26.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			83,564.26	34,500.00	-58.7%
CAPITAL OUTLAY					
Land Improvements		6170	96,533.04	135,000.00	39.8%
Buildings and Improvements of Buildings		6200	12,521.44	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	5,760.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			114,814.48	135,000.00	17.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			204,879.90	250,500.00	22.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	250,000.00	250,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	24,541.63	4,500.00	-81.7%
5) TOTAL, REVENUES			274,541.63	254,500.00	-7.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		204,879.90	250,500.00	22.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			204,879.90	250,500.00	22.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			69,661.73	4,000.00	-94.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,661.73	4,000.00	-94.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	437,832.11	507,493.84	15.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			437,832.11	507,493.84	15.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			437,832.11	507,493.84	15.9%
2) Ending Balance, June 30 (E + F1e)			507,493.84	511,493.84	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,554.00	2,554.00	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	504,939.84	508,939.84	0.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
9010	Other Restricted Local	2,554.00	2,554.00
Total, Restricted Balance		2,554.00	2,554.00

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,932.85	3,000.00	-66.4%
5) TOTAL, REVENUES			8,932.85	3,000.00	-66.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,932.85	3,000.00	-66.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	70,000.00	70,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			70,000.00	70,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			78,932.85	73,000.00	-7.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	140,127.93	219,060.78	56.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			140,127.93	219,060.78	56.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			140,127.93	219,060.78	56.3%
2) Ending Balance, June 30 (E + F1e)			219,060.78	292,060.78	33.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,099.00	1,099.00	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	217,961.78	290,961.78	33.5%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	217,961.78		
1) Fair Value Adjustment to Cash in County Treasury		9111	1,099.00		
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 Unaudited 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			219,060.78		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			219,060.78		
OTHER STATE REVENUE					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5,477.85	3,000.00	-45.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	3,455.00	0.00	-100.0%
Other Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,932.85	3,000.00	-66.4%
TOTAL, REVENUES			8,932.85	3,000.00	-66.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	70,000.00	70,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			70,000.00	70,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			70,000.00	70,000.00	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,932.85	3,000.00	-66.4%
5) TOTAL, REVENUES			8,932.85	3,000.00	-66.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			8,932.85	3,000.00	-66.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	70,000.00	70,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			70,000.00	70,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			78,932.85	73,000.00	-7.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	140,127.93	219,060.78	56.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			140,127.93	219,060.78	56.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			140,127.93	219,060.78	56.3%
2) Ending Balance, June 30 (E + F1e)			219,060.78	292,060.78	33.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,099.00	1,099.00	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	217,961.78	290,961.78	33.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
9010	Other Restricted Local	1,099.00	1,099.00
Total, Restricted Balance		1,099.00	1,099.00

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	449.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	176,310.35	154,000.00	-12.7%
5) TOTAL, REVENUES			176,759.35	154,000.00	-12.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	5,000.04	5,000.00	0.0%
2) Classified Salaries		2000-2999	3,780.50	3,456.00	-8.6%
3) Employee Benefits		3000-3999	1,722.56	1,526.00	-11.4%
4) Books and Supplies		4000-4999	22,405.01	4,501.00	-79.9%
5) Services and Other Operating Expenditures		5000-5999	131,989.95	142,835.00	8.2%
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			164,898.06	157,318.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,861.29	(3,318.00)	-128.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,861.29	(3,318.00)	-128.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,234,678.64	3,246,539.93	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,234,678.64	3,246,539.93	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,234,678.64	3,246,539.93	0.4%
2) Ending Balance, June 30 (E + F1e)			3,246,539.93	3,243,221.93	-0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	367.00	367.00	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	3,246,172.93	3,242,854.93	-0.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	72,851.60		
1) Fair Value Adjustment to Cash in County Treasury		9111	367.00		
b) in Banks		9120	111,470.51		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	3,107,170.23		
3) Accounts Receivable		9200	4,558.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	174.70		
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			3,296,592.04		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	9,031.69		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	41,020.42		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			50,052.11		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			3,246,539.93		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	449.00	0.00	-100.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			449.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	95,788.39	150,000.00	56.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	8,946.02	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	71,575.94	4,000.00	-94.4%
TOTAL, OTHER LOCAL REVENUE			176,310.35	154,000.00	-12.7%
TOTAL, REVENUES			176,759.35	154,000.00	-12.9%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	5,000.04	5,000.00	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			5,000.04	5,000.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	3,780.50	3,456.00	-8.6%
TOTAL, CLASSIFIED SALARIES			3,780.50	3,456.00	-8.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,403.96	955.00	-32.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	72.48	335.00	362.2%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Unemployment Insurance		3501-3502	2.52	4.00	58.7%
Workers' Compensation		3601-3602	243.60	232.00	-4.8%
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			1,722.56	1,526.00	-11.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	22,405.01	4,501.00	-79.9%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			22,405.01	4,501.00	-79.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	69,852.79	55,985.00	-19.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	4,150.00	New
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	62,137.16	82,700.00	33.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			131,989.95	142,835.00	8.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			164,898.06	157,318.00	-4.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
(- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	449.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	176,310.35	154,000.00	-12.7%
5) TOTAL, REVENUES			176,759.35	154,000.00	-12.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		13,716.27	13,482.00	-1.7%
2) Instruction - Related Services	2000-2999		2,200.00	2,200.00	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		59,575.00	75,000.00	25.9%
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		89,406.79	66,636.00	-25.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			164,898.06	157,318.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			11,861.29	(3,318.00)	-128.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,861.29	(3,318.00)	-128.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,234,678.64	3,246,539.93	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,234,678.64	3,246,539.93	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,234,678.64	3,246,539.93	0.4%
2) Ending Balance, June 30 (E + F1e)			3,246,539.93	3,243,221.93	-0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	367.00	367.00	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	3,246,172.93	3,242,854.93	-0.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
9010	Other Restricted Local	367.00	367.00
Total, Restricted Balance		367.00	367.00

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	497.00	0.00	-100.0%
5) TOTAL, REVENUES			497.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,700.00	0.00	-100.0%
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			3,700.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,203.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,203.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,481.28	20,278.28	-13.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,481.28	20,278.28	-13.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,481.28	20,278.28	-13.6%
2) Ending Balance, June 30 (E + F1e)			20,278.28	20,278.28	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	102.00	102.00	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	20,176.28	20,176.28	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	20,176.28		
1) Fair Value Adjustment to Cash in County Treasury		9111	102.00		
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 Unaudited 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			20,278.28		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			20,278.28		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	497.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			497.00	0.00	-100.0%
TOTAL, REVENUES			497.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,700.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,700.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,700.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	497.00	0.00	-100.0%
5) TOTAL, REVENUES			497.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,700.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,700.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(3,203.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,203.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,481.28	20,278.28	-13.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,481.28	20,278.28	-13.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,481.28	20,278.28	-13.6%
2) Ending Balance, June 30 (E + F1e)			20,278.28	20,278.28	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	102.00	102.00	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	20,176.28	20,176.28	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 Unaudited Actuals	2025-26 Budget
9010	Other Restricted Local	102.00	102.00
Total, Restricted Balance		102.00	102.00

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	69,038.52	45,300.00	-34.4%
5) TOTAL, REVENUES			69,038.52	45,300.00	-34.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,281.12	3,300.00	157.6%
6) Capital Outlay		6000-6999	0.00	42,000.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,281.12	45,300.00	3,436.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			67,757.40	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			67,757.40	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	364,627.11	432,384.51	18.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			364,627.11	432,384.51	18.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			364,627.11	432,384.51	18.6%
2) Ending Balance, June 30 (E + F1e)			432,384.51	432,384.51	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	432,384.51	432,384.51	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	423,619.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	2,136.00		
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 Unaudited Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	6,629.34		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			432,384.51		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			432,384.51		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	13,825.84	3,300.00	-76.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	7,364.00	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	47,848.68	42,000.00	-12.2%
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			69,038.52	45,300.00	-34.4%
TOTAL, REVENUES			69,038.52	45,300.00	-34.4%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,281.12	3,300.00	157.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,281.12	3,300.00	157.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	42,000.00	New
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	42,000.00	New
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,281.12	45,300.00	3,436.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

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

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	69,038.52	45,300.00	-34.4%
5) TOTAL, REVENUES			69,038.52	45,300.00	-34.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		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		1,281.12	3,300.00	157.6%
8) Plant Services	8000-8999		0.00	42,000.00	New
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,281.12	45,300.00	3,436.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			67,757.40	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			67,757.40	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	364,627.11	432,384.51	18.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			364,627.11	432,384.51	18.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			364,627.11	432,384.51	18.6%
2) Ending Balance, June 30 (E + F1e)			432,384.51	432,384.51	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	432,384.51	432,384.51	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 Unaudited Actuals	2025-26 Budget
9010	Other Restricted Local	432,384.51	432,384.51
Total, Restricted Balance		432,384.51	432,384.51

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	340,976.83	0.00	-100.0%
5) TOTAL, REVENUES			340,976.83	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	5,231.85	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	85,242.12	0.00	-100.0%
6) Capital Outlay		6000-6999	1,998,645.54	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,089,119.51	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,748,142.68)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,748,142.68)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,169,397.13	4,421,254.45	-28.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,169,397.13	4,421,254.45	-28.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,169,397.13	4,421,254.45	-28.3%
2) Ending Balance, June 30 (E + F1e)			4,421,254.45	4,421,254.45	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,421,254.45	4,421,254.45	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,193,316.74		
1) Fair Value Adjustment to Cash in County Treasury		9111	26,189.00		
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 Unaudited 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			5,219,505.74		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	798,251.29		
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			798,251.29		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			4,421,254.45		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	211,052.83	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	129,924.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			340,976.83	0.00	-100.0%
TOTAL, REVENUES			340,976.83	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	5,231.85	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			5,231.85	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	85,242.12	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			85,242.12	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,998,645.54	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,998,645.54	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,089,119.51	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	340,976.83	0.00	-100.0%
5) TOTAL, REVENUES			340,976.83	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,089,119.51	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,089,119.51	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(1,748,142.68)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,748,142.68)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,169,397.13	4,421,254.45	-28.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,169,397.13	4,421,254.45	-28.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,169,397.13	4,421,254.45	-28.3%
2) Ending Balance, June 30 (E + F1e)			4,421,254.45	4,421,254.45	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,421,254.45	4,421,254.45	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 Unaudited Actuals	2025-26 Budget
7710	State School Facilities Projects	4,421,254.45	4,421,254.45
Total, Restricted Balance		4,421,254.45	4,421,254.45

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,248.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	366,577.34	353,825.00	-3.5%
5) TOTAL, REVENUES			369,825.34	353,825.00	-4.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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	343,200.02	352,425.00	2.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			343,200.02	352,425.00	2.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			26,625.32	1,400.00	-94.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			26,625.32	1,400.00	-94.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	191,391.27	218,016.59	13.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			191,391.27	218,016.59	13.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			191,391.27	218,016.59	13.9%
2) Ending Balance, June 30 (E + F1e)			218,016.59	219,416.59	0.6%
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	1,094.00	1,094.00	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	216,922.59	218,322.59	0.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	216,922.59		
1) Fair Value Adjustment to Cash in County Treasury		9111	1,094.00		
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 Unaudited 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			218,016.59		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			218,016.59		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	3,248.00	0.00	-100.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,248.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	338,261.30	352,425.00	4.2%
Unsecured Roll		8612	12,682.96	0.00	-100.0%
Prior Years' Taxes		8613	678.69	0.00	-100.0%
Supplemental Taxes		8614	6,778.80	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	3,863.59	1,400.00	-63.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	4,312.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			366,577.34	353,825.00	-3.5%
TOTAL, REVENUES			369,825.34	353,825.00	-4.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	323,200.02	30,000.00	-90.7%
Other Debt Service - Principal		7439	20,000.00	322,425.00	1,512.1%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			343,200.02	352,425.00	2.7%
TOTAL, EXPENDITURES			343,200.02	352,425.00	2.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	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 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,248.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	366,577.34	353,825.00	-3.5%
5) TOTAL, REVENUES			369,825.34	353,825.00	-4.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	343,200.02	352,425.00	2.7%
10) TOTAL, EXPENDITURES			343,200.02	352,425.00	2.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			26,625.32	1,400.00	-94.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			26,625.32	1,400.00	-94.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	191,391.27	218,016.59	13.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			191,391.27	218,016.59	13.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			191,391.27	218,016.59	13.9%
2) Ending Balance, June 30 (E + F1e)			218,016.59	219,416.59	0.6%
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	1,094.00	1,094.00	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	216,922.59	218,322.59	0.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
9010	Other Restricted Local	1,094.00	1,094.00
Total, Restricted Balance		1,094.00	1,094.00

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	132,578.61	0.00	-100.0%
5) TOTAL, REVENUES			132,578.61	0.00	-100.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	16,250.00	21,500.00	32.3%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			16,250.00	21,500.00	32.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			116,328.61	(21,500.00)	-118.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			116,328.61	(21,500.00)	-118.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	194,599.54	310,928.15	59.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			194,599.54	310,928.15	59.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			194,599.54	310,928.15	59.8%
2) Ending Net Position, June 30 (E + F1e)			310,928.15	289,428.15	-6.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	310,928.15	289,428.15	-6.9%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	21.37		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	25,868.80		
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	285,037.98		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			310,928.15		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G11 + H2) - (I7 + J2)			310,928.15		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	9,174.26	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	123,404.35	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			132,578.61	0.00	-100.0%
TOTAL, REVENUES			132,578.61	0.00	-100.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	16,250.00	21,500.00	32.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			16,250.00	21,500.00	32.3%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			16,250.00	21,500.00	32.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	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%

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

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	132,578.61	0.00	-100.0%
5) TOTAL, REVENUES			132,578.61	0.00	-100.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		16,250.00	21,500.00	32.3%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			16,250.00	21,500.00	32.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			116,328.61	(21,500.00)	-118.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			116,328.61	(21,500.00)	-118.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	194,599.54	310,928.15	59.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			194,599.54	310,928.15	59.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			194,599.54	310,928.15	59.8%
2) Ending Net Position, June 30 (E + F1e)			310,928.15	289,428.15	-6.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	310,928.15	289,428.15	-6.9%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
9010	Other Restricted Local	310,928.15	289,428.15
Total, Restricted Net Position		310,928.15	289,428.15

Description	2024-25 Unaudited Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	975.41	969.17	1,015.80	940.00	940.00	998.68
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	975.41	969.17	1,015.80	940.00	940.00	998.68
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	6.14	5.96	6.14	4.96	4.96	4.96
c. Special Education-NPS/LCI						
d. Special Education Extended Year		.30	.30			
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)	6.14	6.26	6.44	4.96	4.96	4.96
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	981.55	975.43	1,022.24	944.96	944.96	1,003.64
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

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

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	357,500.00		357,500.00			357,500.00
Work in Progress	1,576,551.00		1,576,551.00		882,638.00	693,913.00
Total capital assets not being depreciated	1,934,051.00	0.00	1,934,051.00	0.00	882,638.00	1,051,413.00
Capital assets being depreciated:						
Land Improvements	6,637,452.60	969,915.00	7,607,367.60			7,607,367.60
Buildings	27,889,007.52		27,889,007.52		87,276.00	27,801,731.52
Equipment	3,181,343.99		3,181,343.99			3,181,343.99
Total capital assets being depreciated	37,707,804.11	969,915.00	38,677,719.11	0.00	87,276.00	38,590,443.11
Accumulated Depreciation for:						
Land Improvements	(2,331,664.00)		(2,331,664.00)			(2,331,664.00)
Buildings	(12,994,427.00)		(12,994,427.00)			(12,994,427.00)
Equipment	(1,796,063.00)		(1,796,063.00)			(1,796,063.00)
Total accumulated depreciation	(17,122,154.00)	0.00	(17,122,154.00)	0.00	0.00	(17,122,154.00)
Total capital assets being depreciated, net excluding lease and subscription assets	20,585,650.11	969,915.00	21,555,565.11	0.00	87,276.00	21,468,289.11
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	22,519,701.11	969,915.00	23,489,616.11	0.00	969,914.00	22,519,702.11
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

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	7,027,096.25	301	0.00	303	7,027,096.25	305	86,031.32		307	6,941,064.93	309
2000 - Classified Salaries	4,037,380.19	311	23,991.22	313	4,013,388.97	315	539,010.38		317	3,474,378.59	319
3000 - Employee Benefits	5,562,231.05	321	148,709.82	323	5,413,521.23	325	257,634.89		327	5,155,886.34	329
4000 - Books, Supplies Equip Replace. (6500)	1,301,615.94	331	2,177.77	333	1,299,438.17	335	506,624.45		337	792,813.72	339
5000 - Services. . . & 7300 - Indirect Costs	2,131,493.81	341	371,979.50	343	1,759,514.31	345	(194,286.15)		347	1,953,800.46	349
			TOTAL		19,512,958.93	365		TOTAL		18,317,944.04	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	5,448,827.88	375
2. Salaries of Instructional Aides Per EC 41011	2100	831,989.49	380
3. STRS	3101 & 3102	1,374,414.19	382
4. PERS	3201 & 3202	323,248.53	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	167,165.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	1,027,123.95	385
7. Unemployment Insurance	3501 & 3502	3,018.86	390
8. Workers' Compensation Insurance	3601 & 3602	156,711.89	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		9,332,499.79	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)		91,522.86	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		9,240,976.93	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		50.45%	
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)	50.00%	
2. Percentage spent by this district (Part II, Line 15)	50.45%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	18,317,944.04	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

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

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	7,974,411.00		7,974,411.00		40,765.00	7,933,646.00	
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	1,659,311.00		1,659,311.00		194,596.00	1,464,715.00	
Net Pension Liability	13,030,473.00	1,265,946.00	14,296,419.00			14,296,419.00	
Total/Net OPEB Liability	2,303,241.00	(24,457.00)	2,278,784.00			2,278,784.00	
Compensated Absences Payable	38,390.00	35,267.00	73,657.00			73,657.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	25,005,826.00	1,276,756.00	26,282,582.00	0.00	235,361.00	26,047,221.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2024-25 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	24,283,777.94
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	2,319,048.72
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	44,864.16
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	3,276,824.67
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	218,463.30
4. Other Transfers Out	All	9200	7200-7299	441,476.00
5. Interfund Transfers Out	All	9300	7600-7629	70,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	333,823.91
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.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				4,385,452.04
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	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				17,579,277.18

Section II - Expenditures Per ADA	2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	975.43
B. Expenditures per ADA (Line I.E divided by Line II.A)	18,022.08

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	16,724,438.43	17,145.71
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)	16,724,438.43	17,145.71
B. Required effort (Line A.2 times 90%)	15,051,994.59	15,431.14
C. Current year expenditures (Line I.E and Line II.B)	17,579,277.18	18,022.08
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	**2023-24 Actual**			**2024-25 Actual**		
Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE						
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	9,585,514.67		9,585,514.67			9,932,510.30
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	981.55		981.55			981.55
ADJUSTMENTS TO PRIOR YEAR LIMIT	**Adjustments to 2023-24**			**Adjustments to 2024-25**		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA	**2024-25 P2 Report**			**2025-26 P2 Estimate**		
Unaudited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the district						
1. Total K-12 ADA (Form A, Line A6)	981.55		981.55	944.96		944.96
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			981.55			944.96
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	**2024-25 Actual**			**2025-26 Budget**		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	36,248.20		36,248.20	35,898.00		35,898.00
2. Timber Yield Tax (Object 8022)	10,868.59		10,868.59	5,797.00		5,797.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	3,371,139.27		3,371,139.27	3,378,273.00		3,378,273.00
5. Unsecured Roll Taxes (Object 8042)	172,080.79		172,080.79	176,941.00		176,941.00
6. Prior Years' Taxes (Object 8043)	5,235.10		5,235.10	6,521.00		6,521.00
7. Supplemental Taxes (Object 8044)	54,354.30		54,354.30	42,046.00		42,046.00

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	110.75		110.75	281.00		281.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	3,650,037.00	0.00	3,650,037.00	3,645,757.00	0.00	3,645,757.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	3,650,037.00	0.00	3,650,037.00	3,645,757.00	0.00	3,645,757.00
EXCLUDED APPROPRIATIONS						
19a. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			152,846.20			158,921.00
19b. Qualified Capital Outlay Projects						
19c. Routine Restricted Maintenance Account (Fund 01, Resource 8150, Objects 8900-8999)	981,945.31		981,945.31	1,067,356.00		1,067,356.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)	981,945.31	0.00	1,134,791.51	1,067,356.00	0.00	1,226,277.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	13,666,211.00		13,666,211.00	13,882,651.00		13,882,651.00
25. LCFF State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	13,666,211.00	0.00	13,666,211.00	13,882,651.00	0.00	13,882,651.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	23,909,261.05		23,909,261.05	23,756,552.00		23,756,552.00

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	747,747.74		747,747.74	348,868.00		348,868.00
D. APPROPRIATIONS LIMIT CALCULATIONS	**2024-25 Actual**			**2025-26 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			9,585,514.67			9,932,510.30
2. Inflation Adjustment			1.0362			1.0644
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0000			0.9627
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			9,932,510.30			10,177,822.25
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			3,650,037.00			3,645,757.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)			117,786.00			113,395.20
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			7,417,264.81			7,758,342.25
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			7,417,264.81			7,758,342.25
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			357,297.46			169,966.64
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			4,007,334.46			3,815,723.64
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			7,059,967.35			7,588,375.61
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			4,007,334.46			
b. State Subventions (Line D8)			7,059,967.35			
c. Less: Excluded Appropriations (Line C23)			1,134,791.51			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			9,932,510.30			
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4)			0.00			
SUMMARY	**2024-25 Actual**			**2025-26 Budget**		
11. Adjusted Appropriations Limit (Lines D4 plus D10)			9,932,510.30			10,177,822.25

	2024-25 Calculations			2025-26 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
12. Appropriations Subject to the Limit (Line D9d)			9,932,510.30			

"* Please provide below an explanation for each entry in the adjustments column."

DIANA DAVISSON	DDAVISSON@CORNINGHS.ORG	530-824-8002
Gann Contact Person	Contact Email Address	Contact Phone Number

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)	1,058,025.78
2. Contracted general administrative positions not paid through payroll	
a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.	
b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.	

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000)	15,433,231.62

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)	6.86%

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. Retain supporting documentation.	0.00

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)	1,111,429.13
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	393,292.19

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	24,350.00
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)	195,586.30
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)	123.48
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)	1,724,781.10
9. Carry-Forward Adjustment (Part IV, Line F)	255,539.64
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,980,320.74
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	11,099,547.67
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,244,016.31
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,126,162.38
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	704,955.64
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	44,864.16
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)	322,017.18
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	9,309.73
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)	2,655,525.88
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)	1,676.52
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)	478,743.98
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	142,270.07
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)	645,312.45
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	164,898.06
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	19,639,300.03
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	8.78%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	10.08%

Part IV - Carry-forward Adjustment

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

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

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

A. Indirect costs incurred in the current year (Part III, Line A8)	1,724,781.10
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(43,428.27)
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.26%) times Part III, Line B19); zero if negative	255,539.64
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.26%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.26%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	255,539.64
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	255,539.64

Approved indirect cost rate: 7.26%

Highest rate used in any program: 7.26%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3182	208,338.02	14,094.00	6.76%
01	3310	976,153.84	53,778.30	5.51%
01	4035	15,586.00	906.00	5.81%
01	4124	263,234.95	13,161.76	5.00%
01	4129	159,464.33	7,500.00	4.70%
01	4203	35,907.00	1,073.00	2.99%
01	6010	57,150.00	2,850.00	4.99%
01	6331	182,098.17	12,598.51	6.92%
01	6387	177,563.37	4,612.00	2.60%
01	6388	194,779.32	4,462.00	2.29%
01	6500	616,632.64	43,556.26	7.06%
01	6520	54,023.00	3,922.00	7.26%
01	9010	402,442.34	21,677.49	5.39%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	75,907.62		199,581.90	275,489.52
2. State Lottery Revenue	8560	188,137.05		89,985.34	278,122.39
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)		264,044.67	0.00	289,567.24	553,611.91
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	52,824.45		134,521.10	187,345.55
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	191,342.72			191,342.72
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)		244,167.17	0.00	134,521.10	378,688.27
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	19,877.50	0.00	155,046.14	174,923.64
D. COMMENTS:					

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

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

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K–12	6,594,138.76	3,021,256.30	9,615,395.06	891,811.95		10,507,207.01
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	1,150,621.02	464,684.18	1,615,305.20	149,816.88		1,765,122.08
3300	Independent Study Centers	345,594.74	154,894.73	500,489.47	46,419.57		546,909.04
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	623,926.10	834,108.14	1,458,034.24	135,230.26		1,593,264.50
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	538,861.68	120,043.42	658,905.10	61,112.36		720,017.46
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	1,959,106.53	480,173.67	2,439,280.20	226,239.19		2,665,519.39
6000	Regional Occupational Ctr/Prg (ROC/P)	2,035,098.93	0.00	2,035,098.93	188,752.05		2,223,850.98
Other Goals							
7110	Nonagency - Educational	333,823.91	0.00	333,823.91	30,961.61		364,785.52
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	44,864.16	0.00	44,864.16	4,161.08		49,025.24
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
Other Costs							
----	Food Services					7,745.53	7,745.53
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					2,827,219.60	2,827,219.60
----	Other Outgo					891,219.30	891,219.30
Other Funds ----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	125,893.28		125,893.28
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(4,001.00)		(4,001.00)
----	**Total General Fund and Charter Schools Funds Expenditures**	13,626,035.83	5,075,160.44	18,701,196.27	1,856,397.23	3,726,184.43	24,283,777.93

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K–12	5,683,379.35	70,067.44	49,978.05	3,718.77	2,041.18	70,165.45	714,788.52			0.00	0.00	6,594,138.76
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	779,150.32	0.00	0.00	213,456.97	114,963.39	0.00	1,264.26			41,786.08	0.00	1,150,621.02
3300	Independent Study Centers	345,594.74	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	345,594.74
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	374,784.06	0.00	0.00	153,331.55	69,273.49	0.00	0.00			26,537.00	0.00	623,926.10
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	372,675.63	0.00	0.00	0.00	166,186.05	0.00	0.00			0.00	0.00	538,861.68
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	1,785,393.66	93,645.61	161.40	0.00	79,905.86	0.00	0.00			0.00	0.00	1,959,106.53
6000	ROC/P	1,856,952.25	93,893.28	0.00	6,455.27	41,161.74	0.00	0.00			36,636.39	0.00	2,035,098.93
Other Goals													
7110	Nonagency - Educational	333,823.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	333,823.91
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		44,864.16	0.00	0.00	0.00	44,864.16
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		11,531,753.92	257,606.33	50,139.45	376,962.56	473,531.71	70,165.45	716,052.78	44,864.16	0.00	104,959.47	0.00	13,626,035.83

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K–12	1,100,843.28	1,570,316.39	350,096.63	3,021,256.30
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	191,506.50	273,177.68	0.00	464,684.18
3300	Independent Study Centers	63,835.50	91,059.23	0.00	154,894.73
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	343,754.20	490,353.94	0.00	834,108.14
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	49,472.52	70,570.90	0.00	120,043.42
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	197,890.06	282,283.61	0.00	480,173.67
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
- -	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
- -	Child Development (Fund 12)	0.00	0.00	0.00	0.00
- -	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
Total Allocated Support Costs		1,947,302.06	2,777,761.75	350,096.63	5,075,160.44

A.	**Central Administration Costs in General Fund and Charter Schools Funds**	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	322,017.18
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	24,350.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	1,120,738.86
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	393,292.19
5	Total Central Administration Costs in General Fund and Charter Schools Funds	1,860,398.23
B.	**Direct Charged and Allocated Costs in General Fund and Charter Schools Funds**	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	13,626,035.83
2	Total Allocated Costs (from Form PCR, Column 2, Total)	5,075,160.44
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	18,701,196.27
C.	**Direct Charged Costs in Other Funds**	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	142,270.07
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	1,050,196.07
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	164,898.06
5	Total Direct Charged Costs in Other Funds	1,357,364.20
D.	**Total Direct Charged and Allocated Costs (B3 + C5)**	20,058,560.47
E.	**Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)**	9.27%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400-6920)	7,745.53				7,745.53
Enterprise (Objects 1000-5999, 6400-6920)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6700)			2,827,219.60		2,827,219.60
Other Outgo (Objects 1000 - 7999)				891,219.30	891,219.30
Total Other Costs	7,745.53	0.00	2,827,219.60	891,219.30	3,726,184.43

		Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
		Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)		29,535.35	116,629.51	499,774.44	1,301,362.77	2,775,961.75	1,800.00	350,096.63
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)		FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals	**Description**							
0001	Pre-Kindergarten							
1110	Regular Education, K–12	34.49	34.49	34.49	34.49	34.49	34.49	200.00
3100	Alternative Schools							
3200	Continuation Schools	6.00	6.00	6.00	6.00	6.00	6.00	
3300	Independent Study Centers	2.00	2.00	2.00	2.00	2.00	2.00	
3400	Opportunity Schools							
3550	Community Day Schools							
3700	Specialized Secondary Programs							
3800	Career Technical Education	10.77	10.77	10.77	10.77	10.77	10.77	
4110	Regular Education, Adult							
4610	Adult Independent Study Centers							
4620	Adult Correctional Education							
4630	Adult Career Technical Education							
4760	Bilingual	1.55	1.55	1.55	1.55	1.55	1.55	
4850	Migrant Education							
5000-5999	Special Education (allocated to 5001)	6.20	6.20	6.20	6.20	6.20	6.20	
6000	ROC/P							
Other Goals	**Description**							
7110	Nonagency - Educational							
7150	Nonagency - Other							
8100	Community Services							
8500	Child Care and Development Services							
Other Funds	**Description**							
- -	Adult Education (Fund 11)							
- -	Child Development (Fund 12)							
- -	Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors		61.01	61.01	61.01	61.01	61.01	61.01	200.00

Current LEA:	52-71506-0000000 Corning Union High	
Selected SELPA:	AE	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		DATE APPROVED
ID	SELPA-TITLE	(from Form SEA)
AE	Tehama County	

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	(4,001.00)				
Other Sources/Uses Detail					0.00	70,000.00		
Fund Reconciliation							42,961.42	174.70
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	0.00				
Other Sources/Uses Detail					0.00	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	4,001.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	1,941.00
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	0.00	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					70,000.00	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		

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
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							174.70	41,020.42
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								

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				
Other Sources/Uses Detail						0.00		
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								

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	4,001.00	(4,001.00)	70,000.00	70,000.00	43,136.12	43,136.12

CORNING UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 479
RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS FOR 2025-26

Education Code Section 60119
(as revised by Chapter 118, Statues of 2005 and CCR, Title 5, Section 9531)

WHEREAS, the governing board of Corning Union High School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 12, 2023, at 6:45 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least ten days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials are provided to all students, including English learners, in the District, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, sufficient textbooks and instructional materials are provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: math, science, history-social science, English/language arts, including the English language development component of an adopted program.

WHEREAS, sufficient textbooks or instructional materials are provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

NOW THEREFORE, BE IT RESOLVED, that for the 2025-26 school year, the Corning Union High School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED by said Board of Trustees on this 11th day of September, 2025, by the following vote:

AYES: 5
NOES: 0
ABSENT: 0
ATTEST:

Tony Turri President

I, Miguel Barriga, certify that the foregoing is a correct copy of a resolution passed and adopted by the Corning Union High School District on September 11, 2025.

Miguel Barriga, Superintendent

RESOLUTION #480 FOR ADOPTING THE "GANN" LIMIT

(Normal, no increase to Limit pursuant to G.C. 7902.1 [nothing on line K {COE line P}])

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the Corning Union High School District must establish a revised Gann limit for the 2024-25 fiscal year and a projected Gann Limit for the 2025-26 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2024-25 and 2025-26 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2024-25 and 2025-26 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

9/11/25
Date

Clerk, Board of Trustees

AYES: 5

NOES: 0

ABSENT: 0

CERTIFICATION:

I, Miguel Barriga,

Certify that the foregoing is a correct copy of a resolution passed and adopted by the Corning Union High School District Board of Trustees

Dated: 9/11/25

Miguel Barriga
Superintendent

CUHS Textbooks & Supplemental Materials List 2025-26

English Language Arts:

English I: Golding, Lord of the Flies; Lee, To Kill a Mockingbird; Shakespeare, Romeo and Juliet; Bradbury, A Medicine for Melancholy; Bradbury, All Summer in a Day; Cisneros, The House on Mango Street. The Lottery, Jackson; **English 1A:** Text: Zutell, Word Wisdom (Zaner-Bloser); DuPrau, City of Ember; other new books/novels are selected each year due to repeat students (w/admin approval); National Geographic Explorer Magazine **English II:** *ID Anthology Scholastic*: Shakur, The Rose That Grew From Concrete; Stokes, Students on Strike; Kormon, The Juvie Three; Myers, Sunrise Over Fallujah; Soto, Accidental Love; Saldana, The Whole Sky Full of Stars; *Other Novels:* Hansberry, A Raisin in the Sun; Knowles, A Separate Peace; Collins, Hunger Games; Upfront Magazine (Scholastic). **English III:** Miller, Death of a Salesman;; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us. **Honors English III:** Twain, The Adventures of Huckleberry Finn; Beals, Warriors Don't Cry; Steinbeck, The Grapes of Wrath; Miller, Death of a Salesman; Shakespeare, A Mid-Summer Night's Dream; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us; Angelou, I Know Why the Caged Bird Sings; Salzman, True Notebooks; Stevenson, Just Mercy **English IV:** Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Shakespeare, Hamlet, The Prince of Denmark; McCarthy, All the Pretty Horses; Jim Burke, Uncharted Territory, A High School Reader; Sophocles, Oedipus Rex; Multiple online sites & articles. **English IV AP***: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Stoppard, Rosencrantz and Guildenstern Are Dead; Albee, The Zoo Story; Shelly, Frankenstein; Faulkner, The Sound and the Fury; Hardy, Tess of D'Urbervilles; college board resources; **English IV Non-Fiction**: Scholastic's Upfront Magazine; New books/novels each year, often connected to a movie or live performance. Some English teachers also tap into the online resource of NewsELA to provide particular articles for students to read. Other online articles are accessed for stand-alone reading & interaction around various themes.

Mathematics:

Integrated I, II, III: Core Connections Integrated 1, Second Edition, Version 6.0, CPM Inc., 2013; Spanish Book 2015; Core Connections Integrated 2, second edition, version 6.0, 2015; Core Connections Integrated 3, second edition, version 5.0, 2015; **Advanced Math:** Pre-Calculus with Trigonometry, second edition, version 4.0, CPM, Inc. 2009; **AP Statistics**: The Practice of Statistics, Fourth Edition, Starnes, Yates, Moore, W.H. Freeman & Co., 2012; **Consumer Math:** Financial Algebra: Advanced Algebra with Financial Applications, Gerver & Sgroi, South-Western, Cengage Learning, 2014; multiple other online and teacher-created materials are being used to supplement the various textbooks; CPM online resources also utilized by teachers & students.

Science:

Medical Biology: Biology, Stephen Nowicki, Holt McDougal, 2015; HASPI curriculum and kits for medical bio; **AP Biology:** Campbell Biology in focus Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Orr, R. B: *2020, Pearson*. **Physics:** Science Techbook, Physics in the Universe(Discovery Education Inc., 2019). **Living Earth:** Education, D. (2019b). Discovery Education Science Techbook for California NGSS - Living Earth - Core Text Companion.**Chemistry in the Earth's System:** Education, D. (2019). Discovery Education Science Techbook for California NGSS - Chemistry & Earth Systems - Core Text Companion. **AP Chemistry:** Chemistry, fifth edition, Zumdahol, 2000. **Natural Resources**: Managing Our Natural Resources, William G. Camp, 2016. **Natural Resources 2:** Introduction to Forestry Science, I. Devere Burton, 2013. **Nutritional Science:** Food, Nutrition & Wellness, McGraw Hill, 2016. **Health Science:** Glencoe Health, McGraw-Hill Co., 2018 Digital;

Social Science:

Ethnic Studies in Geography: The Human and Physical World, McGraw Hill, 2018; Atlas of the World Rand McNally online 13th edition, 2018; **World History**: The Modern World, California Edition, Prentice Hall 2007/9; **U.S. History:** The American Nation, Holt, Rinehart & Winston, 2001; NewsELA articles; History.com resources; **History 17B/Pols II** Shasta College dual enrollment: American Government 4th edition. Glen Krutz and Sylvie Waskiewiez (Digital) **American Government:** United States Government, McGraw Hill, 2018; **Economics**: Economics, Holt, Rinehart & Winston, 1999. All Social Science teachers have created or adapted many different supplemental curricula and instructional materials from a variety of digital resources for literacy-based purposes that students access through Google Classroom

ELD/Foreign Language:

Spanish 1 & 2: Realidades, Pearson, 2014; Fluency Matters: Esperanza (Span.2) **Spanish 3 & 4** Aguirre: La Llorona de Mazatlan. Fiorot-Peek: teacher-created materials plus El Mundo en Tus Manos,(news summaries for Sp. Students, La Hija del Sastre by Toth and Gaab; **Spanish 5 & AP Spanish**: Primarily teacher-created materials and Spanish novels; plus online college board resources, Casa Divida by Mercer, Adios Text Book Cajas de Carton by Jimenez. **ELD Emerging, Expanding & Bridging:** teacher-created materials; Hampton Brown, National Geographic, 2009 & 2010. Get Ready Grades 6-12, (online curriculum access), Vista Higher Learning, 2022; (student & teacher access to digital texts & materials); EL Teen Literacy Library, ISBN:9781680214321, Saddleback Ed. Publishing, 2022; (student & teacher access to digital texts & materials) All Spanish and ELD designated teachers also generate curriculum that is teacher-created to supplement identified texts.

Visual Arts:

Art History: Art In Focus, Gene A. Mittler Ph-D, Glencoe McGraw-Hill 1986 & Fourth Edition 2000.
The Annotated Mona Lisa, Carol Strickland, Ph.D. Andrews McMeel Publishing, LLC 2007 (personal reference text)
Zuni Fetishes, Hal Zina Bennett, 1993 (personal reference text) The Story of Art, E.H. Gombrich, Sixteenth Edition 2003.
Art 1, Art 2, Advanced Art: Art In Focus, Gene A Mittler, Teacher Wraparound Edition, 2006-
Ceramics I The Potter's Guide to Throwing: Practical Handbook Paperback – March 1, 2001 by Josie Warshaw (Author) Experience Clay Hardcover – January 1, 2003 by Maureen Mackey (Author) The Complete Potter by Steve Mattison (2003-04-01) Paperback – January 1, 1713 Twentieth-Century Pattern Design, Lesley Jackson, Princeton Architectural Press, New York, 2002;

CTE:

Careers in Education: The First Days of School, Harry Wong, 2009. **Life & Work Prep**: Job Hunting Handbook, Dahlstrom & Co., 2018-19.; CNN News, Digital Media, CNN.com. **Media & Design:** Adobe Photoshop, Classroom in a Book 2024 release & Adobe Illustrator, Classroom in a Book release 2024
Construction Tech: Home Repair & Improvement, 2017: Paxton & Patterson curriculum. MC3: Multicraft Core 3 Curriculum **College Career Readiness:** AVID curriculum resources; and wag.avid.org **AVID 10 & 11:** wag.avid.org **Cardinal Nest/Marketing/Copy Center:** Glencoe Marketing Essentials, McGraw-Hill Co. Inc., 2006; Skills USA Customer Service Training Program, Intelite/SkillsUSA online, Paradigm Publishing, 2010 to present. **Foods & Nutrition:** Guide to Good Food, Goodheart Wilcox, 15th edition, c. 2022. **Culinary Arts:** The Culinary Professional 4th edition 2023 G-W Publisher **Child Development:** Children: The Early Years, Goodheart Wilcox, 2020.
Exploring Health Careers: Paxton Patterson lms.paxpat.com online textbook **Nutritional Science:** Food Nutrition and Wellness McGraw Hill Education Written by: Roberta Larson Duyff MS, RD, FADA, CFCS

Agriculture:

Ag Core I: Agriscience: Fundamentals and Applications, 6th edition, L.DeVere Burton. **Sustainable Ag Biology:** Modern Biology, Towle, 1999. **Ag & Soil Chemistry:** Modern Chemistry, Holt, 1990. **Ag Mechanics:** Agricultural Mechanics-Fundamentals and Applications, Thomas Delmar Publishing, 2006; **Ag Welding:** NCCER Welding Level One, Prentice Hall, 2010. **Ag Metal Fabrication:** Agricultural Mechanics Fundamentals, Cengage Learning, 2006.; Butte College Welding curriculum, Courses 20 & 21. **Floral Design**: The Art of Floral Design, 3rd edition Noah T. Hunter **Animal Science:** Animal Science, J. Gillespie, Delmar Publishers, 1998

Special Education:

Reading Intervention: Rewards curriculum by Voyager Sopris; Newsela online reading resource, 2019, Supplemental materials from TPT **RSP Math, RSP Course 1A, RSP Course 1B, Algebra Essentials RSP:** Core Connections Integrated 1 CPM, 2013. DreamBox Math online instructional program, supplemental math curriculum from Teachers Pay Teachers **RSP STEM:Transitions Skills, LWP Intensive, Communications, Ind Living Skills, Life Skills, RSP Math: J7 and J8** Attainments: Aligning Life Skills to Academics, Ellen McPeek Glisan, 2008. Basics—Three curriculum frameworks for Students with Moderate to Severe Disabilities. 2015. Ed Helper and Teacher pay Teacher. **WellNest**: Courseware online learning resources, Edgenuity Company. Dreambox, Reading Plus, AGS Text **Skill Center**: Smarts, Pathful online

Corning Union High School District
Regular School Board Meeting Dates
2025 Calendar Year

January 16, 2025

February 13, 2025

March 20, 2025

April 24, 2025

May 15, 2025

June 18, 2025

June 19, 2025

August 7, 2025

September 11, 2025

October 16, 2025

November 20, 2025

December 11, 2025

**All meetings are held in the CUHS library and begin at 5:45 pm unless otherwise noted.*

February (Presidents week)
April (Easter Break)
June (2 Mtgs required Budget/LCAP)
August (School starts)
Sept (Financial Deadline)
December (Christmas Break)

KING

Proposal:

Demographic Analysis

Prepared for:
Corning Union High School District

Attention:

Miguel Barriga
Superintendent
mbarriga@corninghs.org
530-824-8000

Primary Contact:

Jamie King-Iseman
President
jamie@kinginc.com
916-706-3538

Experience and Qualifications

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sizes across California and the nation with their school planning needs and funding opportunities.

Our work includes the completion of long-range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies (both Level I and Level II), developer mitigation, and State/Local/Federal eligibility and funding applications. For the past 25 years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 80 years of combined experience. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm's ability to adhere to timelines and organize projects so that the client's needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything needed to our clients' staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

While we excel in all areas of school facility planning, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year. King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts with whom we work.

Thank you for the opportunity to submit this proposal.

Rob Murray

Director of Demographics
2901 35th St. Sacramento, CA 95817
rob@kinginc.com · 916-706-3538

Education

Master of Science, Geography
Pennsylvania State University, 2005

Bachelor of Science, Geography
Arizona State University, 2003

Skills

- Accurately projects future student enrollments and resident distribution throughout a school district
- Creates maps and conducts spatial analysis for a wide range of public schools related data
- Generates school boundary scenarios for school districts adding or consolidating schools
- Drafts comprehensive reports summarizing the demographics, enrollment projections, or other work performed for a school district
- Guides school districts through the process of creating and adjusting trustee election areas in accordance with elections code and the California Voting Right Act
- Establishes or updates eligibility

Professional Summary

Rob provides services to assist public school districts with demographics, spatial analysis, enrollment projections, boundary adjustments, State School Facility Program eligibility calculations, and other analyses in order to maximize district State funding for capital facilities planning.

Experience

Director of Demographics & Planning

2014-present | King Consulting, Inc., Sacramento, CA

Works with public school districts throughout California and the nation to provide services for projecting student population and enrollments, analysis of current facilities and needs, and spatial analysis and mapping work, including school boundary analysis and adjustment. For California Districts, calculate eligibility and estimate funding from the School Facility Program to maximize local District funds.

Planning Analyst

2011-2014 | San Juan Unified School District, Carmichael, CA

Worked with District staff, cabinet, and Board of Education to conduct analysis and create deliverables and presentations of student populations, facilities, and enrollment projections and trends. Managed documentation for charter school housing, utility easements, facility use fees, and developer fees.

Scope of Services

Preparation of a comprehensive Demographic Analysis will provide the District with pertinent information related to current and potential residential development within its boundaries, and the effects this development will have on the District. Components of the analysis include a comprehensive review of current and historical student population trends, community and general population demographic trends, land use and planning policies, student generation rates, residential development impact, a spatial analysis of the student population, 7-year enrollment projections by school and grade level (including a breakout of the students generated by new development), and a facility capacity and utilization analysis.

The specific components included in the report are detailed below.

COMPONENT A: COMMUNITY DEMOGRAPHICS

King Consulting will analyze the current demographic trends within the District boundaries, the communities served by the District, the County, and the State of California that affect district enrollments. Specific information will include:

- A multivariable review of historical student enrollments;
- An identification of local, County, and State population trends in order to provide a report on the reasons for changing populations within the District;
- A review of private and charter (County and District) school historical enrollments, identifying trends in comparison to the public school enrollments within the District;
- Analysis and report of community/neighborhood dynamics that have contributed to population changes and demographic shifts in the District;
- Preparation of maps and reports to demonstrate findings.

COMPONENT B: STUDENT GENERATION STUDY

This component will analyze the number of students generated by both new residential construction and housing turnover. Student generation rates will be analyzed to evaluate the future impact of anticipated local housing trends. Specific information will include:

- Preparation of student generation rates for all recently constructed units by grade level, by housing type (i.e. single-family detached, single-family attached, multi-family, or affordable), and by attendance boundary. King Consulting will utilize real estate records and the District's student address database to prepare the rates;
- Preparation of student generation rates for all recently sold units ("housing turnover") by grade level, by housing type (i.e. single-family detached, single-family attached, multi-family, or affordable), and by attendance boundary. King Consulting will utilize real estate records and the District's student address database to prepare the rates;
- Preparation of maps and reports to demonstrate findings.

Continued on Next Page

COMPONENT C: LAND USE AND DEVELOPMENT

King Consulting will identify current and anticipated land use plans and policies, and their potential effects on the District. City and County planning agencies within District boundaries will be contacted to provide specific information including, but not limited to, tract numbers, developer contacts, current and proposed development and build-out of same. Land use and development will be analyzed by school boundary to evaluate the future impact of anticipated housing trends. Specific information will include:

- A review and analysis of all relevant land use plans and information that may affect development patterns in the District, including interviews with all relevant planning agencies;
- Preparation of a database of all planned development over the next five (5) years, including tract numbers, number of units, expected build-out and a timetable demonstrating student generation rates and total number of projected students for each development at specific grade levels by attendance boundary;
- A locational analysis of all vacant land which may be developed, current zoning, and potential use, including major development constraints and construction timetables;
- Georeferencing of all residential development information to a GIS map;
- Preparation of maps and reports to demonstrate findings.

COMPONENT D: ENROLLMENT PROJECTIONS

To develop 7-year enrollment projections for the District's enrollment, King Consulting will analyze enrollment trends, local births, student migration trends, and anticipated residential development. Specific steps will include:

- Research of historical enrollment;
- Comprehensive review of historical student cohort progression patterns;
- Preparation of 7-year enrollment projections. The projections will be grade- and school-specific;
- Using current zoning, build-out potential, and absorption schedules for residential development, along with student generation rates, projections of students generated from new development will be calculated and included in the enrollment projections;
- An analysis of projection sensitivity, identifying District policies, community trends, or events which may cause projections to deviate from the moderate projection. A high and low enrollment projection will also be included;
- A discussion of enrollment projection methodology and supporting documentation;
- Preparation of reports and maps to demonstrate findings.

Continued on next page

COMPONENT E: SPATIAL ANALYSIS

A key component of the Demographic Analysis is utilizing a District-specific Geographic Information System (GIS) to spatially analyze the District and its communities. Specific steps will include:

- Preparation of the District-specific GIS. Layers to be included are:
    - Basemap data (roads, water bodies, district boundary, parcels, etc.);
    - School boundaries;
    - Geocoded current year of student data (including addresses, school of residence, school of attendance, ethnicity, special programs, and other pertinent district student attributes);
    - District-owned properties;
    - Current and planned residential development;
    - Land use/zoning;
    - Other pertinent geographic data;
- Preparation of reports and maps for the current school year to demonstrate the compilation of student population by grade level, ethnicity, socioeconomics, and enrollment in special programs;
- Preparation of reports and maps demonstrating inter-district and intra-district transfer students, e.g. school of attendance vs. school of residence;
    - Preparation of attendance matrices to demonstrate all school-to-school transfers and relevant statistics in one table.

Consulting Fees

For services outlined in this Proposal the District shall pay King Consulting at the rate of **$205** per hour not to exceed $16400, (80 hours). King Consulting will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly or on a percentage of completion basis.

Additional Considerations

King Consulting shall be reimbursed as follows:

1. Work done after the completion of all components outlined in this agreement shall be billed at **$205** per hour.
2. Mileage shall be reimbursed for all meetings at the standard mileage rate for the current year as determined by the IRS.
3. Reproduction of documents shall be the responsibility of the District. If the District chooses, King Consulting will provide duplicating services on an actual cost basis.
4. Telephone and any express mail expenses will be documented and reimbursed to King Consulting.

VALIDITY PERIOD

The quoted price and services outlined in this contract are valid for a period of 60 days from the date of issuance. Any acceptance of this proposal beyond the specified validity period may result in a reevaluation of the pricing and services offered. Both parties acknowledge and agree that any changes to the scope of work, market conditions, or other relevant factors may necessitate adjustments to the terms outlined herein after the expiration of the 60-day validity period.

Signatures

This Agreement is between Corning Union High School District and King Consulting.

Miguel Barriga
Superintendent
Corning Union High School District

8/19/2025
Date

Jamie King-Iseman
President
King Consulting

08/05/2025
Date

Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent** waivers **only**.

1. EMPLOYING AGENCY (include mailing address)	County/District	Contact Person:
Corning Union High School District 643 Blackburn Ave Corning, CA 96021	CDS Code 5271506	Cassie Riddle Telephone #: 5308248000
NPS/NPA (list county code _____)		EMail: criddle@corninghs.org

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Brian (First) Keith (Middle) Combs (Last)

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

Phone# _____ Email _____

Waiver Title CTE Fire Science Teacher

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment CTE Credential with English Learner Authorization

Indicate specific position and grade level *(e.g. chemistry teacher, grades 11-12)*

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? (●) Yes ( ) No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) ( ) Yes (●) No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: EC 44253.11 CCSD

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 7 / 1 / 2025 **to** 6 / 30 / 2026

Ending date of school term, track, or year: 7 / 1 / 2026

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

- ☐ Special Education
- ☐ Clinical or Rehabilitative Services
- ☐ Speech-Language Pathology Services
- ☐ Driver Education and Training
- ☐ 30-Day Substitute

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- ☐ Advertised in local/national newspapers
- ☐ Advertised in professional journals
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted IHE placement centers
- ☒ Distributed job announcements
- ☐ Internet

Other _____

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- ☐ Administrative Services
- ☒ Single Subject Teaching (**all** subject areas)
- ☐ Designated Subjects – except driver education and training
- ☐ Teacher Librarian Services
- ☐ Multiple Subject Teaching
- ☐ Pupil Personnel Services: Counseling, Psychology, Social Work
- ☐ Reading Specialist/Certificate
- ☐ Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- ☒ Distributed job announcements
- ☐ Contacted IHE placement centers
- ☒ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- ☐ Advertised in local/national newspaper
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Advertised in professional journals

Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 1

How many individuals credentialed in the authorization of the waiver request were interviewed? 1

What were the results of those interviews? (Please indicate answers in numbers)

0.00 Applicant(s) withdrew
0.00 Candidate(s) declined job offer
0.00 Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

Valid California Career Technical Education (CTE) credential in Public Services or the ability to
obtain one.agency.Firefighter I & II Certifications (CAL FIRE, State Fire Marshal, or equivalent).
EMT Certification (current or previously held, preferred).
Completion of CAL FIRE Basic Firefighter Training or comparable academy
Minimum of 3-5 years of recent experience in fire service, preferably with CAL FIRE or a similar

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

He has over 30 years in Fire Fighting experience, several of those years were spent teaching other fire fighters. He is excited about bringing a Fire Science Program to the students at the high schoool.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
Clear CTE Credential with EL Authorization	06/30/2027

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Shaun Fredrickson _____ Position Teacher _____

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

○ Yes ◉ No ○ Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. **If you answer yes to any question, you must complete the corresponding *Professional Fitness Explanation Form*.**

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended

WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

○ Yes ◉ No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

○ Yes ◉ No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

○ Yes ◉ No

d. Are any criminal charges currently pending against you?

○ Yes ◉ No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

○ Yes ◉ No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

○ Yes ◉ No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☑ **I agree**

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☒ **Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

☐ **County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

8/13/25

Signature of Applicant **Date**

(Sign full legal name as listed in #2)

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature:

Title: HR Coordinator

Date: 8/13/25

CORNING UNION HIGH SCHOOL DISTRICT

Miguel Barriga, Superintendent

Board Members: Tony Turri, Cody Lamb, James Bingham, Larry Glover and Reid Lamson

Announcement of Certificated Position
CTE Fire Science/ Public Service
(Part Time, 1/7th)
(Grant Funded)

POSITION: CTE Fire Science Teacher/Public Services
(9th through 12th grades)

SITE: Corning High School
Corning Union High School District, Corning, CA (Tehama County)

QUALIFICATIONS & REQUIREMENTS:

- Valid California Career Technical Education (CTE) credential in Public Services or the ability to obtain one.
- Firefighter I & II Certifications (CAL FIRE, State Fire Marshal, or equivalent).
- EMT Certification (current or previously held, preferred).
- Completion of CAL FIRE Basic Firefighter Training or comparable academy
- Minimum of 3–5 years of recent experience in fire service, preferably with CAL FIRE or a similar agency.
- Familiarity with CAL FIRE protocols, safety standards, and operational procedures.
- Experience with wildland and structural firefighting.
- Knowledge of ICS (Incident Command System), HazMat Awareness/Operations, and Rescue Operations.
- Prior teaching, mentoring, or training experience preferred (academy instructor, field training officer, etc.).

ABILITY TO:

- Communicate well with students, parents, and professional colleagues.
- Have a strong understanding of fire behavior, prevention, suppression, and emergency medical services.
- Demonstrate a positive attitude and strong work ethic on campus and in the classroom setting.
- Plan, implement, reflect on, and improve classroom instruction and positive interactions with students
- Work with and motivate students to perform up to their potential and develop a growth mindset.
- Meet the needs of Special Population Students, English Language Learners, and other At-Risk Students.
- Work with and maintain the integrity of confidential information and materials.

SALARY / TERMS OF SERVICE:

Present salary based on 182 days of service, entry level from $8,000-$11,332 annually depending on teaching experience and number of units.

APPLICATION PROCEDURE:

643 Blackburn Ave. Corning, CA 96021 phone: (530) 824-8000 fax: (530) 824-8005

Qualified applicants are invited to file an immediate application, including a letter of introduction, a résume, letters of recommendation, copies of transcripts and credentials & all official documents. The deadline is April 22, 2025, or until filled. Please apply online at www.edjoin.org. Please contact Cassie Riddle, HR Coordinator, (530) 824-8001 ext. 111 or criddle@corninghs.org. The district reserves the right to fill the position as soon as a suitable applicant is found or to extend the deadline if a suitable candidate has not been found.

CORNING UNION HIGH SCHOOL DISTRICT

Corning Cardinals

Centennial Tigers

CTE Teacher (Child Development) at Corning Union High School District

Application Deadline
6/2/2025 5:00 PM Pacific

Date Posted
5/16/2025

Contact
Cassie Riddle
(530) 824-8001 111

Number of Openings
1

Salary
Pay Range
$56,001 - $79,329 Annually

Add'l Salary Info
Pay depends on teaching experience and number of college units after BA. The District contributes up to $14,700 towards health benefits annually.

Length of Work Year
182 days/ Year

Employment Type
Full Time

Job Summary
Are you passionate about shaping the future by working with students who are interested in child care and education? Corning High School is looking for a dynamic and enthusiastic CTE Child Development Teacher to join our team!

If you have experience in child care, early childhood education, or any field related to working with children, we encourage you to apply—your real-world experience could inspire the next generation of educators and caregivers.
Join us in making a difference—one student at a time."

Requirements / Qualifications
Resume
Introduction Letter
2 Letters of Recommendation
Transcripts

Must be able to pass a FBI and DOJ Background check.

Comments and Other Information

The district is an equal opportunity employer.

Links Related To This Job

View Other Job Desc. / Ess. Elem.

CalSTRS Links

Not all postings qualify for CalSTRS. Informational Only.

CalSTRS Info for New Educators

Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent** waivers **only**.

1. EMPLOYING AGENCY (include mailing address)	County/District	Contact Person:
Corning Union High School District 643 Blackburn Ave. Corning, CA 96021	CDS Code 5271506	Cassie Riddle Telephone #: 5308248000
NPS/NPA (list county code _____)		EMail: criddle@corninghs.org

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Kennedy (First) N (Middle) Kenrick (Last)

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

_____

Phone# _____ Email kkendrick@corninghs.org

Waiver Title CTE Child Development

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment CTE Credential with English Learner Authorization

Indicate specific position and grade level *(e.g. chemistry teacher, grades 11-12)*

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? (●) Yes ( ) No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) ( ) Yes (●) No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: EC 44253.11 CCSD

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 7 / 1 / 2025 **to** 6 / 30 / 2026

Ending date of school term, track, or year: 7 / 1 / 2026

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

- ☐ Special Education
- ☐ Clinical or Rehabilitative Services
- ☐ Speech-Language Pathology Services
- ☐ Driver Education and Training
- ☐ 30-Day Substitute

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- ☐ Advertised in local/national newspapers
- ☐ Advertised in professional journals
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted IHE placement centers
- ☒ Distributed job announcements
- ☒ Internet

Other _____

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- ☐ Administrative Services
- ☒ Single Subject Teaching (**all** subject areas)
- ☐ Designated Subjects – except driver education and training
- ☐ Teacher Librarian Services
- ☐ Multiple Subject Teaching
- ☐ Pupil Personnel Services: Counseling, Psychology, Social Work
- ☐ Reading Specialist/Certificate
- ☐ Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- ☒ Distributed job announcements
- ☐ Contacted IHE placement centers
- ☒ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- ☐ Advertised in local/national newspaper
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Advertised in professional journals

Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 7

How many individuals credentialed in the authorization of the waiver request were interviewed? 4

What were the results of those interviews? (Please indicate answers in numbers)

0.00 Applicant(s) withdrew
0.00 Candidate(s) declined job offer
3.00 Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

Demonstrated competence and experience in Child Development, Early Childhood Education, or arelated Family Services field. Ability to teach all subject areas related to Education, Child Development, and Family Services pathways.Possession of, or eligibility to obtain, a valid California Career Technical Education (CTE) Credential in the Education, Child Development, and Family Services sector.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

She has 5 years experience in Early Childhood Development. She has 3 years expierence in working with High School Students. She will motivate, excite and engage students in their learning.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
Clear CTE Credential with EL Authorization	06/30/2027

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Corine Maday _____ Position Teacher _____

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

◯ Yes ◉ No ◯ Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. **If you answer yes to any question, you must complete the corresponding *Professional Fitness Explanation Form*.**

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended

WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

( ) Yes (•) No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place? You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

○ Yes ● No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

○ Yes ● No

d. Are any criminal charges currently pending against you?

○ Yes ● No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reproved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

○ Yes ● No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

○ Yes ● No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars ($1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☑ **I agree**

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☒ **Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

☐ **County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

8/14/25

Signature of Applicant **Date**

(Sign full legal name as listed in #2)

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature:

Title: Human Resource Coordinator

Date: 8/13/25

CORNING UNION HIGH SCHOOL DISTRICT

Miguel Barriga, Superintendent

Board Members: Tony Turri, Cody Lamb, James Bingham, Larry Glover and Reid Lamson

2025-2026 School Year
Announcement of
CTE Teacher - Education, Child Development, and Family Services
Corning High School
POSITION: CTE Teacher - Education, Child Development, and Family Services (9th through 12th Grades)
SITE: Corning High School, Corning Union High School District, Corning, CA (Tehama County)

QUALIFICATIONS & REQUIREMENTS:

- Demonstrated competence and experience in Child Development, Early Childhood Education, or a related Family Services field.
- Ability to teach all subject areas related to Education, Child Development, and Family Services pathways.
- Possession of, or eligibility to obtain, a valid California Career Technical Education (CTE) Credential in the Education, Child Development, and Family Services sector.

ABILITY TO:

- Communicate effectively with students, parents, professional colleagues, and the community.
- Demonstrate a positive attitude and strong work ethic on campus and in the classroom.
- Design, deliver, and reflect on engaging and standards-based instructional lessons.
- Collaborate effectively with colleagues and administrators to support student achievement.
- Inspire and motivate students to reach their full potential and develop a growth mindset.
- Support and differentiate instruction for English Language Learners, Special Population Students, and At-Risk Students.
- Work with and maintain the integrity of confidential information and materials.
- Use technology effectively to enhance instruction, track student progress, and facilitate communication.

SALARY / TERMS OF SERVICE:

Present salary based on 182 days of service, entry level from $56,001 - $79,329, depending on experience and number of units (additional 5% of Step 1 Class 1 per year for a Master's Degree). The District contributes $14,700 annually toward family medical, dental, and vision plans. Must be willing to submit to fingerprinting before beginning employment.

APPLICATION PROCEDURE:

Qualified applicants are invited to apply and submit all required documents, including a letter of intent, a resume, letters of recommendation, and a copy of transcripts, at www.edjoin.org. For questions, please reach out to Cassie Riddle, HR Coordinator, at criddle@corninghs.org or (530) 824-8001 ext. 111. The application deadline is June 2, 2025, at 5:00 p.m., or until filled. The District reserves the right to fill the position as soon as a suitable applicant is found or to extend the deadline if a suitable candidate has not been found.

CORNING UNION HIGH SCHOOL DISTRICT

Corning Cardinals

Centennial Tigers

CTE Fire Science Teacher (Part Time) 2 Class periods at Corning Union High School District

Application Deadline
5/23/2025 5:00 PM Pacific

Date Posted
4/3/2025

Contact
Cassie Riddle
(530) 824-8001 111

Number of Openings
1

Salary
Single Rate
$16,000 Annually

Length of Work Year
182 days per year/

Employment Type
Part Time

Job Summary
ABILITY TO:
Firefighter 1 & II Certifications, Minimum of 3-5 years of recent experience in fire service.
Communicate well with students, parents, and professional colleagues.
Have a strong understanding of fire behavior, prevention, suppression, and emergency medical services.
Demonstrate a positive attitude and strong work ethic on campus and in the classroom setting.
Plan, implement, reflect on, and improve classroom instruction and positive interactions with students
Work with and motivate students to perform up to their potential and develop a growth mindset.
Meet the needs of Special Population Students, English Language Learners, and other At-Risk Students.
Work with and maintain the integrity of confidential information and materials.

Requirements / Qualifications
Must be able to obtain a CTE teaching certificate in Public Services.
Intro Letter
Resume
Letter of Recommendation

Comments and Other Information
This position is part-time. It is 2 class period. This position can start right away if a qualified applicant is available. Must be flexible due to the rotating schedule.

CUHSD is an Equal Opportunity Employer

Links Related To This Job

View Other Job Desc. / Ess. Elem.

CalSTRS Links

Not all postings qualify for CalSTRS. Informational Only.

CalSTRS Info for New Educators

PLEASE *PRINT* YOUR NAME 9/11/25

Heather Morris

McKenna Morris

Patricia Esparza

Ingrid Aguero

Manuel Hernandez

Gabriel Esparza

Megan Parolini

Carly Rice

You are not required to sign but it would be appreciated it you did!