Agenda
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
June 10, 2026
6:00 p.m. Closed Session
6:30 p.m. Estimated Open Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

1. **CALL TO ORDER**

2. **ROLL CALL**

3. **PLEDGE OF ALLEGIANCE**

4. **APPROVAL OF AGENDA**

5. **APPROVAL OF MINUTES**

Pg 5-9 A. May 13, 2026 Regular Meeting

6. **PUBLIC COMMENT** – Anyone wishing to address the Board on Items listed under Closed Session on the agenda may do so at this time. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

CLOSED SESSION

1. Public Employment Appointment of Personnel as listed under "Personnel Action" below; Pursuant to Government Code Section 54957
2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957
3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957
4. Litigation; Pursuant to Government Code Section 54956.9
5. Instructions to Board Negotiators, Superintendent and Board Member, Pursuant to Government Code Section 54957.6(a)

If Closed Session is not completed before 6:30 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

7. **ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION**

8. **PARENT ASSOCIATIONS REPORTS**

9. **CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS**

10. PUBLIC COMMENT - Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

11. PUBLIC HEARINGS

Pg 10-144 A. 2026/2027 LCAP Plan

President opens item for public comments.

The public is invited at this time to provide input and comments to the Governing Board on the 2026/2027 LCAP Plan for BUSD

President closes item for public comments.
Board Discussion.

Pg 145-252 B. 2026/2027 Proposed Original Budget

President opens item for public comments.

The public is invited at this time to provide input and comments to the Governing Board on the 2026/2027 Proposed Original Budget

President closes item for public comments.
Board Discussion.

Pg 253-339 C. 2026/2027 Richvale Charter Academy LCAP Plan

President opens item for public comments.

The public is invited at this time to provide input and comments to the Governing Board on the 2026/2027 Richvale Charter Academy LCAP Plan

President closes item for public comments.
Board Discussion.

12. REPORTS - Pursuant to the Brown Act: Gov. Code 854950 et.seq. - Reports are limited to announcements or brief descriptions of individual activities

Pg 340-342 A. M/O/T AND FOOD SERVICE DIRECTOR'S REPORT: Cafeteria Plan

B. SUPERINTENDENT'S REPORT:

Pg 343-353 C. CBO'S REPORT:

D. BOARD MEMBER REPORTS:

13. CONSENT AGENDA - All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.

Pg 354 A. Approve Superintendent's recommendations regarding Inter-District Agreement Request(s) as listed for the 2026-2027 school year

Pg 355-366 B. Approve AP Vendor Check Register and Purchase Order Listing May 1, 2026 – May 31, 2026

14. ACTION ITEMS

Pg 367 A. Adopt Resolution 2025/2026 # 10 Ordering Governing Board Member Election

Pg 368 B. Adopt Resolution 2025/2026 # 11 Regarding Costs of Candidates' Statements

Pg 369 C. Adopt Resolution 2025/2026 # 12 Establishing Procedure in Case of Tie Vote at Governing Board Election

Pg 370-373 D. Approve Prop 28 Annual Report

Pg 374-391 E. Approve the 2026-2027 Certification of Assurances
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at:
http://www.cde.ca.gov/fg/aa/co/ca22assurancestoc.asp
Attached is the Consolidated Application for Spring Data Collection.

Pg 392-522 F. Approve the School Plan for Student Achievement (SPSAs) for Biggs Elementary School and Biggs High School

Pg 523-529 G. Adopt the New or Updated Board Policies (BP), Admin. Regulations (AR), and Exhibits (E) from the CSBA May 2026 release

Pg 530-537 H. Approve the 2026/2027 Expanded Learning Program (ELOP) contract in the amount of $125,066 with the Butte County Office of Education

Pg 538-543 I. Approve MOU with BCOE for Count Play Explore (CPE) Professional Learning Cohort

Pg 544-554 J. Approve MOUs with CalState Teach for Interns and Student Teachers

Pg 555 K. Approve Acellus Quote for renewal of Acellus Gold Monthly Student Licenses in the amount of $20,540 using LCAP funds

Pg 556-557 L. Approve overnight field trip for the FFA Officer Retreat

15. PERSONNEL ACTION

A. Approval of Local Assignment Options for the 2026-2027 School Year
Rebecca Christy – Intervention
Joelene Gilman – Independent Study
April Robinson – Health and Chemistry
Anne Romena Lair – Academic Support
Vince Sormano – Credit Recovery and Consumer Math
Casey Morch – Independent Study
Lauren Garcia – Student Government
Robert Chaplin – Freshman Studies

B. Approve the following additional Summer School personnel:
Meisha Cramer – Summer School Secretary effective 6/22/26
Hollie Byers – Summer School Teacher effective 6/2/26

Ricardo Galicia – Summer School Special Ed Teacher effective 6/8/26
Christy Headley – Summer School Cook effective 7/1/26

C. Approve Julia Walton as a Certificated Substitute Teacher

D. Approve Brooklyn Powell as a Summer 2026 Lifeguard

E. Accept resignation of Leland Papa, Lower Grades RSP Teacher at BES, effective May 28, 2026

F. Approve Kaela Hall as a Certificated TK/K Teacher at BES effective August 3, 2026

G. Approve Lauryn Hoogeveen as a 5.25 Instructional Aide at BES effective August 4, 2026

H. Approve Dasjhawna Mitchell as a Classified Substitute Instructional Aide

I. Approve the following stipend positions for 2026/2027:
Elizabeth Terpening and Trinity Ingersoll – Science Camp Teachers
Rigoberto Paredes – Wrestling Coach
Roscoe Deel – Varsity Boys Basketball Coach
Zonah Headley – JV Girls Basketball Coach
Kameron Smith – Varsity Baseball Coach
Zonah Headley – Varsity Softball Coach
Angie Cote – Varsity Cheer Advisor
Shelby Jackson – JV Cheer Advisor
Amanda Vargas – Track Coach
Meisha Cramer – Assistant Track Coach
Sean Phillips – Walk-on Assistant Track Coach

Pg 558 J. Approve the Addendum to Superintendent's Contract for the 2026/2027 school year

Pg 559-561 K. Approve contract with Tracey McPeters for the Richvale Charter Academy and BES Principal with Special Projects position for the 2026/2027 school year

Pg 562-564 L. Approve contract with Ricardo Galicia for BES/RCA TK- 8th Grade Vice Principal

Pg 565-567 M. Approve contract with Melissa Green for the Speech Therapist position for the 2026/2027 school year

N. Approve Mason Kaelin as student summer help for the orchard

16. INFORMATION ITEMS

17. FUTURE ITEMS FOR DISCUSSION

18. ADJOURNMENT

Notice to the Public: Please contact the Superintendent's Office at 868-1281 ext. 8100 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request. Agenda materials are available for public inspection at 300 B St., Biggs, CA 95917

Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 13, 2026

OPEN SESSION

CALL TO ORDER – President Jesmer called the meeting to order at 6:07 p.m.

ROLL CALL - Board members present: Melissa Jesmer, Sean Avram, Jonna Phillips, M. America Navarro, and Linda Brown were present. Board members absent: No members were absent.

PLEDGE OF ALLEGIANCE – President Jesmer led the Pledge of Allegiance.

APPROVAL OF AGENDA: The Board approved the agenda with the following amendments:
Personnel Action Item 15 G: Remove Hollie Byers from Science Camp Teacher on the stipend list
MSCU (Avram/Navarro) 5/0
Jesmer - Aye
Avram - Aye
Phillips - Aye
Navarro - Aye
Brown - Aye

APPROVAL OF MINUTES: The Board approved the minutes from the Regular Board Meeting on April 8, 2026 as written. MSCU (Navarro/Brown) 5/0
Jesmer – Aye
Avram – Aye
Phillips –Aye
Navarro – Aye
Brown – Aye

PUBLIC COMMENT (Closed Session Items) – None

The Board adjourned into Closed Session at 6:09 p.m.

CLOSED SESSION

1. Public Employment Appointment of Personnel as listed under "Personnel Action" below; Pursuant to Government Code Section 54957
2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957
3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957
4. Litigation; Pursuant to Government Code Section 54956.9
5. Instructions to Board Negotiators, Superintendent and Board Member, Pursuant to Government Code Section 54957.6(a)

Closed Session was adjourned at 6:34 p.m. and the Board reconvened to Open Session at 6:34 p.m.

Staff Present: Doug Kaelin, Superintendent; Loretta Long, Admin. Assist. & HR Director; Analyn Dyer, CBO, Beverly Landers, Dean of Students; Tracey McPeters, RCA and BES Middle School Principal

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Jesmer announced that no action was taken in Closed Session.

PARENT ASSOCIATIONS REPORTS – None

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS – None

PUBLIC COMMENT- Laura Cockrell commented on the timing of the announcement of the dates for Summer School. The flyer was released on April 29th, which was later than a lot of other districts in the area. She feels that parents were not left with much time to plan for signing their children up for the various summer camps that are being offered. It has put her and other families in a difficult situation as she finds her children on waitlists for programs.

STUDENT REPRESENTATIVE REPORTS AND RECOGNITION

A. Student(s) of the Month: Holly Perkins introduced her student and presented him with a certificate. Bev Landers introduced a student and presented her with a certificate.

B. ASB: Gracie Sheppard reported on a successful BOTS (Battle of the Sexes) rally, which included fun with Belly Bumpers. They made spirit posters. Seniors are looking forward to the upcoming bbq and Rite of Passage.

C. FFA: Four students received their State Degrees on April 27th. The FFA Banquet was held last Thursday. The outgoing and incoming Presidents were recognized. They are hosting a Barn Day for the Elementary students.

REPORTS:

DEAN OF STUDENTS' REPORT: Beverly Landers read her report and submitted it for the record.

RCA/MIDDLE SCHOOL PRINCIPAL'S REPORT: Tracey McPeters read her report and submitted it for the record.

HIGH SCHOOL PRINCIPAL'S REPORT: Doug Kaelin reported that the WASC accreditation was extended for three years. Mr. Kaelin has to serve on a WASC committee in the near future. Night of the Starrs went well, and the FFA Banquet was a success. Many seniors received funds for college at Scholarship Night. ASB and FFA held their elections for next year's officers. Track is participating in a Divisional meet. One student may have recorded a new school record in discus. Both baseball and softball have home playoff games on Friday. Ninth graders are going to Butte College on a field trip for career exploration. Graduations will start a half hour later this year at 7:30 p.m.

M/O/T/, FOOD SERVICE DIRECTOR'S REPORT: Mr. Kaelin reported that there have been burglaries in the MOT Department. Locks have been cut and gas has been siphoned. The guys put up trail cameras, but that has not stopped the thieves. We have pictures and videos, but no one has been identified. $6,000 worth of loss so far.

SUPERINTENDENT'S REPORT: Doug Kaelin reported that we will work on announcing Summer School dates earlier in the future. The District is planning for next year, but we are waiting on the State to finalize its budget. We are holding interviews for open positions. Mr. Kaelin gave his presentation on Discipline and Bullying Policies as requested.

CBO'S REPORT: Anayln Dyer reported that the auditor's visit went smoothly. He had a lot of recommendations but no findings. Adjustments will be made, and she will highlight those when she presents the Budget in June.

BOARD MEMBER REPORTS: None

CONSENT AGENDA: The Board approved Consent Agenda Items A-E. MSCU (Avram/Navarro) 5/0
Jesmer – Aye
Avram – Aye
Phillips – Aye
Navarro – Aye
Brown – Aye

A. Approve Superintendent's recommendations regarding Inter-District Agreement Request(s) as listed for the 2025-2026 and the 2026-2027 school years

B. Approve AP Vendor Check Register and Purchase Order Listing April 1, 2026 – April 30, 2026

C. Approve Confidential Staff Summer Schedule of four 10-hour days per week starting June 1, 2026

D. Approve Fundraiser Requests for 2025-2026

E. Approve Field Trip Requests for 2025-2026

ACTION ITEMS: The Board approved Action Items A-I. MSCU (Phillips/Navarro) 5/0
Jesmer – Aye
Avram – Aye
Phillips – Aye
Navarro – Aye
Brown – Aye

A. Accept donation of $16,211.60 from the Biggs Educational Foundation for the BHS Marquee

B. Approve Declaration of Need (DON) for Fully Qualified Educators for the 2026-2027 school year

C. Approve Statement of Need (SON) for the 2026-2027 school year

D. Approve the Financial Audited Reports of the Building Fund and Bond Performance audits

E. Approve MOU with Butte County Public Health for School Based Dental Services

F. Approve proposal from Catapult for website template redesign in the amount of $6,980

G. Approve Measure A Citizen's Oversight Committee Bylaws

H. Approve the change orders contract with Michael Roberts Construction for additional expenses from the re-roofing project

I. Adopt Resolution 2025-2026 #09 Authorizing End of Year Budget Transfers

PERSONNEL ACTION ITEMS: The Board approved Personnel Action Items A-H. MSCU (Avram/Brown) 5/0
Jesmer – Aye
Avram – Aye
Phillips – Aye
Navarro – Aye
Brown – Aye

A. Approve the following Classified Personnel as summer work crew; scheduling will be as needed per M/O/T Supervisor:
Brigitt Browning
Tylor Rodrigues
Katie Cyr

B. Approve Summer School 2026 staff per attachment in the agenda packet

C. Accept retirement of Dean of Students, Beverly Landers, effective June 30, 2026. This action rescinds the Board's acceptance of Beverly Landers's resignation at the March 11, 2026 Regular Board Meeting

D. Accept retirement of Bilingual Instructional Aide, Cecilia Garcia, effective May 28, 2026

E. Accept resignation of One on One Instructional Aide, Deanna Delany, effective April 30, 2026

F. Approve hiring Trinity Ingersoll as a Multi Subject Middle School Teacher at BES effective August 3, 2026. Educator will be teaching under an Intern Credential.

G. Approve the Stipends for 2026-2027 per attachment in the agenda packet (with the removal of Hollie Byers)

H. Approve Aurora Little as a returning Lifeguard for the summer 2026 season

PERSONNEL ACTION ITEMS: The Board approved Personnel Action Items I-O. MSCU (Phillips/Navarro) 5/0
Jesmer – Aye
Avram – Aye
Phillips – Aye

Navarro – Aye
Brown – Aye

I. Adopt Resolution 2025-2026 #05 Honoring Retiring Employee, Cecilia Garcia

J. Adopt Resolution 2025-2026 #06 Honoring Retiring Employee, Estella Herniman

K. Adopt Resolution 2025-2026 #07 Honoring Retiring Employee, Wendy Hall

L. Adopt Resolution 2025-2026 #08 Honoring Retiring Employee, Beverly Landers

M. Approve Valentina Gonzalez as the Bilingual Instructional Aide at BES effective August 4, 2026

N. Approve Ricardo Galicia as the TK-8th Grade Vice Principal for BES/RCA effective July 1, 2026

O. Approve Ashleigh Summerfield as the SST Coordinator for BHS 2025-2026

INFORMATION ITEMS:

A. Bond Expense Report to date: Reviewed

B. To confirm, the two Board meeting dates in June are as follows: Regular Board Meeting, June 10, 2026 and Special Board Meeting, June 24, 2026. Board Members set the time for the Special Meeting on the 24th at 5:00 p.m.

C. Board members are now required to complete Mandated Reporter training annually. Board Members were notified that they would be set up in our Keenan system to take this training.

FUTURE ITEMS FOR DISCUSSION – None

ADJOURNMENT – 7:21 p.m.

MINUTES APPROVED AND ADOPTED:

_____ _____

Presiding President Date

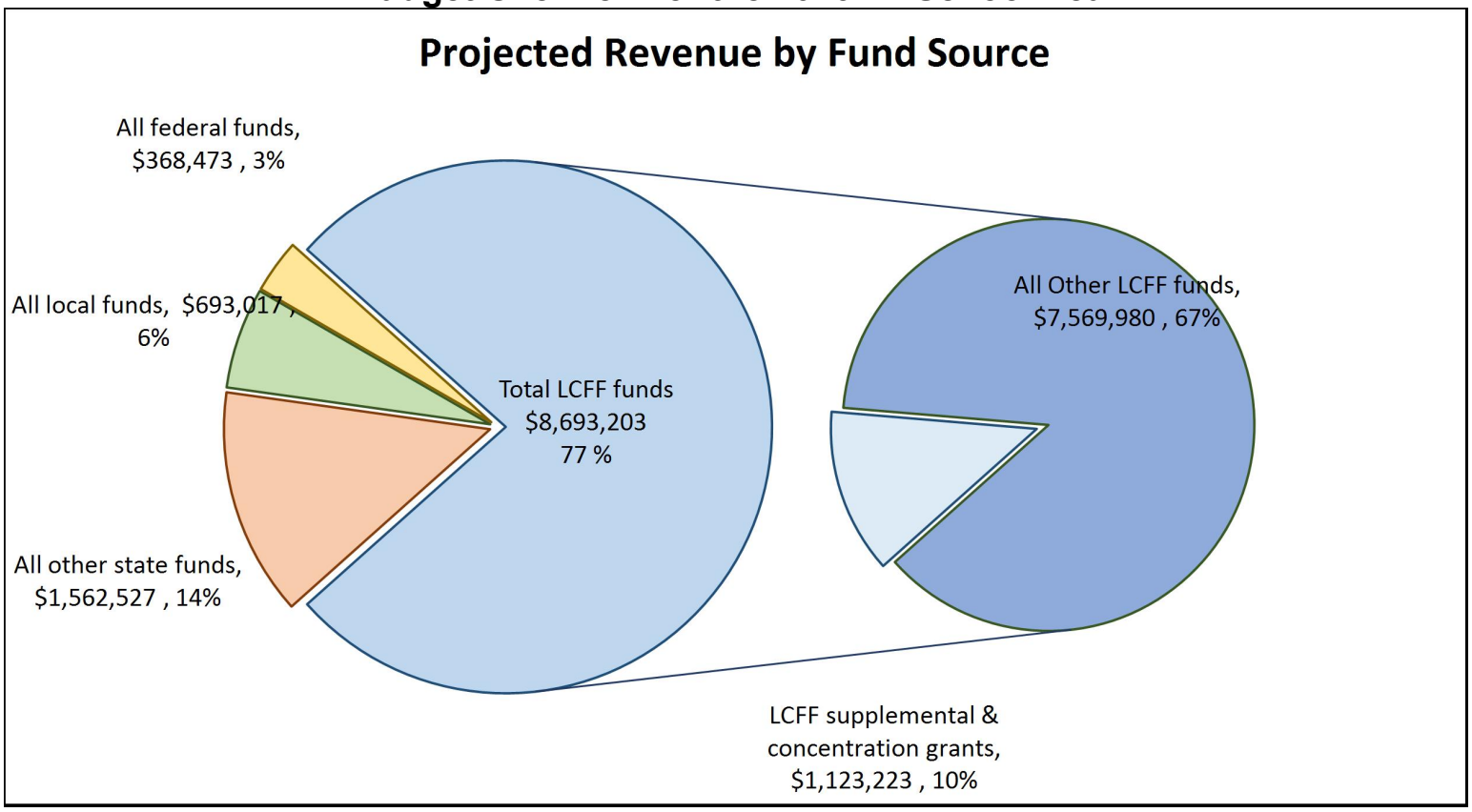
Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District
CDS Code: 04-61408
School Year: 2026-27
LEA contact information:
Doug Kaelin
Superintendent
dkaelin@biggs.org
530)868-1281 250

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

Budget Overview for the 2026-27 School Year

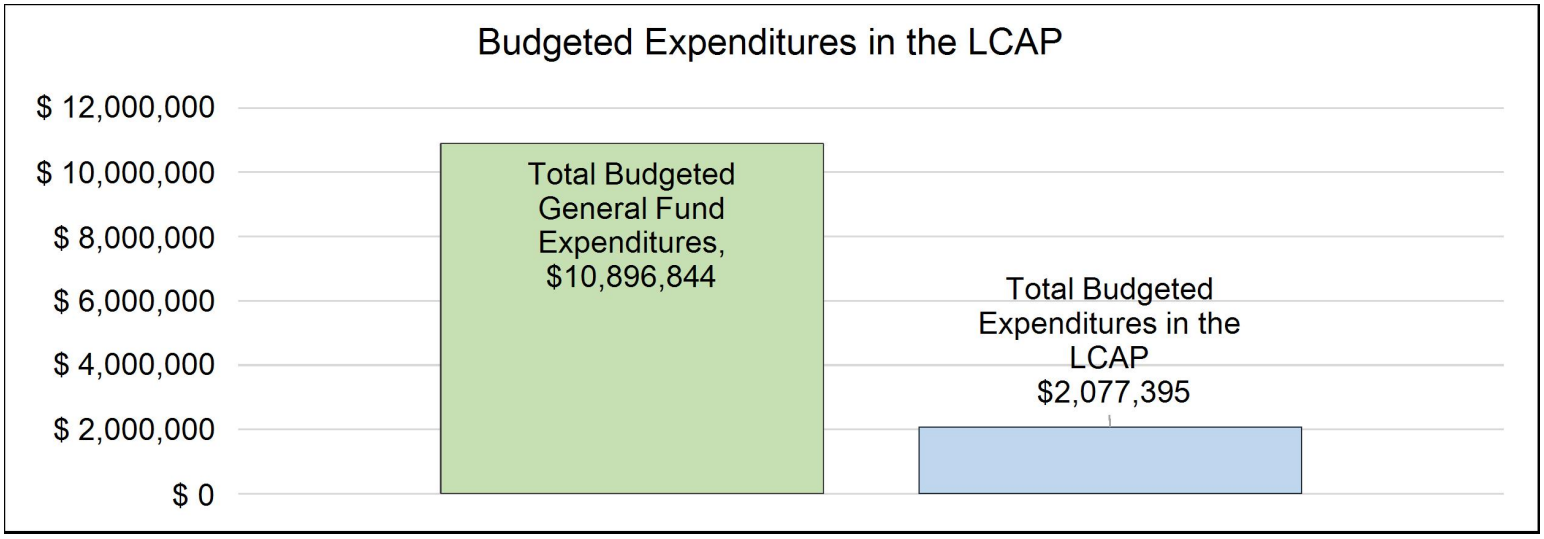


This chart shows the total general purpose revenue Biggs Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District is $11,317,220, of which $8693203 is Local Control Funding Formula (LCFF), $1562527 is other state funds, $693017 is local funds, and $368473 is federal funds. Of the $8693203 in LCFF Funds, $1123223 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 Biggs Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Biggs Unified School District plans to spend $10896844 for the 2026-27 school year. Of that amount, $2077395 is tied to actions/services in the LCAP and $8,819,449 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

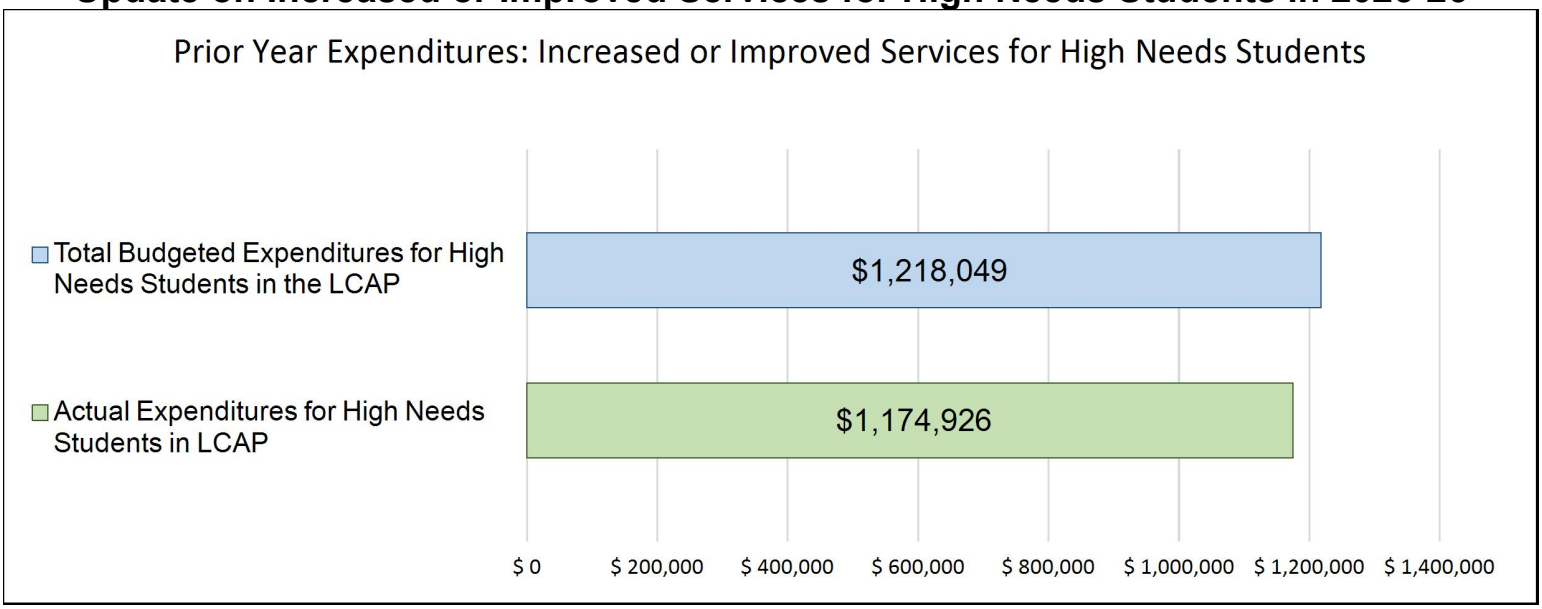
The expenditures not included in the Local Control and Accountability Plan (LCAP) on the General Fund are other programs, administrative and operational costs to operate Biggs Unified School District. These expenditures include educational and operating costs such as Special Education Programs, contracted services, utilities, supplies and services.

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

In 2026-27, Biggs Unified School District is projecting it will receive $1123223 based on the enrollment of foster youth, English learner, and low-income students. Biggs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Biggs Unified School District plans to spend $1348794 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Biggs Unified School District's LCAP budgeted $1218049 for planned actions to increase or improve services for high needs students. Biggs Unified School District actually spent $1174926 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $43,123 had the following impact on Biggs Unified School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 were less than the total budgeted expenditures. The impact on planned actions and services was minimal, and the district was able to maintain most of the intended supports for unduplicated pupils through alternative funding sources and cost savings. Several programs and curriculum purchases cost less than originally anticipated due to multi-year contracts and negotiated pricing, resulting in lower actual expenditures while maintaining the same level of services. In addition, the district was unable to hire a counselor as originally planned; however, students continued to receive social-emotional and wellness supports through a grant-funded wellness counselor. Similarly, mathematics coaching was not purchased with LCFF funds because coaching services were provided through a grant-funded program, allowing students and teachers to continue receiving instructional support without reducing services. One planned facility improvement, the installation of a shade structure, was not completed during the 2025–26 school year. The district continues to prioritize this project and plans to move forward with implementation in the coming year. Overall, the difference between budgeted and actual expenditures did not significantly impact the district's ability to provide increased or improved services for high-needs students. The majority of planned services were implemented as intended, and students continued to receive academic, behavioral, and social-emotional supports aligned with identified needs.

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
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org 530)868-1281 250

Plan Summary [2026-27]

General Information

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

Biggs Unified School District (BUSD) is located in Butte County, California, in the rural town of Biggs. The district spans approximately 135 square miles and serves the communities of Biggs and Richvale, situated in a rich agricultural region 60 miles north of Sacramento and 20 miles south of Chico. BUSD serves a student population of 534 in grades TK–12.

The district includes the following schools:
Biggs Elementary School (TK–8) and Biggs High School (9–12), located in Biggs. Richvale Charter Academy (grades 1–6) in the nearby community of Richvale. (Richvale Charter Academy provides their own LCAP and their metrics, goals, and actions will not be included in this LCAP)

BUSD employs 37 credentialed teachers (3 RCA) and 29 classified and confidential staff (3 are at RCA).
The district administrative structure includes: A Superintendent/High School Principal, A TK–5 Principal at Biggs Elementary, A 6–8 Principal at BES who also oversees Richvale Charter Academy

The district provides a comprehensive instructional program aligned to California State Standards using state-adopted and district-approved materials. Professional development is focused on strengthening curriculum implementation, assessment practices, social-emotional learning, student behavior supports, and school safety. Students have access to a range of enrichment opportunities, including Career Technical Education pathways, after-school programs, athletics, and leadership activities. The district also offers targeted supports such as

special education services, counseling, speech and language therapy, English Language Development (ELD), and bilingual aide support for English Learners.
Instructional practices emphasize differentiated learning, particularly in literacy. Elementary teachers have received training in the science of reading and utilize common assessments and standards-based reporting. Mathematics instruction is supported through professional learning in research-based strategies, including Cognitively Guided Instruction and Building Thinking Classrooms. The district maintains a focus on academic achievement and safe, orderly learning environments, supported through staffing, budgeting, and program decisions. Technology access is supported through a 1:1 student device model in partnership with the county office of education. The district continues to invest in facility improvements, including planned construction and modernization projects to support student learning environments.

The BUSD student community demographics include:
Hispanic 41.4%%, African American 1.5%, White 54.3%, Asian 1.7%, Multiple 2.4%, American Indian 0.7%, Pacific Islander 0.2%.

The BUSD student demographics are:
Socio-economically Disadvantaged: 66.5%, English Language Learner: 10.7%, Special Education: 15.4%, Homeless: 8.6%, Foster Youth: .4%

Reflections: Annual Performance

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

Successes from 2025 include:
College and Career Readiness improved by showing an increase of 20.8% improvement from the baseline in the College/Career Readiness dashboard (Metric 1.7). In addition, the high school graduates meeting UC/CSU requirements improved by 8.03% more students completing (Metric 1.13). A-G completion improved by 19% from the baseline (Metric 2.4). CTE completers improved by 6.4% from baseline (Metric 2.5). Students who completed by A-G and CTE improved by 25.6% (Metric 2.6).

Academic achievement showed improvements in CAASPP scores from the year before. BES test scores improved among all student groups. All students showed an improvement in ELA by 13.8 points and math by 16.2 points BHS showed improvement from last year in math by increasing 23 points. In addition, ELA remained above standard (Metric 2.1).

School Climate showed improvements by decreasing absenteeism by 5.1% from the baseline, though it increased by 3.5% from last year (Metric 3.5). The middle school drop out rate has maintained 0 the last two years, which is up .8 from baseline (Metric 3.6).

Challenges from 2025 include:
Teachers that are appropriately credentialed and assigned dropped from 86%- 77.49% according to the SARC (Metric 1.1). However, local data shows that currently we have 89% of our teachers appropriately credentialed and assigned.

To continue to improve our rate of appropriately credentialed and assigned teachers, the district will implement actions including class size reduction through hiring, new teacher mentoring and induction support, and ongoing professional development across content areas. These actions provide recruitment support, onboarding, and continuous training because teachers who are supported and developed are more likely to remain in the district and meet credentialing requirements. This leads to more consistent access to qualified teachers, which will be reflected in teacher assignment metrics and student academic outcomes. (Actions 1.1, 1.11)

BHS graduation rate declined by 2.4 percent. Our class size is small and fluctuates easily from year to year. The 2025 dashboard indicated that last year 94.4% of all students graduated (Metric 1.8). BHS drop out rate increased by 4.6% from baseline (Metric 1.10). We have a small number of students in the senior class and this varies from year to year.

To address declines in graduation rates, increases in dropout rates, and variability due to small cohort sizes, the district will continue to implement Get Focused–Stay Focused curriculum and continue to provide independent study options. These actions provide goal setting, academic planning, and flexible pathways because students who are monitored and supported in their progress are more likely to remain on track. This leads to improved graduation rates and reduced dropout rates, which will be measured through graduation and dropout metrics. (Actions 1.6, 1.8)

Students who passed the AP test declined by 21% from the baseline (Metric 1.9). However, year 1 was higher than our goal. We are only 5% from reaching our outcome. The enrollment of Graduates meeting UC/CSU requirements dropped by 1.73%, but the amount of students who completed the requirements improved (Metric 1.13).

To address declines in Advanced Placement performance and UC/CSU A–G completion, the district will provide AP Spanish instructional support, afterschool tutoring, and secondary intervention programs such as IXL. These actions provide targeted academic support and scaffolding because students need structured assistance to succeed in rigorous coursework. This leads to increased AP success and A–G completion, which will be measured through college and career readiness metrics (Actions 1.10, 2.8, 2.5).

Student academic achievement faced some challenges. BES showed a decline of 2.8 points from baseline for ELA (Metric 2.1). BHS declined in math at 18.6 points and ELA by 18.1 points (Metric 2.1). However, ELA is still measured above standard, which is the best in the district. BES showed improvement from last year in ELA and Math for all student groups, and BHS showed improvement in math by 23 points from last year's scores. 11th grade EAP decreased in Math by 1.7% (Metric 2.7).

To address declines in student academic achievement, particularly in English Language Arts and mathematics, the district will implement standards-aligned instructional materials, benchmark assessment systems, data analysis collaboration time, math coaching, ELA intervention support, and LREBG-funded academic recovery supports. These actions provide aligned curriculum, real-time data, and targeted intervention because teachers can adjust instruction based on student needs and provide timely support. This leads to improved student performance, which will be measured through CAASPP and local assessment metrics. (Actions 1.2, 2.1, 2.2, 2.3, 2.4, 2.5,2.10)

ELD students faced some challenges. EL progress dropped 10.6% from baseline (Metric 2.2) Our reclassification rate dropped 4.1% from baseline (Metric 2.3), however it was a 4.9% improvement from the year before.

To address English Learner progress and reclassification challenges, the district will implement designated ELD instruction, ELD curriculum and professional development, and additional support for Long-Term English Learners. These actions provide structured language development aligned to academic content because English Learners require explicit instruction in language skills to access grade-level standards. This leads to increased English proficiency and reclassification rates, which will be measured through EL progress and reclassification metrics. (Actions 2.6, 2.9)

School Climate indicated challenges. The attendance rate dropped by 2.88% (Metric 3.4). Our chronic absenteeism rate showed RED on the 2025 Dashboard District wide for Homeless students 28.6% and white students at 17.1%. BES indicated RED on the school dashboard for chronic absenteeism as well, with 28.6% for homeless students, 20.9% for low income students and 18.4% for White students.

To address declines in attendance and high rates of chronic absenteeism, particularly among student groups identified on the Dashboard, the district will implement student incentives, transportation services, family engagement events, and enhanced communication systems. In addition, BES will hire an elementary school vice principal to help improve school climate and attendance. These actions provide motivation, access, and consistent outreach because reducing barriers and increasing engagement improves student attendance. This leads to reduced chronic absenteeism and improved attendance rates, which will be measured through attendance metrics. (Actions, 3.3, 3.4, 3.5, 3.8, 3.6)

Our suspension rate increased 1% from the baseline for the district and .6% for BES (Metric 3.7). However, we showed an improvement by 1.6% since last year in the district and an improvement of 3.7% at BES. Students at BES suspension for homeless students increased 3.3% with 11.1% of homeless students suspended at least once. This is RED on the California State Dashboard.

To address increases in suspension rates and disparities among student groups, the district will implement Positive Behavioral Interventions and Supports (PBIS), social-emotional learning curriculum, and alternatives to suspension such as restorative practices. In addition, we will hire a elementary vice principal to help implement and manage systems to support students climate and behavior. These actions provide proactive behavior instruction and intervention because teaching and reinforcing expectations reduces behavioral incidents. This leads to decreased suspension rates and improved school climate, which will be measured through suspension and climate metrics. (Actions 3.5, 3.9, 3.10)

BIggs Unified School District must identify any areas designated as "Red", which will remain unchanged during the three-year LCAP cycle.
2023 REDS AT THE LEA LEVEL BY SUBGROUP, INDICATOR, GOAL/ACTION
English Learners, ELA G1A125, G2A14568
Students with Disabilities, ELA and Math G1A15, G2A13458

2023 REDS AT THE SITE LEVEL BY SCHOOL, INDICATOR, GOAL/ACTION
English Learners, ELA G1A125, G2A14568
White, Suspension G3A29,10

Learning Recovery Block Grant Funding

The district has remaining Learning Recovery Emergency Block Grant (LREBG) funding that it will spend over the next three years to improve student outcomes and address the ongoing effects of pandemic-related learning disruptions. Following its 2025 districtwide needs assessment, Biggs Unified School District (BUSD) identified significant academic achievement declines, particularly among unduplicated pupils. English Learners, low-income students, Hispanic students, and White students at BES demonstrated marked regression in English Language Arts (ELA) and mathematics, while BHS students showed critical performance declines in mathematics across multiple student groups.

In response, BUSD developed Action 2.10, funded through the Learning Recovery Emergency Block Grant (LREBG), to address these learning gaps beginning in 2025–26. The district will continue implementing evidence-based interventions designed to accelerate learning recovery, strengthen core instruction, and improve student achievement. These interventions include:

Academic Vocabulary Toolkit for BES English Learners: Improves academic vocabulary acquisition and comprehension across content areas, supported by research from Calderón, Slavin, & Sánchez (2011) and Coxhead (2000).

Accelerated Reader (AR):Enhances reading fluency, comprehension, and independent reading habits, particularly for students performing below grade level and low-income students (Nunnery, Ross, & McDonald, 2006; What Works Clearinghouse, 2010). In addition to providing Accelerated Reader, the district will purchase additional library books and classroom book sets in order to support the AR program.

Cognitively Guided Instruction (CGI): Supports conceptual mathematics understanding and improves instructional practices through research-based mathematics pedagogy (Carpenter et al., 1999).

Building Thinking Classrooms (BTC):Promotes mathematical discourse, problem solving, and student engagement through collaborative instructional structures (Liljedahl, 2020).

LTRS Trainings: Research indicates that teacher knowledge of the science of reading is a critical factor in improving student literacy outcomes. Studies have found that explicit, systematic instruction in foundational reading skills—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—results in improved reading achievement, particularly for students at risk of reading difficulties. Research by the National Reading Panel and subsequent studies have demonstrated that structured literacy approaches are especially beneficial for students with learning challenges, English learners, and students from historically underserved populations.

Next Gen Math online curriculum and professional learning: Provides students with targeted intervention on grade level standards and teachers with ongoing professional learning and instructional support focused on effective mathematics practices, strengthening Tier I instruction and improving student access to rigorous mathematics content. Next Gen Math emphasizes problem-solving, mathematical discourse, conceptual understanding, and student engagement, all of which align with research-based instructional practices identified by the National Council of Teachers of Mathematics (NCTM) and the Institute of Education Sciences.

Math Coaching: Builds teacher capacity through job-embedded support, instructional coaching, data analysis, lesson planning, and implementation of research-based mathematics practices aligned with identified student needs. Instructional coaching has one of the strongest evidence bases among professional learning strategies. Kraft, Blazar, and Hogan (2018) conducted a meta-analysis of instructional coaching programs and found that coaching produces substantial improvements in teacher instructional practice and meaningful gains in student achievement.

Mathematics Curriculum Piloting and Adoption: Supports the evaluation, piloting, selection, and implementation of high-quality, standards-aligned mathematics instructional materials designed to address learning gaps, improve instructional coherence, and accelerate student achievement in mathematics. Research indicates that high-quality instructional materials (HQIM) have a significant impact on student achievement when they are standards-aligned and implemented with fidelity. A study conducted by the Brookings Institution found that selecting and implementing effective curriculum materials can produce gains comparable to or greater than many other educational interventions because curriculum directly influences daily instruction and student access to grade-level content (Chingos & Whitehurst, 2012).

ELA Curriculum Piloting and Adoption: Supports the evaluation and piloting of high-quality ELA instructional materials during the LREBG funding period, with full curriculum adoption anticipated in 2028. This work is intended to strengthen literacy instruction, improve access to grade-level content, and support long-term learning recovery efforts. Research indicates that adoption of high-quality, evidence-based literacy curriculum improves reading achievement by providing students with systematic access to grade-level texts, vocabulary development, comprehension instruction, and writing opportunities. The Knowledge Matters Campaign and multiple studies reviewed by the Institute of Education Sciences have found that curriculum quality is a significant factor influencing student literacy outcomes. RAND research also found that schools using standards-aligned ELA curriculum materials are more likely to provide rigorous instruction and stronger literacy supports (Kaufman et al., 2020).

These actions fall within the allowable uses of LREBG funds under Education Code §32526(c)(2), including:

1. Expanded instructional learning time
2. Accelerated learning supports
3. Early literacy intervention
4. Support for students at risk of not meeting academic standards
5. Professional learning and instructional coherence

In addition, LREBG funds will supplement Action 2.8 by providing increased access to after-school tutoring for students at BES and BHS, consistent with allowable use categories (1) and (2).

These targeted investments are grounded in the district's needs assessment findings and are intended to accelerate learning recovery by strengthening core instruction, increasing access to high-quality instructional materials, building teacher capacity, and improving academic outcomes for students who continue to experience the effects of interrupted learning. Particular attention will be given to supporting historically underserved student groups through evidence-based instructional practices and coherent districtwide systems of support.

Reflections: Technical Assistance

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

In 2024-2025 Biggs Unified School District received Differentiated Assistance from the Butte County Office of Education (BCOE) to address two priority areas, especially for students with disabilities: reducing suspension rates and improving math achievement, particularly at Biggs Elementary School (BES). As part of this support, the district and BES are collaborated with BCOE's Curriculum and Instruction and Continuous Improvement teams.

BES and district leaders participated in the Inclusion Academy to develop targeted action plans responsive to the needs of students with disabilities. In addition, the County's CDS team provided training and ongoing coaching in Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to enhance school climate at BES.

To strengthen math instruction, the district expanded implementation of Building Thinking Classrooms, supported by embedded coaching and professional learning. This initiative built student engagement and conceptual understanding in math.

Based on the results of 2025 Dashboard, BUSD was not re-identified for District Assistance. However, the district will continue with sustained efforts in improving school climate and advancing student outcomes in mathematics. We expect these efforts to continue to benefit all student groups, which are in need support. The District will continue to find ways to plan and implement more strategies that allow to allow SWD to be included in general education classes a greater percentage of the time.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	A survey was sent to all teachers in the district on February 17, 2026.
Principals and Administrators	The superintendent and principal of BHS, ant the principal of BES, consulted together in person on April 21, 2026 to discuss the needs of the schools in the district and how to address them through actions in the LCAP.
Classified Staff	A survey was sent to all classified staff in the district on February 17, 2026
BUTA: Biggs Unified Teachers Association	The BUTA officers gave feedback on April 15th, 2026 in person with the Mrs. McPeters to discuss the goals and actions of the LCAP and discuss the actions they would like to see continued, improved, or added in order to improve student achievement and school climate.
Parents	A survey was sent to the parents at BES October 31st and November 12, 2025. Surveys were also available at parent conferences November 3-7, 2025. The survey was sent again to parents at BES on February 20, 2026. Surveys were sent to parents at BHS on March 16, 2026. Parent Coffee was held at BES on September 17, 2026, to discuss ideas on improving behavior and soliciting input on how to improve the school. A total of 10 participants registered and were accepted as official PAC members. The school district convened at an

Educational Partner(s)	Process for Engagement
	in-person Parent Advisory Committee (PAC) meetings on April 27, 2026, lasting 70 minutes.
Students	Mrs. Landers met with the principal advisory team and solicited input for the LCAP on April 27, 2026. Mrs. McPeters visited with students in the middle school on April 27, 2026 Mr. Kaelin met with students in grades 9-12 on May 5, 2026. A student survey was administered February 17, 2026 to students in grades 5 and 7. The high school survey was administered on April 6, 2026 to students in grades 9-12.
Site Council	The BES Site Council met with parents and staff members on March 24, 2026, and solicited input on LCAP goals and actions. The BHS Site Council met with parents and staff members on April 21, 2026, and solicited input on LCAP goals and actions.
DELAC	Translated surveys were sent to parents of ELD students on February 17, 2026. A DELAC meeting was held April 16, 2026 and input was solicited on how we can improve student outcomes and family engagement for ELD students.
SELPA	The SELPA engages with the superintendent through monthly meetings of the Directors' Council and Governing Board. At these meetings, BUSD receives information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. SELPA Program Specialists also attend DA meetings for BUSD, and engages on subjects related to educational benefit reviews and student record reviews. The SELPA consulted with the district on LCAP on March 31, 2026, and provided context for students with disabilities and answered questions related to students with disabilities in the RED.

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

Educational partner feedback directly influenced development of the 2025–26 LCAP, including the continuation, revision, and refinement of actions, services, implementation priorities, and resource allocations related to academic achievement, school climate, attendance, communication, and student supports.

The district gathered input from students, families, teachers, classified staff, administrators, advisory committees, School Site Councils, DELAC, SELPA representatives, and community members through surveys, meetings, advisory consultations, focus groups, and school events. Feedback from educational partners validated continuation of many existing actions and services while also identifying areas requiring additional support, refinement, or increased focus.

Educational partner feedback particularly influenced actions related to mathematics achievement, student behavior and school climate, attendance supports, family communication, counseling and wellness services, facilities improvements, student recognition systems, and college and career readiness opportunities.

Administration Feedback

District and site administrators reviewed student outcome data, implementation challenges, staffing needs, and school climate concerns during LCAP planning meetings. Based on administrative feedback, the district determined that the majority of existing LCAP actions continue to align with district priorities and student needs, while several actions required refinement or expansion.

The following areas of feedback directly influenced LCAP actions and services:

1.Student Behavior and School Climate (Actions 3.5, 3.9, 3.10)
Administrators identified an increased need for behavioral support systems and improved school climate at BES. This feedback contributed to the addition of Action 3.5 to provide vice principal support focused on attendance, student behavior, and school climate improvement. Feedback also supported continued implementation of PBIS and SEL systems districtwide.

2. Counseling and Wellness Supports (Action 1.7)
Administrators identified continued challenges recruiting a credentialed school counselor. Based on implementation outcomes and student social-emotional needs, the district revised Action 1.7 to reflect implementation of a wellness counselor model through partnership with Victor Services.

3. Facilities Improvements (Action 1.9)
Administrators emphasized the continued need for shade structures and campus improvements at BES to improve student access to safe and functional outdoor spaces. This feedback contributed to continuation of facilities improvement priorities within the LCAP.

4. Attendance Incentives (Action 3.3)
Administrative feedback identified chronic absenteeism as an ongoing concern and reinforced the need to strengthen attendance incentives and student engagement systems.

5. Student Recognition and Celebrations (Action 3.7)
Administrators expressed the need to strengthen student recognition systems, including Student of the Month celebrations and academic recognition opportunities, in order to improve student motivation and school connectedness.

6. Parent Communication Systems (Action 3.6)
Administrators identified a need to improve communication systems through continued use of Catapult, increased ADA accessibility, and improved communication with families regarding school events and student information.

Parent Feedback

Parent feedback was gathered through district surveys, PAC meetings, conferences, school events, and advisory groups. Parent input reinforced the importance of academic rigor, communication, school safety, student opportunities, and campus improvements.

Biggs High School Parent Feedback

1. College and Career Readiness (Actions 1.2, 1.10)
Parents expressed interest in expanding Career Technical Education (CTE) opportunities, increasing access to Advanced Placement courses, and improving instructional materials for shop programs. This feedback supported continuation of AP Spanish access and ongoing exploration of opportunities to expand college and career pathway options for students.

2. Mathematics Achievement and Curriculum (Actions 1.2, 2.3, 2.10)
Parents expressed concern regarding mathematics achievement and the need for stronger mathematics curriculum and instructional supports. This feedback contributed to the district's continued focus on mathematics intervention, curriculum piloting, coaching, and professional development.

Overall, BHS parent survey results reinforced district priorities related to:

* Increased access to electives like coding.
* Increased access to AP courses such as AP English
* Improvements in Math Program
This feedback contributed to site based planning on improving the math program and offering more electives and AP courses.

Biggs Elementary School Parent Feedback

1. Expanded Student Activities and Programs
Parents expressed interest in increasing access to extracurricular activities, sports, agriculture programs, electives, CJSF, and enrichment opportunities. This feedback contributed to site-based planning related to expanded student opportunities and continued support for student engagement programs, including chess club and student enrichment activities.

2. Facilities Improvements (Action 1.9)
Parents identified concerns related to campus cleanliness, shade, and improvements to outdoor student spaces and athletic facilities. This feedback reinforced continuation of facilities improvement priorities.

3. Parent Communication and Feedback (Actions 3.1, 3.6)
Parents requested improved communication systems, including text-based survey distribution, improved website communication, and more consistent school bulletins. This feedback contributed to continued refinement of district communication systems and family outreach efforts.

4. Curriculum and Academic Expectations (Actions 1.2, 2.10)

Parents expressed interest in improved mathematics curriculum and more timely communication regarding student academic progress. This feedback supported continuation of mathematics curriculum review and instructional improvement efforts.

5. School Climate and Bullying Prevention (Actions 3.2, 3.5, 3.9, 3.10)
Parents emphasized the importance of addressing bullying and strengthening school climate supports. This feedback reinforced the hiring of a vice principal at BES, continued implementation of PBIS, SEL, and student behavior support systems.

Overall, BES parent survey results reinforced district priorities related to:

* Student recognition and celebrations (Action 3.7)
* Improved school climate and bullying prevention (Actions 3.5, 3.9, 3.10)
* Improved family communication systems (Action 3.6)
* Improved mathematics curriculum and intervention supports (Action 2.10)

Student Feedback

Students in grades 5, 7, and high school participated in surveys and student leadership discussions related to development of the LCAP. Students also met with site principals to discuss school climate, student engagement, academic supports, and school improvement priorities.

Biggs Elementary School Student Feedback

1. Student Behavior and School Climate (Actions 3.5, 3.9, 3.10)
Students reported that bullying had improved but continued to be an area needing additional attention. Students requested additional instruction related to integrity, inclusion, and prevention of bullying and racism. This feedback reinforced hiring of a vice principal and continuation of PBIS and SEL supports.

2. Student Programs and Activities
Students expressed interest in expanding clubs, sports, electives, and student activity opportunities. This feedback supported continued efforts to increase student engagement opportunities.

3. PBIS and Attendance Incentives (Actions 3.3, 3.9)
Students requested improvements to PBIS rewards and attendance incentive systems to increase motivation and school engagement. This feedback contributed to refinement of student recognition and attendance incentive systems.

Biggs High School Student Feedback

1. Access to more AP courses and electives (Actions 1.1, 1.2)
2. Implementation of a later start time.
3. Improvements in school food
4. Creation of a girls flag football program.

This feedback contributed to site discussion about implementing more sports, changing start time, and improving the food offerings from the cafeteria.

DELAC Feedback

DELAC members reviewed district goals, services, and supports for English learners and provided feedback regarding communication, student support systems, and family engagement opportunities.

1. Communication Systems (Action 3.6)
DELAC members expressed appreciation for continued communication with families and support for communication in families' native languages. This feedback reinforced continuation of district communication systems and translation supports.

2. Technology Access (Action 1.4)
DELAC members identified technology access as an important support for communication and student learning. This feedback reinforced continuation of district technology access supports.

3. Family Events and Cultural Programs (Action 3.8)
DELAC members valued cultural programs and family engagement events that promote interaction between English learners and English-speaking peers and encouraged continuation and expansion of these opportunities.

4. Student Recognition (Actions 3.3, 3.7)
DELAC members supported strengthening student recognition systems, including Student of the Month programs and attendance recognition systems.

5. Student Discipline and Bus Behavior (Actions 3.2, 3.5)
DELAC members expressed concerns regarding student discipline systems and behavior on school buses. This feedback reinforced continued focus on behavior systems, PBIS implementation, and school climate supports.

6.Facilities Improvements (Action 1.9)
DELAC members identified the need for additional shade structures, picnic tables, trees, and outdoor student spaces to improve campus environments and student comfort.

Site Council Feedback

Members of BES and BHS School Site Councils reviewed LCAP goals, student outcome data, and implementation priorities.

BES Site Council

1. Facilities Improvements (Action 1.9)

BES Site Council members emphasized the importance of increasing shade structures and improving campus cleanliness to support student comfort and school climate. This feedback reinforced continuation of facilities improvement priorities.

BHS Site Council

1. Improving school programs (Actions 1.2, 2.10)
BHS Site Council members discussed the importance in improving the math program, limiting cell phone usage, and offering more electives. Actions 1.2, and 2.10 address math program improvements. BUSD implemented a board policy about cell phones and is working with staff on limiting cell phone use.

Teacher and Classified Staff Feedback

Teachers and classified staff provided input through surveys, collaborative discussions, and meetings with the Biggs Unified Teachers Association. Feedback emphasized the importance of behavioral supports, professional development, student recognition, intervention systems, and school climate supports.

1. Independent Study (Action 1.8)
A majority of responding staff supported continuation of the independent study program to provide flexible learning opportunities for students.

2. Behavioral Supports (Actions 3.2, 3.5, 3.9)
Staff identified improved behavioral support systems as a district priority and emphasized the importance of strengthening PBIS implementation and school climate systems. The feedback also lead to the continuation of alternatives to suspension and the hiring of the elementary school vice principal.

3. Attendance Incentives (Action 3.3)
Staff supported continuation and refinement of attendance incentive systems to improve student engagement and reduce chronic absenteeism.

4. Academic Celebrations (Action 3.7)
Staff supported continuing and expanding academic recognition and student celebration programs to strengthen student motivation and school connectedness.

5. Facilities Improvements (Action 1.9)
Staff identified bathroom cleanliness and shade structures as important campus improvement priorities.

6. Professional Development (Action 1.5)
Teachers and staff expressed interest in additional professional development focused on mathematics instruction and behavior support strategies. This feedback contributed to continued prioritization of mathematics-focused professional development.

7. STEM Night (Action 1.3)

Teachers and staff expressed strong support for continuing STEM Night and related family engagement events.

SELPA Consultation

The SELPA engaged with LEAs through Directors' Council meetings, Governing Board meetings, compliance support, educational benefit reviews, student record reviews, and consultation opportunities related to students with disabilities. SELPA staff also offered guidance related to Continuous Improvement Monitoring (CIM), data quality, compliance requirements, and improvement planning.

Information provided through SELPA consultation supported district planning related to:

* Students with disabilities
* Compliance monitoring
* Educational benefit review processes
* Student record review practices
* Continuous Improvement Monitoring (CIM)
* Improvement of student outcomes for students with disabilities

The district utilized this consultation and guidance to support continued refinement of services and supports for students with disabilities within the LCAP.

Overall Reflection

Overall, educational partner feedback reinforced the district's continued focus on improving mathematics achievement, strengthening attendance and behavior systems, expanding communication with families, improving school climate, increasing student recognition opportunities, and maintaining academic and social-emotional supports for students.

Educational partner input informed both continuation of existing services and refinement of actions, implementation priorities, and resource allocations within the adopted 2025–26 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Biggs Unified School District will provide conditions of learning that will develop College and Career Ready students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Biggs Unified School District's mission is to "encourage, guide, and support all students to reach their highest potential and become successful lifelong learners." Central to this mission is the belief that students must be provided with strong and equitable conditions of learning—a foundational element of success in high school, college, and career pathways.

Educational partners, including families, students, teachers, and site leadership, consistently voiced the importance of preparing students academically and emotionally for the next level of learning. Stakeholder feedback identified critical priorities: restoring access to a school counselor at the elementary level, ensuring teachers are fully credentialed and supported, updating instructional materials to reflect current standards, and expanding student access to rigorous coursework such as Advanced Placement (AP), Career Technical Education (CTE), and college preparatory classes.

Data from local and state sources validated these concerns and highlighted areas for growth:

Only 85.09% of teachers were fully credentialed and appropriately assigned, well below the district's target of 100%.
Biggs Elementary currently has no school counselor, limiting access to essential academic and emotional support for TK–8 students.
College and Career Readiness improved significantly on the California Dashboard—rising from 12.5% to 32.6% prepared—yet remains far from the 50% goal.
The AP exam pass rate dropped from 66% to 43%, with a district goal to stabilize this metric at 50% or higher.

In response to these findings and community priorities, Goal 1 outlines several strategic actions: Increase the percentage of fully credentialed teachers to 100% by providing induction support and mentoring for new staff. Adopt new ELA and math curriculum in grades K–12, aligned to California State Standards. Maintain 100% student access to standards-aligned instructional materials, verified through the School Accountability Report Card (SARC). Host Family Literacy Night and STEAM Night to promote parent engagement and reinforce academic

learning at home. Ensure all students have 1:1 access to technology devices, supported through the district's long-term tech planning. Provide ongoing professional development in core subject areas, including support for AP course instruction to increase academic rigor. Restore a full-time elementary school counselor to serve TK–8 students, with a focus on academic guidance, social-emotional learning, and behavioral support. Continue offering an Independent Study Program to serve students needing flexible learning options. Enhance facilities by installing an additional water filling station, expanding shade structures, and maintaining athletic fields to promote health, safety, and engagement. Deploy paraprofessionals to provide classroom support, behavior monitoring, and academic interventions—especially for unduplicated pupils.

This goal demonstrates Biggs Unified School District's long-term commitment to establishing equitable and high-quality learning conditions. It ensures all students have the resources, facilities, and instructional support necessary to thrive—academically, socially, and emotionally—as they prepare for success in high school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A - Teaching staff are properly assigned and appropriately credentialed Source: SARC	86% of teachers are properly assigned and appropriately credentialed	85.09% of teachers are properly assigned and appropriately credentialled.	77.49% of teachers are properly assigned and appropriately credentialled.	100% of teachers properly assigned and appropriately credentialed	8.51% lower than baseline
1.2	1B - Access to standards aligned instructional materials Source: SARC	100% of students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.	100% of students have access to standard aligned instructional materials.	Maintain 100% access to instructional materials	Maintained baseline and target outcome
1.3	1C - Facilities maintained in good repair Source: Facilities Inspection Tool	Good Rating	Good Rating	Good Rating	Maintain Good Rating	Maintained baseline and target outcome
1.4	2A /2B - Implementation of State Standards for all students and ELD students to gain English language proficiency	Full Implementation (4) All Full Implementation and sustainability (5) ELD Students	Full Implementation (4) All Full Implementation	Full Implentation (4) All Full Implementation	Full Implementation and Sustainability (5) for all and ELD students	Maintained baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator Tool Priority 2		and sustainability (5) ELD Students	and sustainability (5) ELD Students		
1.5	7A - Access to and enrolled in a Broad Course of Study Master Schedule	District offers 6 CTE pathways	District offers 6 CTE pathways	District offers 6 CTE pathways	Maintain 6 CTE Pathways	Maintained baseline and target outcome
1.6	7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	No access to a school counselor 5 days a week in grades TK-8	No access to a school counselor 5 days a week in grades TK-8	No access to a school counselor 5 days a week in grades TK-8	Maintain a school counselor 5 days a week for students k-8	Maintained baseline
1.7	College/Career Ready California Dash Board	2022-2023 12.5% Prepared 61.3% Approaching prepared	2023-2024 32.6% Prepared 50% Approaching prepared 17.4% Not prepared	2024-2025 33.3% Prepared 47.2% Approaching prepared 19.4% Not prepared	50% Prepared 40% Approaching Prepared 10% Not Prepared	20.8% improvement on prepared 14.1% decline on approaching prepared
1.8	Priority 5E- Graduation Rate Dashboard	2023 96.8% ALL 100% Hispanic 95.7% Low income 93.8% White Due to the small number of students at BHS, these are the only groups with disaggregated data.	2024 95.7% ALL 100% Hispanic 97% Low income 91.3% White Due to the small number of students at BHS, these are the only groups with disaggregated data.	2025 94.4% All 100% Hispanic 92.6% Low income 90.9% White Due to the small number of students at BHS, these are the only groups with disaggregated data.	98% for all students	Declined by 2.4%
1.9	Priority 4G- Pupil Achievement AP	66% of students who took the AP test passed with a 3 or higher	43% of students who took the AP	45% of students who took the AP	Maintain 50% of students who take the AP test will	Declined by 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Enrollment and Pass Rate		test passed with a 3 or higher	test passed with a 3 or higher.	pass with a 3 or higher.	
1.10	Priority 5D- High School /Middle School Drop Out Rate	1% High School 0% Middle School	4.3% High School 0% Middle School	5.6% High School 0% Middle School	1% High School 0% Middle School	Increased by 4.6% for the high school. Maintained 0% baseline for middle school.
1.13	Priority 4B- Graduates Meeting UC/CSU Requirements SARC	98.62% Enrolled 18.37% Completed	97.11% Enrolled 25% Completed	96.89% Enrolled 26.4 % Completed	50% Completed	1.73% less enrolled 8.03% more completed

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal 1 Actions

During the 2025–26 school year, most actions under Goal 1 were fully implemented as planned, with several key successes supporting instructional access, academic support, student engagement, and school connectedness. While staffing shortages, scheduling limitations, and facility project delays created challenges in a few areas, the district maintained implementation of the majority of planned services and supports.

Action 1.1: Class Size Reduction — Substantive Implementation
According to the School Accountability Report Card (SARC), 77.59% of BUSD teachers were fully credentialed and appropriately assigned. Local data indicate that approximately 89% of teachers were fully credentialed and appropriately assigned. The district continued multiple recruitment efforts to hire and retain fully credentialed teachers. Several interns completed their credentialing programs during the school year and earned preliminary credentials, increasing the number of appropriately credentialed staff serving students.

The primary implementation challenge continues to be the limited pool of fully qualified applicants available for open positions, particularly in rural areas. Despite these staffing challenges, the district maintained instructional continuity and student access to certificated staff throughout the year.

Action 1.2: Standards-Aligned Instructional Materials — Full Implementation

This action was fully implemented. The district successfully provided standards-aligned core and supplemental instructional materials to all students.

One implementation challenge involved the timeline for the new mathematics curriculum adoption process. While the district anticipated additional curriculum options earlier in the year, availability delays limited the pilot timeline. The district successfully piloted one mathematics curriculum during the spring semester and plans to pilot two additional programs during the upcoming school year to support informed curriculum adoption decisions.

Action 1.3: Increase Engagement of NGSS — Full Implementation
This action was fully implemented. The district hosted a STEAM Night in February and invited students and families from Richvale Charter Academy to participate. The event was well attended and provided students and families with opportunities to engage in science-related activities and student projects. Participation in the science fair was strong and demonstrated increased student engagement in NGSS-aligned learning experiences.

One challenge associated with implementation was scheduling conflicts with extracurricular activities, including baseball and other community events, which impacted some family participation.

Action 1.4: Technology — Full Implementation
This action was fully implemented. All students in the district maintained one-to-one access to Chromebooks throughout the school year, supporting instructional access, digital learning opportunities, and classroom integration of technology.

No significant implementation challenges were identified for this action.

Action 1.5: Professional Development — Substantive Implementation
This action was substantively implemented. During the 2025–26 school year, the district provided professional development focused on implementation of Renaissance Place and Next Gen Math, as well as training related to the pilot mathematics curriculum, *Math and You*. Teachers also had access to English Language Development (ELD) professional development opportunities.

The district continued to build on prior professional learning initiatives, including CGI, Building Thinking Classrooms, LETRS, and literacy-focused instructional strategies, which will continue to be supported during the upcoming school year.

The greatest implementation challenge was identifying sufficient time to provide all desired professional development opportunities within the instructional calendar. The district balanced curriculum training needs with required CPR, First Aid, and school safety trainings, while also working within limited pre-service and early release time. The district continued to support teachers who pursued additional professional development opportunities during summer sessions and outside contracted hours.

Action 1.6: Get Focused, Stay Focused — Full Implementation
This action was fully implemented at Biggs High School. The Get Focused, Stay Focused curriculum continued to support student academic planning, career exploration, and postsecondary readiness.

No significant implementation challenges were identified for this action.

Action 1.7: Student Counseling and Wellness Support — Limited Implementation
This action was partially implemented. The district was unable to hire a counselor for BES as originally planned. However, students continued to receive social-emotional and behavioral support services through a wellness coach and on-site Victor Counseling services for eligible students.

The primary implementation challenge was identifying candidates with the appropriate credentials and experience who were also a strong fit for the campus and community. Despite this challenge, the wellness coach model proved successful and provided meaningful support for students experiencing social-emotional and behavioral needs.

Action 1.8: Independent Study Options — Full Implementation
This action was fully implemented. Independent study options remained available and accessible for students throughout the school year, providing flexibility and continued instructional access for students requiring alternative educational pathways.

No significant implementation challenges were identified for this action.

Action 1.9: Facilities and Campus Improvements — Substantive Implementation
This action was substantively implemented. The district maintained school facilities, including athletic fields and general campus upkeep, throughout the year.

The primary implementation challenge involved delays in completing the planned shade structure and additional water filling station at BES. Due to resource and project timeline constraints, these improvements were postponed and are planned for completion during the upcoming school year.

Action 1.10: AP Spanish Access — Full Implementation
This action was fully implemented. The district provided Advanced Placement Spanish coursework through the Vista Higher Learning online instructional platform. Students enrolled in AP Spanish maintained access to advanced coursework opportunities as planned.

No significant implementation challenges were identified for this action.

Action 1.11: Teacher Induction Support — Full Implementation
This action was fully implemented. The district supported teachers with preliminary credentials by funding and facilitating participation in induction services through the Tehama County Office of Education. Teachers received mentoring, professional guidance, and credential support throughout the induction process.

No significant implementation challenges were identified for this action.

Action 1.12: Classified Staff Support — Full Implementation

This action was fully implemented. Classified staff provided instructional assistance, playground supervision, and operational support across school sites, contributing to student safety and classroom support services.

Implementation challenges included staff turnover and the ongoing need to recruit, hire, and train new classified employees throughout the year.

Action 1.13: Family Literacy Engagement — Full Implementation
This action was fully implemented. BES hosted a Family Literacy Night and book fair that provided students and families from BES and Richvale Charter Academy with opportunities to engage in literacy-focused activities and promote reading at home. Attendance and participation were positive overall.

One implementation challenge identified was communication and event outreach. The district recognized the need to strengthen advertising and family communication efforts to increase participation in future literacy engagement events.

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

During the 2025–26 school year, several Goal 1 actions experienced material variances between budgeted expenditures and estimated actual expenditures. These differences resulted from changing staffing conditions, increased service demand, negotiated salary adjustments, and cost fluctuations in instructional materials and technology. The following summarizes these variances:

Action 1.1 – Class Size Reduction
Actual expenditures exceeded the budget by $72,035.00 primarily due to a negotiated increase in certificated staff salaries following updates to collective bargaining agreements. This adjustment was necessary to ensure staffing continuity and contractual compliance.

Action 1.2 – Standards-Aligned Materials
Spending was $17,106.00 under budget. We anticipated piloting a math curriculum, but it was delayed to the 26-27 school year.

Action 1.3 – STEM Night
Actual expenditures were $340 over budget, due to hiring an independent contractor to provide additional STEM activities.

Action 1.4 – 1:1 Technology
The district spent $48,343.00 less than budget. We still provided 1:1 devices school wide. We had less damage and did not need to purchase as many chrome books.

Action 1.5 – Professional Development
Expenditures were $2000 below budget. Savings were realized through no-cost professional learning opportunities offered by the County Office of Education and a rural schools collaborative math grant that covered mathematics-focused training.

Action 1.6 – Get Focused Stay Focused
We supplied this curriculum, but the cost was less than anticipated. This was a savings of $800.00

Action 1.7 – Counseling Support
The LEA spent $7990 less than budgeted due to the challenges of hiring a qualified counselor. As a result, the district contracted with external providers to meet students' social-emotional needs, which had no cost due to grants.

Action 1.8 – Independent Study
Actual costs were $28,560 below budget. We provided this as an option, but due to participation and contracts with Acellus, we were able to save money.

Action 1.9 – Facilities Improvements
Expenditures were less than budgeted by $106,610. We did not put in shade structures and we over spent last year. This resulted in less expenditures than anticipated.

Action 1.10 – AP Spanish
We spent $550 less than anticipated, but still provided the curriculum.

Action 1.11 – New Teacher Support
There were no material differences between budgeted expenditures and estimated actual expenditures.

Action 1.12 – Classified Staff
Spending was $6217.oo above budget due to the rising costs for cost of living.

Action 1.13 – Family Literacy Night
Actual costs were $765 less than anticipated, due to the donation of books.

Summary
The material differences in Goal 1 reflect the district's responsive approach to changing staffing realities, unanticipated cost increases, and leveraging of community or grant-based resources. Adjustments ensured continuity of services and alignment to LCAP goals, particularly around student access to qualified educators, standards-aligned materials, and college and career readiness supports.

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

Actions That Were Highly Effective: Several Goal 1 actions produced strong, measurable impacts on student engagement, access, and college and career readiness.

Action 1.3 (STEM Night and NGSS Engagement)

STEM Night was highly effective in increasing student and family engagement in science learning and NGSS-aligned activities. The district hosted a well-attended STEAM Night in partnership with Richvale Charter Academy, providing students and families with opportunities to participate in hands-on science activities and student showcases. Participation in the science fair was strong and reflected increased student engagement in science instruction.
Districtwide CAST performance remained in the Yellow performance level, while BES maintained Orange status. Full implementation of state standards was maintained across sites.
Metrics:1.4 (State Standards), CAST

Action 1.6 (Get Focused, Stay Focused)

This action was highly effective in supporting college and career readiness at Biggs High School through structured academic planning, goal setting, and career exploration activities.
Outcomes included:
College and Career Indicator (CCI) improved from 32.6% to 33.3%.
A–G completion rates improved from 25% to 26.4%.
Graduation rates remained high and stable.
The action supported improved student awareness of postsecondary pathways and continued progress toward college and career readiness indicators.
Metrics: 1.7 (College/Career), 1.8 (Graduation Rate)

Action 1.8 (Independent Study)

The independent study program was highly effective in maintaining access to flexible instructional pathways for students requiring alternative educational settings. Through the Accellus platform, students maintained access to standards-aligned coursework and instructional continuity.
Graduation rates remained stable, demonstrating the importance of maintaining flexible educational options for students whose needs are best met outside of the traditional school setting.
Metrics:1.2 (Course Access), 1.8 (Graduation Rate)

Action 1.11 (New Teacher Support)

New teacher induction and credential support were highly effective in improving staff stability and increasing the percentage of appropriately credentialed teachers. Teachers participated in induction services through the Tehama County Office of Education, receiving mentoring, credential support, and professional guidance.
Local data indicated that approximately 89% of teachers were fully credentialed during the 2025–26 school year, reflecting improvement from the prior year as interns completed credentialing programs and earned preliminary credentials. This action contributed to improved staffing stability and instructional continuity.
Metrics:1.1 (Credentialed Teachers), 1.7 (College/Career)

Action 1.13 (Family Literacy Night)

Family Literacy Night was highly effective in promoting family engagement and literacy access for students and families from BES and Richvale Charter Academy. Families participated in literacy-focused activities, and students received free books to support reading at home. The action strengthened home-school connections and increased access to literacy resources, which aligned with improvements in ELA benchmark and CAASPP performance. Benchmarks showed an improvement in ELA and Math for the middle school by 13%. CAASPP scores improved in ELA and Math from last year at BES and Math at BHS.

Metrics:1.4 (State Standards), CAASPP, Benchmark Assessments

Actions That Were Moderately Effective

These actions demonstrated positive outcomes overall but showed mixed results, implementation challenges, or uneven academic impact. The district will continue monitoring and refining these actions to improve effectiveness.

Action 1.1 (Class Size Reduction and Staffing)

This action was moderately effective in maintaining small class sizes and supporting teacher credentialing efforts. According to the SARC, 77.49% of teachers were fully credentialed and appropriately assigned, while local data indicated approximately 89% of teachers were fully credentialed during the 2025–26 school year, reflecting improvement from the previous year. Due to ongoing challenges recruiting qualified applicants, the district continued to rely on interns in some positions. However, several interns completed credentialing programs and earned preliminary credentials during the year.
Student achievement data demonstrated academic growth, particularly in ELA and mathematics:

* BES ELA improved from -58.9 points below standard (PBS) to -42.3 PBS.
* BES Math improved from -98.2 PBS to -82 PBS.
* BHS Math improved from -147.1 PBS to -124 PBS.
* BHS ELA remained above standard at 11.6 points above standard (PAS).

Benchmark Assessments:
BES Math 36% at or above standard, 38% ELA at or above standard
Grades 6-8 Math 57% at or above standard, ELA 66% at or above standard
BHS ELA 70% at or above standard, Math 62% at or above standard.

Although student outcomes improved, mathematics performance remains significantly below standard districtwide and will continue to require targeted intervention and instructional support.
Metrics: 1.1 (Credentialed Teachers), CAASPP, Benchmark Assessments

Action 1.2 (Standards-Aligned Instructional Materials)

This action was moderately effective. All students maintained access to standards-aligned instructional materials in core academic content areas, as verified through the SARC. The district also implemented supplemental instructional resources to support student learning. While instructional access was fully implemented, student academic outcomes remained mixed:
* BES remained low at -42.3 PBS in ELA and -82 PBS in Math.
* BHS remained significantly below standard in Math at -124 PBS.
* CAASPP scores improved in mathematics districtwide and ELA performance improved at BES.
* BHS maintained above-standard performance in ELA.
* The College and Career Indicator improved from 32.6% to 33.3%.
These outcomes indicate that while access to instructional materials was maintained, continued focus is needed on instructional practices and intervention systems to accelerate student achievement, particularly in mathematics.
Metrics: 1.7 (College/Career), CAASPP

Action 1.4 (1:1 Technology)

This action was moderately effective. The district maintained one-to-one student device access across all grade levels, ensuring equitable access to instructional technology and digital learning resources. Technology infrastructure remained strong and supported implementation of state standards, graduation requirements, and college and career readiness efforts. Outcomes included:
* Stable graduation rates.
* Maintained College and Career Indicator performance.
* UC/CSU completion rates improved from 25% to 26.4%.

Benchmark outcomes:
*BES Math 36% at or above standard, 38% ELA at or above standard
*Grades 6-8 Math 57% at or above standard, ELA 66% at or above standard
*BHS ELA 70% at or above standard, Math 62% at or above standard.

Although technology access remained consistent, student achievement outcomes varied by grade level and content area.
Metrics: 1.4 (State Standards), 1.7 (College/Career), 1.8 (Graduation Rate), 1.13 (UC/CSU Requirements), Benchmark Assessments

Action 1.5 (Professional Development)

This action was moderately effective. Teachers participated in professional development focused on mathematics instruction through Next Gen Math, literacy support through Renaissance Place, and student engagement strategies. Teachers also received training related to pilot mathematics curriculum implementation. Implementation varied across sites due to scheduling limitations and competing professional learning priorities. Despite these challenges, student outcomes demonstrated improvement:

* CAASPP mathematics performance improved at BES and BHS.
* BES ELA performance improved.
* BHS maintained above-standard ELA performance.
* College and Career Indicator performance remained stable.

The district will continue refining professional development structures to increase consistency and instructional impact across grade levels and subject areas.
Metrics:1.4 (State Standards), 1.7 (College/Career), CAASPP, Benchmark Assessments

Action 1.9 (Facilities Improvements)

This action was moderately effective. The district maintained safe and functional school facilities, including athletic fields and general campus upkeep. All campuses maintained “Good” ratings on the FIT tool.However, planned modernization projects, including additional water filling stations and shade structures, were delayed due to project timeline and resource limitations. While facilities remained safe and operational, some planned facility improvements remain pending for future implementation.
Metrics:1.3 (Facilities Rating)

Action 1.10 (AP Spanish Access)

This action was moderately effective. The district maintained student access to Advanced Placement Spanish coursework through Vista Higher Learning.
Student AP success rates improved from 43% to 45%, while College and Career Indicator performance remained stable. Continued efforts to support advanced coursework participation and success will remain a district focus area.
Metrics:1.7 (College/Career), 1.9 (AP Success)

Action 1.12 (Classified Staff Support)

This action was moderately effective. Classified staff and paraprofessionals provided instructional, behavioral, and supervision support across district campuses. Staff contributed to student safety and classroom support services, and both teacher and student feedback reflected the importance of classified staff in maintaining safe and supportive learning environments.
At BHS, student growth in mathematics and ELA aligned with instructional support provided by classified staff.

Benchmark outcomes:
BES Math 36% at or above standard, 38% ELA at or above standard
Grades 6-8 Math 57% at or above standard, ELA 66% at or above standard
BHS ELA 70% at or above standard, Math 62% at or above standard.

Metrics: 1.4 (State Standards), CAASPP, Benchmark Assessments, Teacher and Student Feedback

Actions With Limited Effectiveness

Action 1.7 (Counseling and Wellness Support)

This action demonstrated limited effectiveness due to staffing challenges. The district was unable to hire a full-time counselor at BES because of a limited pool of qualified applicants. To address student needs, the district implemented support services through a wellness coach and contracted counseling services, including access to Victor Counseling for eligible students. While these services provided meaningful social-emotional and behavioral support for many students, access to comprehensive counseling services remained inconsistent without a dedicated site counselor.
The wellness coach model was positively received and provided effective support for students requiring behavioral and social-emotional interventions; however, overall counseling capacity remained limited.
Metrics: 1.6 (Student Support Services)

Summary of Key Takeaways

What Worked Best
Family engagement activities, independent study options, teacher induction support, and college and career readiness programs demonstrated the strongest evidence of success. Foundational supports such as instructional materials, technology access, and staffing stability continued to support equitable access to learning opportunities across the district. The district also demonstrated measurable academic growth in both ELA and mathematics CAASPP outcomes, particularly at BES, while maintaining strong ELA performance at BHS.

Where Additional Focus Is Needed
Mathematics achievement remains the district's most persistent academic challenge, despite growth across grade spans. Continued focus is needed on instructional coherence, targeted intervention systems, and professional development aligned to mathematics instruction. The district also continues to face challenges recruiting fully credentialed teachers and qualified counseling staff. Maintaining staffing stability in rural settings remains a significant implementation challenge.Additionally, the district identified a need to expand capacity for professional development, counseling services, and facility modernization projects.

Overall Assessment

The majority of Goal 1 actions were fully or substantially implemented and demonstrated positive outcomes for students. Actions related to family engagement, college and career readiness, teacher support, and instructional access showed the strongest evidence of effectiveness. Where implementation was limited by staffing shortages, scheduling constraints, or resource limitations, outcomes were more mixed or less measurable. Overall, Goal 1 actions contributed to improved instructional access, student engagement, and incremental academic growth across multiple district metrics.

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

Reflections from Year 2 implementation of Goal 1 have let to a few adjustments intended to improve instructional effectiveness, increase academic outcomes for unduplicated pupils, and strengthen the alignment between investments and student results.
Modifications to actions:

Changes Made to Actions Based on Reflections from Prior Practice

Action 1.2 – Standards-Aligned Instructional Materials
The district revised the action description to reflect supporting support and core curriculum for ELA, math, social studies and science. Due to the high expected cost of piloting various math and ELA curriculum, the district has included that in action 2.10.

Action 1.5 – Professional Development
While the overall action description will remain the same, the district refined the focus of professional development opportunities based on analysis of student performance data and instructional needs. Due to continued low mathematics performance on local and state assessments, the district will prioritize mathematics-focused professional development during the 2026–27 school year. Planned professional development opportunities will include continued training in Building Thinking Classrooms and support related to mathematics instructional practices and curriculum implementation.

In addition, teachers who have not yet completed LTRS training will continue to have access to literacy-focused professional development. These adjustments were made to strengthen instructional capacity and provide more targeted support aligned to identified academic needs.

Action 1.7 – Counseling and Wellness Support
The district revised the action description to reflect implementation of a wellness counselor model rather than additional contracted counseling days. This revision resulted from ongoing challenges recruiting and hiring a qualified school counselor despite multiple recruitment efforts. Through a partnership with Victor Services, the district secured access to a wellness counselor to provide social-emotional and behavioral support services for students.

The revised action better reflects the actual structure of services being provided and the district's effort to maintain student access to social-emotional support despite staffing shortages and limited availability of credentialed counseling candidates.

In addition, revisions were made to several budgeted expenditures based on reflection on prior year spending patterns, anticipated program needs, projected enrollment, staffing changes, and implementation priorities for the 2026–27 school year.

Action 1.1 increased from $293,858 to $381,483 to reflect anticipated increases in staffing costs related to salary adjustments, COLA, and projected enrollment changes.

Action 1.2 decreased from $17,106 to $15,000 based on the anticipated costs associated with piloting a new mathematics curriculum during the 2026–27 school year.

Action 1.3 increased from $500 to $1500 to support the planned expansion of Science Night activities, including the use of outside vendors and additional student engagement opportunities.

Action 1.4 decreased from $227,676 to $163,084 based on reflection regarding anticipated Chromebook replacement and technology needs for the upcoming year.

Action 1.6 decreased from $2,800 to $2,000 based on anticipated curriculum-related costs and adjusted instructional material needs.

Action 1.7 decreased from $7,990 to $0 because counseling services will be provided through grant funding during the 2026–27 school year.

Action 1.8 decreased from $155,873 to $140,889 to reflect anticipated operational costs associated with implementation of the independent study program.

Action 1.9 decreased from $509,286 to $441,800 based on anticipated facilities and maintenance needs for the upcoming year.

Action 1.11 increased from $21,600 to $30,500 based on the anticipated need to support additional newly hired teachers working to clear their teaching credentials.

Action 1.12 decreased from $69,494 to $58,563 based on anticipated staffing needs for classified personnel during the 2026–27 school year.

These expenditure adjustments were made to better align projected costs with current implementation needs, staffing patterns, program priorities, and available funding resources while maintaining continued support for student achievement and instructional programs.

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	Class Size Reduction	BUSD will hire and maintain fully credentialed and appropriately assigned teachers in order to maintain smaller class sizes.. All teachers TK-8 will have multiple subject credentials. Teachers in 9-12 will have single subject credentials in the subject they teach.	$381,438.00	Yes
1.2	Standards Aligned Instructional Materials	We will maintain core and provide supplementary curriculum as needed in ELA, social studies, science. and ELD curriculum in grades TK-12 in current California State Standards.	$15,000.00	Yes
1.3	Increase engagement and awareness of NGSS	BUSD hosts a STEM Night for families to increase science engagement and awareness of New Generation Science Standards.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology	Maintain a 1 to 1 ratio of devices as per district technology plan	$163,084.00	Yes
1.5	Professional Development	Professional Development for teachers in ELA, ELD, Math, Science, and History. This includes professional development from outside vendors and BCOE in standards based curriculum. In addition, ELD professional development will help teachers address the needs of Long term English learners.	$2,000.00	Yes
1.6	Get Focused- Stay Focused High School Curriculum	Purchase curriculum for high school student goal setting and career exploring.	$2,000.00	Yes
1.7	Wellness Counselor	Students at BES will have access to a wellness counselor who will provide social-emotional and behavioral support services, including individual student check-ins, skill-building strategies, crisis response, and coordination with families and staff, in order to improve student self-regulation, school connectedness, and access to learning.	$0.00	Yes
1.8	Independent Study	Fund online Independent Study Program (Accelus) and Independent Study Coordinator.s.	$140,889.00	Yes
1.9	Facilities	Purchase another filling station for BES. Purchase shade structure for the elementary and middle schools. Provide general upkeep to facilities, including athletic fields.	$441,800.00	No
1.10	AP Spanish	Vista Higher Learning AP Spanish Support	$750.00	Yes
1.11	New Teacher Support	BUSD will provide support to new teachers in order to help them clear their credential.	$30,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Classified Staff	BUSD will provide paraprofessional salaries for classroom support, tutoring, and play ground supervision.	$48,496.00	Yes
1.13	Family Literacy Night	BES will provide Family Literacy Night for families at BES and RCA.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	BUSD will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Research shows that data driven instruction leads to improved student achievement and progress toward California state standards. Based on educational partner input and current research, Biggs Unified developed this goal.

Analyzation of school data suggest some areas of concern:
The district is in the RED on the California State Dashboard for math for Hispanic Students (113 PBS), ELD students (109.6 PBS), Students with disabilities (161.3 PBS), and low income at 103.4 PBS.
All students at BHS scored in the RED on the California State Dashboard at 147.1 PBS.
At BES Hispanic students (98.2 PBS), ELD students (118. PBS) and low income students (106 PBS) scored in the RED on the California State Dashboard.
ELA scores were low districtwide at 43.2 PBS and low at BES at 58.9 PBS
The district would also like to improve our ELD reclassification rate which was 0 last year, with only 41% of students making progress and RED on the Dashboard.

In order to reach our desired outcome for 2025-26, teachers will continue to give benchmark assessments to students three times a year and analyze data within grade levels and with the site principals to improve student achievement toward California state standards. The elementary student intervention teacher will provide intervention for struggling students and teachers will provide designated and integrated instruction to EL's in order to improve student performance and help reclassify students. We will hire a math coach to help teachers improve instructional practices, analyze data, and work with individual struggling students. Teachers will work within PLC groups to analyze the data from district benchmarks in order to provide RTI for students in reaching the California State Standards. Teachers will receive collaboration time and professional development in order to bring students closer to reaching the standards in ELA and math. We will provide afterschool tutoring and purchase IXL to help provide targeted intervention for students in ELA and Math. In addition, providing the AR program and Academic Vocabulary Toolkit should help ELD and all student groups improve in ELA. All of these actions should help improve scores for all students which are improving, but still low.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A Statewide Assessments Source: California State Dashboard	BES ELA -42.3 PBS ALL -78.2 PBS ELD -55.8 PBS Low Income • 120 PBS Students with Disabilities BES Math -85.6 PBS ALL • 104.1 PBS ELD • 98.7 PBS Low Income • 143.2 PBS Students with Disabilities RES ELA -24 PBS RES Math -11.7 PBS No student groups due to low number of students BHS ELA +29.7 PAS +28.2 PAS Low income BHS Math -105.4 PBS -124.3 PBS Low income No other student groups reported due to low number of students Student groups in the	BES ELA -58.9 PBS ALL -72.2 PBS ELD • 67 PBS Low Income -112.4 SW Disabilities. BES Math - 98.2 PBS ALL -119.8 PBS ELD -106 PBS Low Income -155.5 SW Disabilities RES ELA -15.6 PBS RES Math +1 Point above No student groups due to low number of students. BHS ELA +10.9 Points above ALL -4.6 PBS Low Income -.5.4 PBS Hispanic +34.9 PAS White BHS Math -147.1 PBS ALL	BES ELA - 45.1 PBS ALL -70.8 PBS ELD -56 PBS Low income • -83.1 SW disabilities BES Math -82 PBS All -99.8 PBS ELD • 92 PBS Low Income -123.1 SW disabilities BHS ELA +11.6 PAB All +19.2 PAB Low income -13.8 PBS Hispanic +27.1 PAB White BHS Math -124 PBS All -128.6 Low income • 161.4 Hispanic -106.3 PBS White	BES at standard for math and ELA BHS at standard for math and 10 points above standard for ELA	BES ELA ALL declined 2.8 points ELD increased 7.4 points Low Income declined .2 points SW Disabilities improved 36.9 points BES Math ALL improved 3.6 points ELD improved 4.3 Low Income improved 6.7 SW Disabilities improved 20.1 BHS ELA ALL declined 18.1 points Low Income declined 9 points BHS Math ALL declined 18.6 points Low Income declined 4.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RED BES ELA (ELD Students) -78.2 PBS District ELA (ELD Students) 77.7 PBS (Students with Disabilities) -118.5 PBS Math (Students with Disabilities) -148.5 PBS	-164.5 Low Income -173 PBS Hispanic -126.3 PBS White Student Groups in the RED BES Math -119.8 PBS ELD -118.5 PBS Hispanic -106 PBS Low income BHS Math 147.1 PBS ALL District Math - 109.6 PBS ELD -113 PBS Hispanic • 161.3 SW disabilities -103.4PBS Low income	No student groups in the RED		
2.2	4E EL's who make progress toward English proficiency	2023 51% of EL students made progress	2024 41% of EL students made progress. RED on dashboard.	2025 40.4% of EL students made progress	50% of EL students make progress	Dropped 10.6% from baseline
2.3	4F EL Reclassification Rate Source: District Reclassification Policy	2023 9% of students reclassified	23-24 0 students reclassified	24-25 4.9% of students reclassified	20% Reclassified	Dropped 4.1% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	4B- A-G Completion percentage	2023 7% of students	2024 25% of students	2025 26% of students	20% of students	Improved 19% from baseline
2.5	4C- CTE Sequence Completers SARC	2023 65.5 % CTE Sequence Completers SARC	2024 71.4% of CTE Sequence Completers SARC	2025 71.9% of CTE Sequence Completers SARC	50% Sequence Completers	Improved 6.4% from baseline
2.6	4D- CTE and A-G	2023 7.5% met both	2024 13.6% met both	2025 33.1% met both	10% of graduating seniors met both	Improved 25.6% from baseline
2.7	4H-11th Grade EAP Ed Source Smarter Balance Test Results	52% of test takers in ELA 12% of test takers in math	56.25% of test takers in ELA 9.38% of test takers in Math	53.85% of test takers in ELA 10.26% of test takers in Math	25% of test takers in ELA 25% of test takers in math	Increase in ELA 1.85% Decrease in math 1.74%
2.8	Priority 8-Local Data Source: Benchmark Assessments K-5 I Ready/ LEXIA/ Freckle 6-12 MAPS	IREADY BES Reading 40% meet or exceed BES Math 31% meet or exceed RES Reading 68% meet or exceed RES Math 54% meet or exceed 6-8 MAPS Reading 53% 6-8 MAPS Math 44% 9-12 MAPS ELA 62% 9-12 MAPS Math 26%	IREADY BES Reading 41% meet or exceed BES Math 30% meet or exceed RES Reading 54% meet or exceed RES Math 59% meet or exceed 6-8 MAPS Reading 36% 6-8 MAPS Math 49% 9-12 MAPS ELA 38% 9-12 MAPS Math 50%	BES Reading 38% Met or exceed (Lexia) BES Math- 36% Met or exceed (Freckle) 6-8 MAPS Reading 66% 6-8 MAPS Math 57% 9-12 MAPS ELA 70% 9-12 MAPS Math 62%	60% of students meet or exceed standards on district benchmark for ELA and 50% meet or exceed on math.	BES Reading 2% decline BES Math- 5% increase 6-8 Reading increase 13% 6-8 Math increase 13% 9-12 ELA increase 8% 9-12 Math Increase 36%

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal 2 Actions: All actions under Goal 2 were implemented either as planned or with only minor adjustments. Key successes included implementation of a districtwide benchmark assessment schedule, increased teacher collaboration supported through data analysis processes, continued intervention support for students in ELA and mathematics, and expanded instructional resources to support English learners and students requiring academic intervention.

The district also continued implementation of intervention systems and supplemental instructional supports, including IXL, Academic Vocabulary Toolkit, Renaissance Place, CGI instructional practices, and ELD curriculum resources. While most actions were implemented substantially as planned, several actions experienced implementation challenges related to staffing capacity, scheduling limitations, consistency of implementation across sites, and access to coaching and professional development support.

Action 2.1: Assessment Data Analyzation — Substantive Implementation

This action was substantively implemented. Teachers were provided dedicated time to analyze assessment data individually and within grade-level teams in order to identify student needs and adjust instruction to improve student outcomes.
A key success was the establishment of collaborative opportunities for teachers to review student performance data and discuss instructional responses. However, implementation varied across grade levels and sites due to staffing and time limitations that affected the level of oversight and support available for the process. Some teams engaged consistently and effectively in data analysis practices, while implementation was less consistent in other areas.
Reflection on implementation identified a need for clearer expectations, improved accountability systems, and additional administrative support to ensure consistent teacher engagement with the data analysis process across all sites and grade levels.

Action 2.2: Districtwide Benchmark Plan and Schedule for Math and ELA — Substantive Implementation

This action was substantively implemented. The district successfully implemented and monitored a districtwide benchmark assessment schedule for ELA and mathematics. Schools generally adhered to established benchmark testing timelines throughout the year.
Midway through the school year, BES transitioned to a different benchmark assessment system in response to teacher feedback regarding assessment usability and alignment to instructional needs. The primary implementation challenge involved identifying benchmark assessment systems that were appropriate for both ELA and mathematics and that aligned with teacher preferences and instructional practices at the elementary level. Middle school and high school staff consistently utilized MAP Growth assessments throughout the year, which supported ongoing progress monitoring and instructional planning.

Action 2.3: Math Coach Support — Partial Implementation

This action was partially implemented. Rather than hiring a districtwide mathematics coach as originally planned, the district accessed coaching support through participation in the Rural Math Collaborative. This partnership provided valuable coaching support for two middle

school mathematics teachers and supported implementation of mathematics instructional strategies. However, the district was unable to expand coaching access across all grade levels due to staffing and resource limitations.
Implementation results demonstrated the value of instructional coaching but also identified the need for broader access to coaching support districtwide in order to strengthen mathematics instruction consistently across grade spans.

Action 2.4: ELA Intervention Specialist — Full Implementation

This action was fully implemented as planned. The ELA Intervention Specialist provided instructional support for implementation of ELA curriculum and intervention services for students in grades TK–5. Implementation occurred according to the original action design, and no substantive differences in implementation were identified.

Action 2.5: Middle School and High School Intervention — Full Implementation

This action was fully implemented as planned. Students in grades 6–12 received targeted intervention support through use of the IXL instructional platform. Teachers incorporated IXL into intervention periods and classroom instructional support systems to address identified learning gaps in ELA and mathematics. Implementation occurred according to plan, and no substantive implementation differences were identified.

Action 2.6: ELD Support and Curriculum — Substantive Implementation

This action was substantively implemented. Teachers provided both integrated and designated English Language Development (ELD) instruction using Benchmark and Study Sync curriculum resources. Middle school students also utilized Academic Vocabulary Toolkit as a supplemental language development resource. Implementation aligned with the original intent of the action; however, participation in ongoing professional development opportunities was inconsistent. While all teachers received ELD training during the previous year and additional professional development opportunities were made available during the current year, not all staff participated in the optional follow-up training sessions. Implementation reflected continued district emphasis on ELD instruction, but also highlighted the need for additional support structures and professional learning participation to strengthen instructional consistency.

Action 2.7: Additional Support for Students with Disabilities — Full Implementation

This action was fully implemented as planned. Students with disabilities received both push-in and pull-out academic support services aligned to individualized learning needs. In addition, BES hosted a family engagement event focused on supporting students with disabilities, which strengthened collaboration and communication between families and school staff. No substantive differences in implementation were identified.

Action 2.8: Afterschool Tutoring — Full Implementation

This action was fully implemented as planned. Teachers at Biggs High School and the middle school provided afterschool tutoring opportunities to support students requiring additional academic assistance. Implementation occurred according to the original action design, and no substantive implementation differences were identified.

Action 2.9: LTEL Additional Support — Partial Implementation

This action was partially implemented. The action originally intended to provide additional pull-out support services for middle school and high school English Learners, including Long-Term English Learners (LTELs). High school English Learners received additional instructional time focused on language development; however, implementation at the middle school level was limited due to staffing constraints and scheduling challenges. Because of districtwide low mathematics performance, middle school intervention schedules prioritized mathematics Response to Intervention (RTI) support for all students, limiting opportunities for additional ELD pull-out instruction during the school day. Despite these limitations, middle school students continued to receive integrated and designated ELD instruction, and supplemental supports such as Academic Vocabulary Toolkit were implemented as intended.

Action 2.10: Additional ELA and Math Support Through LREBG Funding — Substantive Implementation

This action was substantively implemented. Multiple instructional supports funded through LREBG were successfully implemented during the school year. Middle school students utilized Academic Vocabulary Toolkit to strengthen academic language development, and all BES students had access to Renaissance Place to support literacy development and intervention. Additional implementation successes included expansion of the school library collection and the purchase of book labels identifying Accelerated Reader levels to support independent reading and literacy engagement. Teachers also received access to Building Thinking Classrooms instructional materials and professional development opportunities beginning in spring 2025, with continued implementation planned for the upcoming year. Most classrooms incorporated CGI instructional practices into mathematics instruction. Implementation challenges included delays in the mathematics curriculum piloting process, as pilot materials were not available until later in the school year. The district piloted the “Math and You” curriculum and plans to continue piloting two additional mathematics programs during the upcoming year. The district also faced challenges expanding instructional coaching support. Outside coaching services were limited primarily to support provided through the Rural Math Collaborative, which directly supported only two middle school teachers during the year.

Overall Reflection

Overall, Goal 2 actions strengthened district systems related to intervention, instructional support, benchmark assessment, and collaboration around student achievement data. Successes included implementation of districtwide assessment systems, expansion of intervention resources, continued support for English learners and students with disabilities, and increased access to literacy and mathematics instructional supports.

The primary implementation challenges involved ensuring consistent instructional practices across grade levels, expanding coaching and professional development opportunities, and increasing accountability and support structures for data-driven instruction. These reflections will inform continued refinement of intervention systems, mathematics instruction, and professional learning supports during the upcoming school year.

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.

Several actions within Goal 2, which focuses on improving outcomes in literacy, mathematics, English Language Development, and targeted instructional supports, experienced material variances between budgeted expenditures and estimated actuals. These differences were primarily driven by the availability of alternative funding sources, successful grant acquisition, fluctuating implementation conditions, and adjustments based on student participation. The variances did not affect the district's ability to meet its obligations to unduplicated pupils, and all services continued as planned or were supplemented through other funding streams.

Action 2.1 – Assessment Data Analysis
We budgeted $200, but we did not use any money toward this action. Teachers still analyzed data, but there was no cost.

Action 2.2 – District Benchmark Plan
We budgeted $24,785.00, but only spent $5235. This was due to a multi year contract for MAPS, and the discontinuation of I-Ready for BES.

Action 2.3 – Math Coaching
The district budgeted $10,000, but did not spend any money, due to math coaching provided through the Rural Math Collaborative.

Action 2.4 – ELA Intervention
There were no material differences between budgeted and actual expenditures.

Action 2.5 – Secondary Interventions
Expenditures were $3,071 below budget. The curriculum was purchased and the program was fully implemented and aligned to college and career readiness goals. Costs were less than anticipated.

Action 2.6 – ELD Support
We budgeted $3500 and spent only $258. ELD professional development was provided at no cost through BCOE and most ELD curriculum was provided with our reading curriculum.

Action 2.7 – Support for Students with Disabilities
No LCFF funds were used for support of students with disabilities. Instead all expenses were paid through state funding. This was $6000 less than projected.

Action 2.8 – Afterschool Tutoring
Estimated actual expenditures were $31,150.00 lower than budgeted. Student participation was lower than projected, resulting in fewer tutoring hours delivered and cost savings. The structure remained in place and accessible to all eligible students. Learning recovery block grant funding was used for $3897.00 of the total cost.

Action 2.9 – LTEL Support
There were no material differences between budgeted and actual expenditures. The action was fully implemented as anticipated.

Action 2.10-Additional Reading/ Math Support (LREBG funding)
We spent $69,167 less than anticipated. We were unable to begin piloting our math program, due to a late roll out of materials. We anticipate spending more money next year as we pilot two new programs.

Summary
These variances reflect the district's ability to strategically manage resources by leveraging grant opportunities, realigning spending in response to actual student participation, and adapting to fluctuations in staffing and program costs. All contributing actions were implemented with the goal of increasing or improving services for unduplicated pupils. The final proportionality percentage will be recalculated to align with actual contributing expenditures and to ensure compliance with LCFF regulations.

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

Goal 2 Effectiveness Analysis: Goal 2 focuses on increasing academic achievement for all students, with particular attention to unduplicated pupils, English learners, Long-Term English Learners (LTELs), and students with disabilities. While several actions demonstrated measurable positive outcomes, overall academic progress across BES and BHS remained inconsistent, particularly in mathematics. Implementation data and student outcomes indicate that actions connected to targeted intervention, literacy support, college and career readiness, and support for students with disabilities demonstrated the strongest evidence of effectiveness. However, inconsistent implementation of data analysis systems, benchmark practices, coaching supports, and targeted English learner interventions limited the overall impact of several actions. These outcomes highlight the continued need for stronger instructional alignment, consistent implementation of intervention systems, increased use of data-driven instruction, and expanded differentiated support for student groups experiencing the greatest academic needs.

Actions That Were Highly Effective

Action 2.4 – ELA Intervention (BES)
This action was highly effective in supporting literacy growth for students requiring Tier II intervention services. Students received targeted reading support through small-group instruction and push-in intervention services aligned to identified literacy needs. Although overall CAASPP performance remained below standard, BES demonstrated measurable growth in ELA achievement:

BES ELA improved from -58.9 points below standard (PBS) to -45.1 PBS.
Students receiving intervention support demonstrated modest literacy growth.
Schoolwide ELA performance improved overall.

Benchmark outcomes:
BES Reading 2% decline

The action contributed to improved literacy access and targeted intervention support for struggling readers.
Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.5 – Secondary Interventions
This action was highly effective in supporting literacy achievement, intervention access, and college and career readiness indicators for students in grades 6–12. Through targeted instructional time and use of IXL intervention supports, students received additional academic support in ELA and mathematics.

Outcomes included:
11th Grade CAASPP ELA remained above standard at 11.6 points above standard.
11th Grade Math performance improved by 23 points.
CTE Completion increased to 71.9%.
Dual A–G/CTE Completion increased to 33%, representing a 19.5% increase.
A–G Completion increased to 26% of students.

Benchmark outcomes:
6-8 Reading increase 13%
6-8 Math increase 13%
9-12 ELA increase 8%
9-12 Math Increase 36%

These results demonstrate continued strength in literacy and college/career pathway readiness while also reflecting the ongoing need for additional mathematics intervention and support at the secondary level.
Metrics: 2.1 (CAASPP), 2.5 (CTE Completion), 2.6 (A–G/CTE Completion), 2.7 (11th Grade EAP), 2.8 (Benchmark Assessments)

Action 2.7 – Support for Students with Disabilities
This action was highly effective in strengthening support systems for students with disabilities through academic intervention, IEP implementation, and increased family engagement. Students received both push-in and pull-out support services aligned to individualized learning needs. In addition, BES hosted a family engagement event focused on inclusion and support for students with disabilities, which strengthened family-school collaboration and engagement with special education services.

Student outcomes demonstrated measurable improvement:
BES Students with Disabilities (SWD) ELA improved from -112.4 PBS to -83.1 PBS.
BES SWD Math improved from -155.5 PBS to -123.1 PBS.

Districtwide SWD outcomes remained below standard:
Districtwide SWD ELA: -118.5 PBS
Districtwide SWD Math: -148.5 PBS

While performance levels remain low, the measurable improvement at BES indicates that targeted supports and intervention systems positively impacted student achievement outcomes.
Metrics: 2.1 (CAASPP for Students with Disabilities)

Actions That Were Moderately Effective

Action 2.6 – ELD Support
This action was moderately effective. English Language Development instruction was implemented using Benchmark and StudySync curriculum resources, and teachers provided integrated and designated ELD instruction across grade levels.

Student outcomes showed mixed results:
Reclassification Rate improved from 0% to 4.9%.
ELPAC Progress Rate declined slightly from 41% to 40%.
English Learner CAASPP performance in ELA remained in the Orange performance level at 63.1 points below standard.
English Learner Math performance remained in the Orange performance level but improved by 9.2 points.

While improvements in reclassification and mathematics performance indicate progress, implementation data reflected a continued need for increased teacher support, stronger instructional consistency, and additional oversight to improve outcomes for English learners.
Metrics: 2.1 (CAASPP for English Learners), 2.2 (ELPAC Progress), 2.3 (Reclassification Rate)

Action 2.8 – Afterschool Tutoring
This action was moderately effective. Afterschool tutoring opportunities were consistently provided at BES and BHS to support students requiring additional academic assistance.

Academic outcomes demonstrated improvement across multiple indicators:
BES showed improvement in both ELA and mathematics performance.
BHS mathematics scores improved.
BHS ELA performance remained above standard.
A–G completion improved by 19% above baseline.
CTE completion improved by 5.4% above baseline.
Dual A–G/CTE completion increased by 19.5%.
11th Grade EAP performance remained stable.

Benchmark outcomes:
BES Reading 2% decline
BES Math- 5% increase
6-8 Reading increase 13%
6-8 Math increase 13%
9-12 ELA increase 8%
9-12 Math Increase 36%

Although tutoring supports contributed to measurable gains, continued low performance in mathematics at BHS and persistent ELA and mathematics challenges at BES indicate the need for more intensive intervention and instructional support systems.

Metrics: 2.1 (CAASPP), 2.4 (A–G Completion), 2.5 (CTE Completion), 2.6 (Dual A–G/CTE Completion), 2.7 (11th Grade EAP), 2.8 (Benchmark Assessments)

Action 2.10 – Additional Support for ELA and Math (LREBG)
This action was moderately effective. Additional instructional supports funded through LREBG contributed to gains in ELA and mathematics performance at BES and improvement in mathematics achievement at BHS. Students benefited from supplemental instructional supports, literacy intervention resources, Academic Vocabulary Toolkit implementation, Renaissance Place access, and mathematics instructional supports aligned to district priorities. Despite these improvements, overall achievement levels remained below standard, particularly in mathematics. Benchmark data continued to show areas requiring additional instructional support and intervention refinement.

Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Actions With Limited Effectiveness

Action 2.1 – Assessment Data Analysis
This action demonstrated limited effectiveness due to inconsistent implementation of districtwide data analysis practices. The action intended to strengthen instructional decision-making through use of PLCs, benchmark analysis, and coaching cycles. While some teacher teams effectively used assessment data to inform instruction, implementation varied significantly across sites and grade levels. Inconsistent oversight and limited accountability systems reduced the effectiveness of this action. Student outcomes improved modestly:

BES ELA: -45.1 PBS
BES Math: -82 PBS
BHS Math: -124 PBS

Benchmark outcomes:
BES Reading 2% decline
BES Math- 5% increase
6-8 Reading increase 13%
6-8 Math increase 13%
9-12 ELA increase 8%
9-12 Math Increase 36%

Although some academic gains occurred, implementation inconsistencies limited the districtwide impact of the action.
Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.2 – District Benchmark Schedule
This action demonstrated limited effectiveness. The district successfully implemented a benchmark assessment schedule; however, BES changed benchmark systems midway through the school year based on teacher feedback and instructional concerns. The change in benchmark systems reduced consistency in assessment implementation and limited the district’s ability to compare student growth data

consistently across the school year. While BES and BHS demonstrated some academic gains, benchmark implementation challenges limited the effectiveness of the action overall.

Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.3 – Math Coaching
This action demonstrated limited effectiveness due to limited implementation scope. Mathematics coaching support funded through a BCOE grant focused on inquiry-based instructional practices and supported participating teachers in strengthening mathematics instruction. Teacher feedback and classroom observations suggested increased student engagement in mathematical reasoning among participating classrooms. However, only two middle school teachers participated in coaching cycles, limiting the overall districtwide impact of the action.

Although mathematics CAASPP scores improved modestly, overall mathematics performance remained significantly below standard.
Metrics: 2.1 (CAASPP), 2.8 (Benchmark Assessments)

Action 2.9 – LTEL Support
This action demonstrated limited effectiveness due to partial implementation and scheduling limitations. The action intended to provide targeted pull-out instructional support for Long-Term English Learners. Although high school English learners received additional language development support, middle school implementation was limited because intervention schedules prioritized districtwide mathematics RTI support.

Student outcomes remained mixed:
ELPAC Progress Rate: 40.4%
Reclassification Rate improved to 4.9%

While reclassification improved, overall language acquisition growth remained relatively static, indicating the need for more consistent and targeted LTEL intervention support.
Metrics: 2.2 (ELPAC Progress), 2.3 (Reclassification Rate)

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.

Based on reflection and analysis of 2025–26 implementation outcomes, several adjustments were made to Goal 2 for the 2026–27 school year in order to improve instructional alignment, strengthen intervention systems, and better reflect current practices and student needs. These revisions were informed by implementation data, staff feedback, student performance outcomes, and analysis of the effectiveness of current intervention and assessment systems. The changes are intended to improve clarity in action descriptions, align services more closely to site needs, and strengthen academic support for unduplicated pupils, English learners, Long-Term English Learners (LTELs), students with disabilities, and other student groups requiring additional support.

Changes in Metrics

The district revised benchmark assessment metrics for BES to reflect the assessment systems currently being implemented. During the 2025–26 school year, BES transitioned away from I-Ready benchmark assessments based on teacher feedback regarding usability and instructional alignment. As a result, benchmark reporting for grades TK–5 will now utilize Lexia assessment data for ELA and Freckle for math, rather than I-Ready data. This change more accurately reflects current site practices and the assessment tools being used to monitor student progress in literacy and mathematics.

Changes in Actions

Action 2.2 – Benchmark Assessments
The action description was revised to reflect the transition from I-Ready to Lexia benchmark assessments at BES in grades TK–5, and Freckle for math in grades TK-5. This change resulted from teacher feedback indicating that the previous benchmark system did not adequately align with instructional practices or student needs. The revised action more accurately reflects the benchmark systems currently being used to support progress monitoring and instructional planning at the elementary level.

Action 2.3 – Math Coaching Support
The action description was revised to reflect the district's continued collaboration with the Rural Math Collaborative Grant to provide mathematics coaching support. The grade span identified in the action was also revised from TK–12 to TK–8 to align with the actual implementation of coaching services during the 2025–26 school year. This revision reflects the current scope of services and the district's effort to provide targeted mathematics instructional support within available staffing and grant resources.

Action 2.7 – Additional Support for Students with Disabilities
The action description was revised to remove language identifying students with disabilities as Red on the California School Dashboard. This change reflects updated Dashboard performance levels and more accurately represents the district's current performance status for this student group. While the action itself remains substantially unchanged, the revised description aligns with current student outcome data and avoids outdated performance classifications.

Action 2.8-- Afterschool Tutoring
The action description was revised to change the amount budgeted for tutoring from LCFF funds from $12,293.00 to $7392 in LREBG funding. The description was expanded to include more information about LREBG funding and how it will be used to improve math and ELA scores at BES and BHS.

Action 2.9 – LTEL Additional Support
The action description was revised to reflect adjustments made to service delivery for Long-Term English Learners at the middle school level. Reflection on prior implementation indicated that pull-out intervention services were not the most effective instructional model within the existing middle school schedule and intervention structure. As a result, LTEL students at the middle school level will receive additional language development and academic support within the classroom setting through integrated instructional supports rather than pull-out intervention services. This change is intended to improve instructional continuity and increase access to core instruction while continuing to support language development needs.

**Action 2.10-- Additional math and ELA support LREBG funding""

This action was expanded to include a piloting and adoption of ELA curriculum, adoption of math curriculum, purchase of Next Gen Math, and math coaching. We have used less money than anticipated and are expanding the action to include additional supports to improve Math and ELA scores at BES and math scores at BHS.

Changes in projected expenditures

Action 2.2 -- Benchmark Assessment was revised from $24,785 to $8000 based on the cost of transitioning from I READY benchmarks for TK-5 to another benchmark program that would be more cost effective.
**Action 2.3-- Math Coaching Support was revised from $10,000 to $0 as the coaching support will be funded through the Rural Math Collaborative Grant.
**Action 2.4--ELA Intervention Specialist was revised from $90,061 to $101,321 based on the increasing cost of teacher salaries due to changes on the salary schedule and a cola increase.
**Action 2.5--Middle School and High School Intervention was revised from $7676 to $5500 based on the actual cost of IXL
**Action 2.7--Additional Support for Student Disabilties was revised from $6000 to $200 based on the projected cost of materials for running disability night.
**Action 2.8--Afterschool Tutoring was changed from $41,322 to $7392 because the actual cost of running tutoring used through LREBG funding.
**Action 2.10-LREBG funding ELA and Math Support was revised to increase by 23,000. Afterschool tutoring cost less than expected and that additional money was added to action 2.10.

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	Assessment Data Analyzation	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math specialists will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for collaboration time for teachers to collaborate and use the data to improve instruction.	$200.00	Yes
2.2	District wide benchmark plan and schedule for math and ELA	K-12 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through Starr Reader/ Math, Lexia, Freckle and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Math Coach Support	Provide math coaching through the rural math collaborative grant for K-8 to help improve math instruction and raise math scores at BES.	$0.00	Yes
2.4	ELA Intervention Specialist	Maintain an ELA intervention specialist K-5 to provide support to teachers in looking at data, coach teachers in ELA best practices, and pull out struggling students for intervention.	$101,321.00	Yes
2.5	Middle School and High School Intervention	Purchase IXL in order to provide targeted intervention in both math and ELA for grades 6-12	$5,500.00	Yes
2.6	ELD Support and Curriculum	Students will receive designated and ELD services from a credentialed teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Professional development will provide support for teachers in order meet the needs of long term English learners. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. This action should improve the CAASPP scores in ELA for ELD students district wide and at BIGGS Elementary.	$3,500.00	Yes
2.7	Additional Support for Students with Disabilities.	We will plan a night for parents with students who have disabilities to get resources for helping their students to be successful in school and building strong partnerships with teachers and families. We will offer additional academic support during the day for students with IEP's. We will continue to provide push in and pull out services in order to help students with their goals.	$200.00	No
2.8	Afterschool Tutoring	We will provide after school tutoring at BHS and BES. LREBG funding of $7392.00 is contributing to this action. This will expand access to after school tutoring opportunities for students performing below grade-level standards in English Language Arts and mathematics. Tutoring services	$7,392.00	No

Action #	Title	Description	Total Funds	Contributing
		will provide targeted academic support based on assessment data and identified student needs, with priority given to students impacted by learning loss and unfinished learning. Through small-group and individualized instruction, tutoring will address specific skill gaps, reinforce grade-level standards, and provide additional learning time beyond the regular instructional day. These services are intended to accelerate learning recovery, improve academic achievement, and increase the number of students meeting grade-level expectations.		
2.9	LTELS Additional Support	High school ELD students will get additional pull out support. Middle school LTELS will get additional push in support. This is targeted to help older students perform on the ELPAC in order to redesignate before becoming long term English Learners. This will also help LTELS redesignate.	$0.00	No
2.10	Additional support for ELA and Math using LREBG funding	BUSD will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement a comprehensive, evidence-based set of interventions designed to accelerate academic recovery in literacy and mathematics at BES and BHS. This action is principally directed toward Hispanic, low income, white and ELD students, as identified through the district's 2025 needs assessment and Dashboard performance data. At BES, LREBG funds will support the purchase and implementation of the Academic Vocabulary Toolkit for elementary and middle school students. This research-based resource is designed to strengthen academic vocabulary development, particularly for English Learners. Studies show that explicit vocabulary instruction can significantly increase English Learners' access to core content and improve literacy outcomes. Calderón, Slavin, and Sánchez (2011) highlight the importance of structured vocabulary programs in supporting comprehension and achievement across subject areas. The Toolkit aligns with the Academic Word List developed by Coxhead (2000), which has been shown to increase fluency with high-utility academic terms essential for success in all disciplines. In addition, BES elementary students will benefit from the adoption of the Renaissance Place Accelerated Reader (AR) program. AR provides structured, student-centered reading practice tailored to individual	$123,000.00	No

Action #	Title	Description	Total Funds	Contributing
		proficiency levels, helping to build fluency, comprehension, and reading motivation. Evidence from Nunnery, Ross, and McDonald (2006), as well as findings summarized by the What Works Clearinghouse (2010), indicate that AR can result in statistically significant gains in reading achievement, particularly in low-income schools when implemented with fidelity. To address significant math performance declines at both BES and BHS, LREBG funding will also support an expanded instructional support model in mathematics. This includes professional development in Cognitively Guided Instruction (CGI) and **Building Thinking Classrooms (BTC). CGI, developed by Carpenter et al. (1999), helps teachers make instructional decisions based on students' problem-solving strategies, resulting in deeper conceptual understanding and more equitable learning outcomes. BTC, developed by Liljedahl (2020), focuses on collaborative problem-solving and visible thinking routines to foster critical thinking and engagement in mathematics classrooms. These practices are especially effective in reducing performance gaps among historically underserved student groups. To ensure sustainability and coherence, BUSD will also invest in math instructional coaching and curriculum pilot programs aligned to current student needs. These strategies will support long-term teacher capacity-building and ensure that instructional materials reflect culturally responsive, standards-aligned practices necessary for post-pandemic academic recovery. LREBG funds will also support Next Gen Math professional learning and the piloting, evaluation, adoption, and implementation of high-quality mathematics instructional materials. These investments are intended to strengthen core mathematics instruction, increase instructional coherence across grade levels, and improve student access to rigorous, standards-aligned content. In addition, LREBG funds will support the piloting and evaluation of high-quality English Language Arts instructional materials in preparation for a planned districtwide ELA curriculum adoption in 2028. These efforts are designed to address identified learning gaps in mathematics and literacy, build teacher capacity, and accelerate academic recovery through		

Action #	Title	Description	Total Funds	Contributing
		improved instructional practices and access to high-quality instructional materials. Funding will also go to support LTRS training for elementary teachers at BES. Through LETRS training, teachers will develop a stronger understanding of the cognitive processes involved in reading acquisition and gained practical strategies for supporting both struggling readers and students performing below grade level expectations. BUSD will monitor the effectiveness of this action using disaggregated CAASPP and ELPAC results, local benchmark data, and implementation fidelity measures such as staff surveys and observation logs. Early indicators from internal data and stakeholder feedback suggest high levels of staff engagement and positive shifts in instructional practice.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Biggs Unified School District will promote student engagement and a school culture conducive to learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student engagement is necessary for student success. Biggs Unified Mission statement is, “Through quality instruction and shared responsibility, all students will have the opportunity to achieve success and become responsible, participating citizens.” Engagement and a culture conducive to learning are necessary components to quality instruction and the opportunity to achieve success for all students. Educational Partners also agree that promoting student engagement and a school culture conducive to learning is a top priority for Biggs Unified Schools.

Analyzing school data provided some areas for improvement:
Only 26% of parents districtwide responded to the survey
14.1% Chronic Absenteeism Rate
7% Student Suspension Rate districtwide and in the RED for students with disabilities and white students on the California State Dashboard. The student suspension rate was especially high at BES at 10.7% and in the RED for these student groups: ELD, Hispanic, homeless, low income, students with disabilities, and white students.

We developed this goal in order to address the needs indicated in the data and to promote student engagement and a create a culture conducive to learning. Our school provides free transportation to help all students and transportation to special programs. We provide tutoring services for middle school and high school and plan to expand to the elementary school. We have created a school wide incentive program that targets our socioeconomically disadvantaged population by recognizing small improvements, and providing incentives that will motivate students to attend school and to work hard on assessments. We hope to improve school culture, achievements, and connections by providing academic celebrations. We are making efforts to improve family connections by having more events such as Math Night, Grandparents Day, and parent coffees. We are also improving the methods at which we send out surveys in order to encourage more feedback. We are working hard to improve behavior and school culture for students at BES through a new behavior program that offers an alternative to suspension and gives students an opportunity to be accountable for their behavior and through implementing PBIS with fidelity. Providing SEL curriculum and support will also help improve behavior and reduce the chronic absenteeism rate. These goals and actions were created in response to the feedback from our educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A - Efforts to seek parent input Source: parent student and staff surveys Local Indicator 3	2023 15% of parents responded to Google form survey 15 parents attended Parent Coffee We have an active parent club and site council	2024 26% of parents responded to Google form survey 14 parents attended Parent Coffee We have an active parent club and site council.	2025 44% of parents responded to Google form survey 3 parents attended Parent Coffee We have an active parent club and site Council	75% Participation in Google form survey. 30 parents attend Parent Coffee Continue to have an active parent club and site council	29% more response on survey from baseline. 12 less parent attended parent coffee from baseline.
3.2	3B- Efforts to seek parent input of unduplicated pupils	Surveys provided in multiple languages An interpreter attended parent coffee	Surveys were provided in multiple languages. An interpreter attended parent coffee.	Surveys were provided in multiple languages. An interpreter attended parent coffee.	Maintain surveys in multiple languages and continue to provide an interpreter at parent events.	Maintained baseline and target
3.3	3C Efforts to seek parent input of students with exceptional needs.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	Provided a survey of parents of onsite RSP students and county operated programs in multiple modalities: pencil/ paper, access to school computer, and google forms.	Provided a survey of parents of onsite RSP student and county operated programs in multiple modalities: pencil/ paper, access to school computer, and Google forms.	Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site.	Maintained baseline and target
3.4	5 A- Attendance Rates Source P2 Attendance Report	95.63% Districtwide 95.30% BES 95.15% RES 96.42% BHS	94.09% Districtwide 92% BES 96% RES	92.75% Districtwide 92.38% BES 90.70% RCA	Maintain 95%	District wide 2.88% less BES 2.92% less BHS 1.25% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			93% BHS	95.17% BHS		
3.5	5B- Chronic Absenteeism Rates Source: Dashboard Chronic Absenteeism Rate Indicator	2023 22.7% Chronically Absent for the District. 27.5% Low income 33.3% Students with disabilities 22.3% Hispanic Students	2024 14.1% Chronically Absent for the District 17.8% Low Income 27% Students with disabilities 13.3% Hispanic 9.1% ELD 22.9% Homeless	2025 17.6% Chronically Absent for the District 19.6% Low Income 25.6% Students with disabilities 16% Hispanic 18% ELD 28.6% Homeless Dashboard RED Homeless 28.6% White 17.1%	10% Chronically Absent 10% SED 15% students with disabilities 10% Hispanic Students	5.1% improvement from baseline 7.9% improvement of Low Income 7.7% improvement of students with disabilities 6.3% improvement of Hispanic
3.6	5C- Middle School Drop Out Rate High School Drop Out Rate Source: CALPADS	2023 .8% Middle School 0% High School	2024 0 Middle School 4.3% High School	2025 0 Middle School 5.6% High School	0% Middle School 1% High School	Improved middle school by .8% Declined HS by 5.6%
3.7	6A- Suspension Rates Source: Dashboard Suspension Rate Indicator	2023 District 5.3% suspended at least one day BHS 4.1% BES 6.3% 8.2% students with disabilities 6.9% low income Dashboard RED 9.8% White	2024 District 7% Suspended at least one day RED BHS 1.1% Richvale 0% Dashboard RED BES 10.7% ALL 11% Low income 15.9% Students with Disabilities 5.9% Hispanic 7.3% ELD 14.4% White 7.8% Homeless	2025 District 5.4% Suspended at least one day BHS 2.3% BES 6.9% ALL 8.9% Low Income 7.1% Students with Disabilities 4.5% Hispanic 4.3% ELD 8.5% White 11.1% Homeless RED	1.2% Suspended at least once a day.	District suspension rate increased .1% from baseline. BHS declined by 1.8% BES increased .6% ALL 2% Increase low income 1.1% decline SWD 1.3% decline White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	6B Expulsion Rates Source: CALPADS	2023 0 students expelled	2024 0 students expelled	2025 0 students expelled	Maintain 0 students expelled	Maintained baseline and target 0 students expelled
3.9	6C- Sense of school safety and connectedness. Source; Local Survey CHKS	2023 81% of parents feel connected to the school. 85% of parents feel school is safe 91% of 5th graders feel the school is safe 86 % of 7th graders feel the school is safe 86% 9-12 feel school is safe Local Survey	2024 94% of parents feel connected to the school 94% of parents feel school is safe Local Survey 70% district wide feel school is safe. 18% 5th feel school is safe 43% 7th feel school is safe 74% 9th feel school is safe CHKS	2025 95% of parents feel connected to the school 88% of parents feel school is safe Local Survey 79% of 5th feel school is safe 85.5% of 7th feel school is save 88% 9-12 feel school is safe	80% of Parents believe school is safe 80% of students feel school is safe 80% of parents feel connected to the school.	14% Increase for parents believing school is safe 3% Increase from baseline parents feeling connected to school 12% Decrease 5th .5% Decrease 7th 2% Increase 9-12

Goal Analysis [2025-26]

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

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

Overall Implementation of Goal 3 Actions

Most Goal 3 actions were fully implemented as planned during the 2025–26 school year, with the district continuing to prioritize student engagement, school connectedness, positive school climate, family participation, and communication between schools and educational partners. Key successes included implementation of attendance incentives, expanded family engagement activities, PBIS supports, student recognition programs, and consistent school-home communication systems. The district also maintained transportation services, implemented alternatives to suspension practices, and continued providing social-emotional learning supports for students across grade spans. While the majority of actions were implemented with fidelity, implementation challenges primarily involved ensuring consistent analysis and follow-through related to stakeholder feedback and engagement data.

Action 3.1: Parent and Student Input — Substantive Implementation

This action was substantively implemented. The district administered parent and student engagement surveys twice during the school year in order to gather educational partner feedback regarding school climate, engagement, and district programs. To increase participation, surveys were made available during parent conferences, with Chromebooks provided and staff encouraging families to complete surveys onsite. In addition, BES hosted a parent coffee to increase opportunities for family engagement and communication. A key success was increased accessibility to survey participation and continued efforts to gather educational partner input. The primary implementation challenge involved ensuring consistent analysis, review, and communication of survey and event feedback data. While surveys and engagement activities occurred as planned, results from all surveys and events were not consistently analyzed and shared with educational partners with fidelity. Reflection on implementation identified a need for stronger systems to review stakeholder input and communicate findings back to families and staff.

Action 3.2: Alternatives to Suspension — Full Implementation

This action was fully implemented as planned. Biggs Elementary School implemented a structured alternative to traditional in-house suspension that focused on maintaining supervision, structure, and student support during disciplinary interventions. Staff reported that the structured day model improved student supervision and supported more positive student outcomes compared to previous disciplinary practices. No substantive differences in implementation were identified.

Action 3.3: Student Incentives — Full Implementation

This action was fully implemented as planned. All schools implemented attendance and tardy incentive programs designed to reinforce positive attendance habits and improve student engagement. At BES, incentives included pizza parties, classroom rewards, field trips, and recognition for perfect attendance. Biggs High School implemented attendance incentives through cash drawings and recognition opportunities. These systems supported schoolwide efforts to reinforce positive attendance expectations and encourage consistent student participation in school. No substantive differences in implementation were identified.

Action 3.4: Home-to-School Transportation — Full Implementation

This action was fully implemented as planned. The district continued providing transportation services for students traveling to and from school, as well as transportation support for special programs and activities. Transportation services supported student access to instructional programs and school participation opportunities. No substantive differences in implementation were identified.

Action 3.6: Parent and Student Communication — Full Implementation

This action was fully implemented as planned. The district regularly utilized the Catapult communication system to provide families and students with updates regarding school events, schedules, activities, and important announcements. Implementation of the communication system strengthened school-home communication and improved access to timely information for families. No substantive differences in implementation were identified.

Action 3.7: Student Academic Celebrations — Full Implementation

This action was fully implemented as planned. The district celebrated student academic achievement and positive character development across grade levels and school sites. At Biggs High School, students were recognized through events including Night of the Stars and Senior Awards Night. BES and RES recognized students through Honor Roll celebrations, Senator James Gallagher Awards, Student of the Month recognition, and Character Recognition Assemblies. These activities supported student motivation, school connectedness, and recognition of academic and behavioral accomplishments.
No substantive differences in implementation were identified.

Action 3.8: Family Events — Full Implementation

This action was fully implemented as planned. The district provided multiple family engagement events throughout the school year to strengthen school-home partnerships and increase student and family connectedness to the school community. Events included Back-to-School Night, Family Literacy Night, Christmas programs, STEAM Night, and graduation ceremonies. These activities provided families with opportunities to participate in school events, celebrate student achievement, and engage with staff and instructional programs.
No substantive differences in implementation were identified.

Action 3.9: PBIS — Full Implementation

This action was fully implemented as planned. The district implemented schoolwide Positive Behavioral Interventions and Supports (PBIS) systems, supported through professional development and collaboration with the Butte County Office of Education. Implementation of PBIS practices contributed to improved behavior systems, increased consistency in behavioral expectations, and a more positive school environment across school sites. No substantive differences in implementation were identified.

Action 3.10: Social-Emotional Learning (SEL) — Full Implementation

This action was fully implemented as planned. The district purchased and provided social-emotional learning resources and supports for students in grades TK–12. SEL resources were incorporated into schoolwide support systems and classroom practices to strengthen student self-awareness, self-regulation, relationship skills, and overall social-emotional development. No substantive differences in implementation were identified.

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.

Several actions under Goal 3, which focuses on school climate, family engagement, and student social-emotional development, experienced material variances between budgeted and estimated actual expenditures during the 2025–26 school year. These differences were driven by cost savings, under-utilization of funds, expanded implementation, or vendor costs exceeding initial projections. Importantly, all actions

remained focused on increasing or improving services for students, particularly unduplicated pupils, and no services were reduced as a result of these variances.

Action 3.1 – Improve Parent and Student Input
We budgeted $200, but only spent $90. Surveys were sent out as planned, the cost was less than anticipated.

Action 3.2 – Alternative to Suspension
We provided alternatives to suspension, but the cost was $200 less than anticipated.

Action 3.3 – Student Incentives
The district budgeted $11,000, but actual expenditures totaled $5650.00. Costs were lower than expected due to reduced student participation. The district anticipates higher expenditures next year with expanded outreach and improving student of the month at BES.

Action 3.4 – Home-to-School Transportation
There were no material differences between budgeted and actual expenditures.

Action 3.6 – Parent-Student Communication (Catapult Connect)
The district budgeted $17,300 but only spent $7089. We used catapult as anticipated, but the cost was less than anticipated.

Action 3.7 – Student Academic Celebration
Actual expenditures totaled $2200 compared to a budget of $6550. The district overestimated the cost of student celebration events, based on the expense of last year.

Action 3.8 – Family Events
There were no material differences between budgeted and actual expenditures.

Action 3.9 – PBIS Implementation
There were no material differences between budgeted and actual expenditures. The action was implemented in full.

Action 3.10 – SEL Curriculum
Budgeted at $15,000, but spent $0 based on a multiyear contract.

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

Highly Effective

Action 3.2 – Alternatives to Suspension

This action was highly effective in improving student behavior outcomes and reducing exclusionary discipline practices at BES. Students participated in a structured accountability process and completed reflective or restorative activities as alternatives to suspension. These practices allowed students to remain connected to school while addressing behavioral concerns and learning from their actions. As a result, BES improved its suspension rate by 3.7%, with only one student group (homeless students) remaining in the RED performance level on the Dashboard. In addition, BES maintained a 0% expulsion rate during the school year. These outcomes indicate that restorative and supportive disciplinary approaches positively contributed to school climate and student engagement.

Metrics: 3.7 (Suspension Rate), 3.8 (Expulsion Rate)

Action 3.6 – Parent/Student Communication

This action was highly effective in strengthening communication between home and school and increasing family connectedness. The Catapult communication system provided families with information in multiple formats and increased access to school announcements, reminders, and updates. Parent survey data demonstrated strong effectiveness, with 95% of families reporting feeling connected to the school community. The communication system was particularly effective in reaching diverse families, including English Learners and low-income families, through accessible and consistent communication practices.

Metrics: 3.1–3.3 (Parent Input), 3.9 (School Climate)

Action 3.8 – Family Events

This action was highly effective in strengthening relationships between families and the school community. Districtwide family events provided opportunities for families to participate in school activities, engage with staff, and build stronger school-home connections. Survey results reflected positive perceptions of family engagement opportunities, and school connectedness at BES increased to 95%. Family events were well attended and contributed positively to overall school climate and community engagement.

Metrics: 3.1–3.3 (Parent Input), 3.9 (School Connectedness)

Action 3.9 – PBIS Implementation

This action was highly effective in supporting positive student behavior and improving school climate outcomes. Supported through BCOE training, PBIS implementation strengthened schoolwide expectations, positive reinforcement systems, and consistent behavioral supports across sites. Implementation of PBIS contributed to a 3.7% improvement in BES suspension rates and coincided with improved districtwide CAASPP performance in both ELA and mathematics. Parent perception of school safety increased by 14% from baseline, while parent perception of school connectedness increased by 3% from baseline. Student perceptions of safety showed mixed results across grade spans. Fifth-grade student perception of safety declined by 17% from baseline, seventh-grade perception declined slightly by 0.5% from baseline, while grades 9–12 demonstrated a 2% increase from baseline. These results indicate that while PBIS implementation positively impacted behavior and parent perceptions, additional support may be needed to improve students' perceptions of safety at certain grade levels.

Metrics: 3.7 (Suspension Rate), 3.9 (School Safety and Connectedness), CAASPP

Moderately Effective

Action 3.1 – Improve Parent and Student Input

This action was moderately effective in increasing educational partner engagement and stakeholder voice. Participation in the parent survey increased from 15% to 44% due to expanded access during conferences and improved survey distribution practices. Survey accessibility was strengthened for parents of unduplicated pupils and students with disabilities through multilingual formats and alternative delivery methods. Although participation improved, results remained below the district's 75% participation target. Participation in Parent Coffees also remained low, with only three participants attending. While the action demonstrated progress in increasing opportunities for educational partner input, additional outreach and engagement strategies will be needed to further increase meaningful participation.

Metrics: 3.1 (General Input), 3.2 (Input from Unduplicated Pupils), 3.3 (Input from Families of Students with Disabilities)

Action 3.4 – Home-to-School Transportation

This action was moderately effective in supporting equitable access to instruction and school attendance. Reliable transportation services were consistently provided throughout the district, ensuring students had access to instructional programs and services. However, attendance outcomes did not improve as anticipated. Districtwide chronic absenteeism increased to 17.6%, and the attendance rate declined to 92.75%. Homeless students, low-income students, and White students were identified in the RED performance level on the Dashboard for attendance-related indicators. While transportation services remained essential in supporting access to school, additional attendance intervention strategies are needed to address persistent attendance barriers affecting multiple student groups.

Metrics: 3.4 (Attendance), 3.5 (Chronic Absenteeism)

Action 3.7 – Student Academic Celebration

This action was moderately effective in promoting student engagement and recognizing academic achievement. Academic recognition events were held at all schools to celebrate student accomplishments and encourage positive school participation. CAASPP data improved in ELA and mathematics at BES and BHS. The middle school dropout rate remained at 0%, while the high school dropout rate increased to 5.6%. In addition, parent survey data indicated strong feelings of school connectedness. Culturally, this action strengthened student engagement, recognition, and community involvement. However, additional strategies will be needed to further improve academic persistence, attendance, and retention outcomes at the high school level.

Metrics: 3.6 (Dropout Rate), 3.9 (School Connectedness), CAASPP Performance

Action 3.10 – SEL Curriculum

This action was moderately effective and demonstrated mixed results throughout the district. SEL curriculum and supports were purchased and implemented across grades TK–12 to strengthen student self-awareness, emotional regulation, and interpersonal skills. The districtwide suspension rate declined by 1.7%, with no student groups identified in the RED performance level districtwide for suspensions. At BES, suspension rates improved by 3.7%, with only homeless students remaining in the RED category. However, attendance-related outcomes remained an area of concern. Districtwide chronic absenteeism increased to 17.6%, with homeless and White student groups identified in the RED performance level. BES chronic absenteeism increased to 18.7%, with homeless, low-income, and White student groups identified in the RED category. In addition, the districtwide P2 attendance rate declined to 92.75%. The middle school dropout rate remained at 0%, while the high school dropout rate increased to 5.6%. Despite attendance challenges, CAASPP scores improved districtwide in both ELA and mathematics, suggesting that SEL implementation positively supported student engagement and academic performance.

Metrics: 3.4 (Attendance), 3.5 (Chronic Absenteeism), 3.6 (Dropout), 3.7 (Suspension), 3.9 (School Climate), CAASPP

Limited Effectiveness

Action 3.3 – Student Incentives

This action demonstrated limited effectiveness in improving attendance outcomes. Attendance incentives and academic recognition systems were implemented to encourage positive behavior, attendance, and academic effort. While these recognition systems contributed positively to school culture, student behavior, and academic performance, attendance outcomes declined districtwide. Districtwide attendance decreased from 94.09% to 92.75%, while chronic absenteeism increased from 14.1% to 17.6%.

Attendance challenges were especially evident among specific student groups:

* BES Chronic Absenteeism: 18.7%
* Low-Income Students: 20.9%
* Homeless Students: 28.6%
* White Students: 18.4%

Districtwide:

* Homeless Students: 28.6%
* White Students: 17.1%

CAASPP scores showed improvements access the board, but scores are still low in math. Benchmark data is mixed, with grades 6-8 showing 13% improvement in ELA and Math, while BES showed a decline of 2% in Reading and BHS shows an improvement in math by 36%.

These results indicate that while the action was effective in supporting positive behavior and school engagement, incentives alone were not sufficient to address underlying attendance barriers. Additional individualized attendance supports, family outreach, and intervention strategies will be necessary moving forward.

Metrics: 3.4 (Attendance Rate), 3.5 (Chronic Absenteeism), CAASPP/ELPAC/Benchmark Outcomes

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

Changes Made to Goal 3 Based on Reflections from Prior Practice

Based on reflection and analysis of 2025–26 implementation outcomes, several revisions were made to Goal 3 for the 2026–27 school year in order to strengthen school climate systems, improve attendance and behavioral supports, and better align action descriptions and metrics with current district data and implementation practices. These changes were informed by student outcome data, stakeholder feedback, California School Dashboard results, and review of the effectiveness of current engagement and school climate strategies.

Changes in Metrics

Metric 3.9 – School Climate and Engagement Survey Data
Metric 3.9 was revised to reflect use of local survey data rather than the California Healthy Kids Survey (CHKS). Reflection on prior practice indicated that CHKS data are only collected every other year and therefore do not provide annual data needed to consistently monitor school climate and engagement outcomes.

The revised metric will utilize locally administered surveys to provide more timely annual data regarding student, family, and staff perceptions of school climate, engagement, safety, and connectedness.

Changes in Actions

Action 3.1 – Parent and Student Input
The action description was revised to remove the parent coffee component. Reflection on prior implementation indicated that parent coffee events were not consistently well attended and did not significantly expand family engagement beyond existing communication systems. Families currently have multiple avenues to communicate directly with school administration, including email, phone calls, and scheduled appointments with the principal. The revised action reflects the district's continued emphasis on maintaining accessible communication opportunities while focusing engagement efforts on strategies with broader participation and impact.

Action 3.2 – Alternatives to Suspension
The action description was revised to reflect current California School Dashboard data identifying Homeless Youth performance in the Red performance level for suspension indicators. This revision was made to ensure the action more accurately reflects identified student needs and aligns behavioral support efforts with student groups experiencing the greatest need for intervention and support.

Action 3.3 – Student Incentives
The district revised this action to include Student of the Month recognition as part of the district's broader efforts to improve student engagement, attendance, and school connectedness. In addition, the action description was updated to reflect current chronic absenteeism data indicating Red performance levels districtwide and for specific student groups at BES, including Homeless Youth, White students, and Socioeconomically Disadvantaged students. These revisions were made in response to analysis of attendance data and ongoing concerns related to chronic absenteeism. The updated action is intended to strengthen positive attendance reinforcement systems and increase student engagement and recognition opportunities.

Action 3.5 – Vice Principal Support for Attendance, Behavior, and School Climate
The district added a new action to provide vice principal support focused on improving attendance, student behavior, and overall school climate. Reflection on prior implementation indicated a need for increased administrative oversight and coordination related to attendance intervention systems, behavioral supports, and school climate improvement efforts. In addition, feedback from staff and students at BES indicated a need for more consistent discipline support and systems. The addition of this action is intended to strengthen implementation of attendance systems, improve consistency of behavioral interventions, increase family communication related to attendance and discipline, and support a more positive and connected school environment for students.

Action 3.9 – PBIS
The action description for PBIS was revised to reflect current Dashboard data identifying Homeless Youth rather than White students as the student group in the Red performance level for suspension-related indicators. This revision aligns the action more closely with current student needs and behavioral support priorities identified through district data analysis.

Action 3.10 – Social-Emotional Learning (SEL)
The action description for SEL was similarly revised to reflect Homeless Youth rather than White students as the identified student group in the Red performance level for behavioral and school climate indicators. This revision ensures alignment between SEL supports and the student groups demonstrating the greatest need for social-emotional and behavioral intervention services.

Changes in projected budgeted expenditures

**Action 3.3 Student incentives was decreased by $1000 based on the expected spending in 2026-2027.
**Action 3.4 Home to School Transportation was increased from $365,568 to $437,771.00 based on projected costs
**Action 3.6 Catapult decreased from 17,350 to 11,980 based on projected costs.
**Action 3.9 PBIS was increased from $600 to $1000 based on projected costs, due to expanding the rewards for students.

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	Improve parent and student input.	We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will meet twice a year with student advisory groups and administer Healthy Kids Survey or other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners.	$200.00	Yes
3.2	Alternatives to Suspension	We will provide a reflection room as an alternative to suspension. The reflection room provides a place for students to reflect on their behavior, make restitution, and reset in order to be able to join their classmates. Accountability projects and a structured day will also be available to students in order to learn from their mistakes and repair relationships. This will help with our suspension day which is a RED for homeless students at BES.	$200.00	Yes
3.3	Student Incentives	The district will provide attendance incentives in order to maintain and improve our attendance rate and decrease chronic absenteeism. We will recognize and reward students of the month and honor roll students in order to improve student achievement.	$10,000.00	Yes
3.4	Home to School Transportation	The district will provide home to school transportation to be sure that students attend school and special programs	$437,771.00	Yes
3.5	Vice Principal	The district will fund and maintain a Vice Principal position to oversee and coordinate systems that support student attendance, behavior, school climate, and student engagement. The Vice Principal will lead the implementation and monitoring of schoolwide behavior expectations, Positive Behavioral Interventions and Supports (PBIS), restorative practices, attendance improvement efforts, and tiered student interventions.	$117,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Parent/ Student Communication	We will provide Catapult as a way to better communication between home and school.	$11,980.00	Yes
3.7	Student Academic Celebration	Maintain student academic celebration events like Night of the Stars, Senior Awards Night, and CJSF Induction Night.	$6,550.00	Yes
3.8	Family Events	BUSD will provide family events districtwide in order to increase student and family engagement.	$0.00	No
3.9	PBIS	Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS. This will help improve BES suspension rate which is in the RED for homeless students.	$1,000.00	Yes
3.10	SEL Curriculum	Purchase Wayfinder Curriculum and provide professional development in order to support social emotional learning. This will help improve our suspension rate for homeless students, which is in the RED. It should also help students with disabilities so they can be more successful in class.	$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1123223.00	$88,224.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.375%	0.000%	$0.00	30.375%

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:** Class Size Reduction **Need:** Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low income students are performing 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math.	This action will ensure that BUSD will make every effort to hire and retain effective and fully credentialed teachers in order to maintain small class sizes for effective instruction. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. After assessing the needs of our low-income students, English learners and students with disabilities, we learned that their achievement rates are lower than for all	1.1, CAASPP scores, benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our Students with Disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. Students with disabilities, low income students, Hispanic Students and ELD students are identified in the RED on the dashboard for math district wide. All student groups are identified for Math at BHS. ELD students, Hispanic students, and low income students are identified in the RED at BES. Research by R. Seebruck (2015) and educational best practices indicate that well-prepared and effective teachers have a very significant impact on student learning outcomes. Smaller class sizes positively impacts test scores and student learning. (Barnum, 2022) **Scope:** LEA-wide	students. In order to address this condition, actions detailed above in goal 1, provide supports and resources to address the challenges of our students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit. Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs for Biggs Unified School District.	
1.2	**Action:** Standards Aligned Instructional Materials **Need:** Based on the needs of low income students and ELD students who are performing below standard in ELA and Math we have developed this action. Our ELA scores reflect that low	Providing the most recent standards based instructional materials should raise test scores and improve student learning to help students become college and career ready. This is targeted to benefit low income students and ELD students, who will have an additional curriculum to help promote language acquisition. This will be	1.2, 1.7, 1.8 and CAASPP scores

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
	income students at BES are 67 PBS. Our low income students' math scores at BES are 106 PBS and at BHS are 164.5 PBS. ELD scores are low at BES for math at 119.8 PBS and ELA at 72.2 PBS. According to the dashboard, ELD, Hispanic, low income and students with disabilities and in the RED for Math. BES ELD students, Hispanic Students, and low income students are in the RED for math. All students at BHS are in the RED for math. BUSD plans to pilot and purchase new math and ELA curriculum for grades TK-12 due to the new math standards roll out and the need for a more current ELA curriculum that reflects the most current research in the science of reading in order to improve student learning and be college and career ready. Research indicates that standards aligned instructional materials have an impact on raising test scores for ELD and low income students (Oakes, J., & Saunders, M. (2004)). **Scope:** LEA-wide	provided LEA wide as all students will benefit from standards based instructional curriculum.	
1.3	**Action:** Increase engagement and awareness of NGSS **Need:** Feedback from educational partners indicate that families and students at BUSD would benefit from a STEM night, as well as more family events. Students and families would	Not only should this action impact student achievement, it provides the opportunity to build relationships with families and staff, as well get students excited about the NGSS science standards. In addition, it supports education at home by giving families ideas and tools to help bring science exploration out of the classroom and into the home.	1.2, 1.4, local survey data of feeling connected to the school.

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	benefit from support in making science standards more accessible and engaging. Students and families would benefit from opportunities to build partnerships with teachers and administration in order to help students be successful in becoming college and career ready. Research demonstrates the positive impact of elementary school family science night on academic achievement (Lee, H. and Kim, J., 2017). **Scope:** LEA-wide	Action 1.3 would benefit low income and ELD students by providing more access to science standards and curriculum. However, due to the high percentage of unduplicated students at BES, it makes sense to provide STEM Night for all students. Inviting siblings will help low income families by not requiring child care and providing access to an interpreter that evening will help support our ELD families.	
1.4	**Action:** Technology **Need:** Unduplicated pupils—including low-income students, English learners, and foster youth—face barriers to academic success due to limited access to technology at home. Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low income students are performing 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math. Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our students	This action ensures that all students, including unduplicated pupils, have access to Chromebooks for both in-school and at-home use. It is designed to eliminate technology access gaps that disproportionately affect low-income students and to support academic success across content areas by enabling participation in digital curricula, assessments, and intervention platforms. Providing Chromebooks on an LEA-wide basis ensures that all students—regardless of income level—benefit from consistent access to instructional technology. For unduplicated students, this is a foundational equity strategy to reduce barriers to engagement and learning. California Education Code Section 52064(b)(6) permits LEA-wide implementation when the action is the most effective use of funds to meet the needs of unduplicated pupils, which applies here	1.7, 1.8.1.13, CAASPP Scores

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	with disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. Students with disabilities, low income students, Hispanic students and ELD students are identified in the RED on the dashboard for math district wide. All student groups are identified for Math at BHS. ELD students, Hispanic students, and low income students are identified in the RED at BES. These gaps reflect not only academic challenges but also inequitable access to digital learning tools. Educational partner input, particularly from families and teachers, emphasized that many students—especially those from low-income households—do not have reliable access to computers or internet at home, limiting their ability to complete assignments, access instructional content, or develop essential digital skills. **Scope:** LEA-wide	due to the systemic nature of digital access inequities. Research supports this investment: studies from the Brookings Institution and the Alliance for Excellent Education show that 1:1 device access improves digital literacy, assignment completion, and engagement, especially in low-income communities where home access is limited.	
1.5	**Action:** Professional Development **Need:** BUSD needs to continue to improve in CAASPP scores, especially for low income students, ELD Students, and students with disabilities in Math. District wide low income students are 103.4 PBS in math and in the RED. ELD students in the district are 109.6 PBS and in the RED. Students with	Action 1.5 addresses this need to improve instruction for low income and all students because improved instruction in state standards will help students become more college ready and improve benchmark assessments and CAASPP scores. This action is provided on an LEA wide basis to address the needs of all students, especially low income students who are the majority.	1.4, 1.7, CAASPP scores, benchmark assessments, and teacher feedback.

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	disabilities in the district are 161.3 PBS and in the RED on the California Dashboard. English Learner Progress district wide is 41% making progress which is RED on the dashboard. While ELA scores are not in the RED on the dashboard, there is room for growth at BES. All students are 58.9% PBS, while ELD is 72.2 PBS, students with disabilities are 112. PBS, and low income students are 67 PBS. BHS college and career readiness rate is low at 32.6% which is an improvement by 20.1% and we want to continue our progress. In addition, teachers and administrators have expressed the need for professional development, especially in math. Research consistently demonstrates that high-quality, research-based professional development for teachers can lead to improved student learning outcomes across subject areas, grade levels, and student populations. By providing teachers with the knowledge, skills, and support they need to enhance their instructional practice, PD plays a crucial role in promoting student success and academic achievement (Hoge, D. M., 2016). **Scope:** LEA-wide		

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1.6	**Action:** Get Focused- Stay Focused High School Curriculum **Need:** 32.6% of students were prepared for college/career on the California State Dashboard. This is a 20.1% increase but is still 17.4% less than our district target. Research by Martinez, R. R., Baker, S. B., & Young, T. (2017) indicate that curriculum designed to address college and career readiness and goal setting can improve student readiness. **Scope:** Schoolwide	This action purchases curriculum that will help students set goals and explore careers. This will be provided schoolwide to target low income students who are only 8.7% prepared and will benefit all students. .	1.7, 1.8
1.7	**Action:** Wellness Counselor **Need:** ELD, low income, and students with disabilities at BIggs Elementary would benefit from counseling in order to address trauma, and social and emotional needs. Teachers, families, and principals have recognized that many students at BES have experienced trauma and need support with social skills. At BES in ELA ELD students are 72.2 PBS, low income are 67 PBS and Students with disabilities are 112.4 PBS . In math ELD students are 119.8 PBS, low income are 106 PBS and students with disabilities are 155.5 PBS.	A counselor at BIggs Elementary could provide additional one on one counseling for students who have experienced trauma. These additional days could provide whole class and small group instruction for social and emotional skills. We expect this to help struggling students and improve behavior and learning. This is provided schoolwide, but low income and students with special needs will receive priority.	1.6, CAASPP scores, staff surveys on behavior

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	Students whose social and emotional needs are not met, have a hard time focusing in class, and often can exhibit behavior that impacts their learning, as well as disrupting the learning of other students in class. Educational partners have expressed a need for improving student behavior, as well as improving test scores. Educational Research highlights the essential role of elementary school counselors in promoting the academic, social, emotional, and behavioral well-being of students. By providing comprehensive counseling services, collaborating with families and staff, and implementing evidence-based interventions, elementary school counselors contribute to creating a positive school climate (Scott, C., 2019) **Scope:** Schoolwide		
1.8	**Action:** Independent Study **Need:** Some students have health, social, or behavioral challenges, or family preferences and would benefit from having options other than the traditional classroom experience. This is especially necessary for low income students who experience a higher rate of trauma.	Providing a long term independent study program provides options to accommodate students with emotional, behavioral, health, challenges, or students who thrive learning from home independently. This action provides curriculum that meets state standards, as well as a coordinator to check in with students and families and provide the support necessary for them to be successful.	1.2, 1.8

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	Scope: LEA-wide	This service is planned to be implemented district/school-wide. Low income students will have priority access to independent study.	
1.10	**Action:** AP Spanish **Need:** BHS had 43% of AP students pass AP tests which is 7% less than the 50% district target. Spanish requires additional support curriculum in order to make it accessible to students in order to help them pass the AP test. 32.6% of high school students were college and career ready, which is 17.4% points lower than the district target. **Scope:** Schoolwide	VIsta Learning provides additional support to help students pass the AP test in order to maintain and improve the number of students who are passing the AP test at a 3 or higher. AP courses help students to be better prepared for college. Action 1.10 should help low income students pass the AP test, which will help improve their college readiness rate which is lower than it is for all students. This action will be provided districtwide as the college career readiness rate is low for all students.	1.7 and 1.9
1.11	**Action:** New Teacher Support **Need:** BUSD has only 85.09% fully credentialled teachers. We also have room for improvement on standardized testing: ELA is.43.2 points below standard and math is 92points below standard district wide. Low income students scores are even lower districtwide at 52.6PBS for ELA and 103.4 PBS for math. Research suggests that a teacher's years of experience and quality of training are	Action 1.1 provides additional support for new teachers and helps improve teaching practices which will help prepare students for college and career, access state standards, and improve student learning. This action supports teachers in clearing their credential and helps recruit and keep qualified teachers. This action will be provided districtwide to benefit all students, especially improving outcomes for low income students who are less likely to have qualified teachers and who have lower test scores districtwide than all students.	1.1, 1.7

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	correlated with children's academic achievement (Gimbert, Bol, &Wallace , 2007). Additionally, children in low-income schools are less likely to have well-qualified teachers (Clotfelter, Ladd, & Vigdo, 2006). **Scope:** LEA-wide		
1.12	**Action:** Classified Staff **Need:** Significant achievement gaps exist between the district's overall performance and low income students, English learners and students with disabilities. Our low-income students are performing 9.4 points lower than their peers county/district-wide in ELA, and 11.4 points lower than their peers in math. Our English learner students are performing 22.4 points lower than their peers county/district-wide in ELA and 17.6 points lower than their peers in math. Our students with disabilities are performing 63.2 points lower than their peers county/district-wide in ELA, and 69.3 points lower than their peers in math. District wide ELD, Hispanic, low income, and students with disabilities are in the RED for math. All students at BHS are identified in the RED for math. At BES ELD, Hispanic, and Low income students are in the red for math.	This action provides the staff necessary for low income, ELD, and students with disabilities to be successful in the classroom through additional support, tutoring, and intervention. In addition, playground supervision keeps students safe and cut down on behavior issues. This will be provided districtwide to support all students; however, low income, ELD, and students with disabilities have the lowest scores so they will have the most access to para professionals in the classrooms to support their learning and increase their performance.	1.4, CAASPP scores, benchmark assessments, and feedback from staff about students safety.

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	Research shows that paraprofessionals play a crucial role in supporting diverse learners, including students with disabilities, English language learners, and those with special learning needs. Research suggests that paraprofessionals can provide targeted support and accommodations to help these students access the curriculum, participate in classroom activities, and make progress toward academic goals (Goe, L., & Matlach, L., 2014) . **Scope:** LEA-wide		
1.13	**Action:** Family Literacy Night **Need:** Educational partners expressed the need for community and family events in order to build partnerships between staff, students, and family. In addition, BES CAASPP ELA Scores is 58.9 points below standard. ELD students at BES are 72.2 points below standard. That is a discrepancy of 13.3 points. Research shows that family literacy nights are a valuable and effective strategy for promoting literacy skills, fostering family-school partnerships, and building supportive learning communities. By providing opportunities for families to engage in literacy-related activities together, schools can support children's literacy development and academic success while strengthening connections between	Action 1.13 provides an event to bring families and staff together in order to build relationships and improve literacy. This will be provided to all students at BES and RES as the majority are low income. Spanish speaking staff will be available to help communicate with our ELD families. In addition, free books will be available in English and Spanish, which will benefit both low income and ELD students.	1.2, 1.4, ELA CAASPP scores and benchmark assessments

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	home, school, and community (Swatosh, C. R., 2014). . **Scope:** Schoolwide		
2.1	**Action:** Assessment Data Analyzation **Need:** BUSD has low CAASPP scores for many student groups in ELA and Math. In ELA all students are 43.2 PBS, while ELD students are 65.6 PBS, Low income are 52.6 PBS and homeless are 41.6 PBS. In Math all students district wide are 92 PBS, while ELD students are 109.6 PBS and in the RED, low income students are 103.4 PBS and in the RED, students with disabilities are 161.3 PBS and in the RED and Hispanic students are 113 PBS and in the RED. BES has ELD, Hispanic, and SED in the RED in math. Research suggests that data-driven instruction is an effective approach for improving teaching and learning outcomes. By using data to inform instructional decisions, monitor student progress, and promote continuous improvement, teachers can ensure that they are meeting the diverse needs of their students and fostering positive learning outcomes for all (Mandinach, E. B., 2012). **Scope:**	This action provides both a data coordinator stipend and time for teachers in order to look at the assessment data, collaborate with other teachers, and use it for data driven instruction. ELD and Low income students have low CAASPP scores and should benefit significantly. This action is provided throughout the district as the majority of students are low income and CAASPP scores are low districtwide.	2.1, 2.8

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	LEA-wide		
2.2	**Action:** District wide benchmark plan and schedule for math and ELA **Need:** BUSD has low CAASPP scores for low income students: Districtwide math is 103.4 PBS which is in the RED . BES also is in the red for math at106 PBS. Biggs High School math scores for low income students are 164.5 PBS, also in the RED. BUSD has low CAASPP scores for ELD students in ELA districtwide and at BES: Districtwide 65.6 PBS and BES 72.2 PBS . ELD students are low in math at BES at 119.8 PBS, which is in the RED. Districtwide ELD students are in the RED for math at 161.3 PBS. Research suggests that districtwide benchmark assessments play a valuable role in improving student outcomes, guiding instructional decisions, promoting data-informed practices, and fostering collaboration among educators, and parents (Bergan, J. R., Bergan, J. R., & Burnham, C. G., 2009). **Scope:** LEA-wide	Districtwide benchmark assessments given with a common protocol throughout the district provides the data needed to give targeted intervention to low income, and ELD students. This will be provided LEA wide as all students will benefit from analyzing the data from benchmark assessments.	2.1, 2.6, 2.8
2.3	**Action:** Math Coach Support	This action will provide coaching to teachers in math instruction and in using data to provide	2.1, 2.8

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	Need: Based on the math scores of low income students at BES (106 PBS) and BHS (164.5 PBS) and ELD students at BES (119.8 PBS) and districtwide (109.6PBS) we developed this action. All of which are in the RED. Students with disabilities also have low math scores districtwide (161.3 PBS -RED on the dashboard) and at Biggs Elementary (155.5 PBS- RED on dashboard). Hispanic students in math are also in the RED on the dashboard districtwide at 113 PBS and at BES at 118.5 PBS. All students at BHS are in the RED for math at 147.1. Hispanic students are 173 PBS and low income are 164.5 PBS. Research suggests that math coaching for teachers is a valuable form of professional development that can lead to improved instructional practices, increased teacher confidence, and enhanced student learning outcomes in mathematics. By providing targeted support, personalized professional development, and ongoing collaboration, math coaches help empower teachers to become more effective educators and promote excellence in mathematics education (Stewart, M. T., 2013) . **Scope:**	intervention that will help close the achievement gap for low income students, ELD students, and students with disabilities. This will be provided districtwide as all schools in the district are below standard in math.	

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	LEA-wide		
2.4	**Action:** ELA Intervention Specialist **Need:** ELA scores are low at BES (58.9 PBS). ELD students have an achievement gap, scoring 72.2 PBS, which is 13.3 points lower than all students. Low income students scored at 67 PBS which is 8.1 points lower than all students. **Scope:** Schoolwide	Children from low-income families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013). An reading intervention teacher can provide targeted intervention for low income and ELD students who are struggling. This action will be provided schoolwide, but low income and ELD students will have priority.	2.1, 2.8
2.5	**Action:** Middle School and High School Intervention **Need:** Low income student at BHS are 164.5 PBS for math. At BES low income students are 106 PBS for math (RED) and 67 PBS for ELA. ELD students at BES are 119.8 PBS for Math (RED) and 78.2 PBS for ELA. ELD students are in the RED districtwide for math at 109.6 PBS. All students are in the RED for math at BHS at 147.1 PBS. **Scope:** Schoolwide	IXL provides personalized learning experiences tailored to each student's individual needs and skill levels. Research suggests that personalized learning can lead to improved student outcomes, including higher test scores, as students receive instruction that is aligned with their specific learning goals and areas of need. ELLs, SPED students, and low income schools experience similar or even greater gains with IXL (An, X., 2022). This action provides access to IXL, a program that provides individual targeted intervention for students in grades 6-12 in both ELA and math. This will benefit ELD and low income students and will be provided LEA wide as test scores are low for all student groups.	2.1, 2.4, 2.6, 2.7, 2.8
3.1	**Action:** Improve parent and student input.	By listening to the voices of students and families, educators can create more inclusive, supportive,	3.1, 3.2, 3.3

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	Need: Only 26% of parents districtwide responded to the parent survey. Only 14 parents attended the parent coffees at BES and RES. In order to have accurate feedback that represents all educational partners, especially those with unduplicated students and students with disabilities, we need to improve our efforts in order to get more participation. **Scope:** LEA-wide	and effective learning environments that meet the diverse needs of all stakeholders. We will improve our efforts to get accurate feedback from student groups by meeting with advisory groups of all students, groups of ELD students, and groups of students with disabilities. Surveys will be sent home with a QR code to give parents options in answering the survey. In addition, the survey will be sent home electronically to all families via Catapult. This action will be provided schoolwide as we have 64.4% low income students and the data from all educational partners is necessary. However, in order to meet the needs of our ELD and Hispanic students, the survey will be translated into all languages represented in our population.	
3.2	**Action:** Alternatives to Suspension **Need:** Districtwide 7% of students were suspended for at least one day. Biggs Elementary School has a suspension rate of 10.7%, with 14.4% of white students being suspended for at least one day. 15.9 % of students with disabilities, 11% low income, 5.9% Hispanic, 7.3% ELD, and 7.8% homeless. The California State Dashboard indicated RED for the district and RED for BES ALL including Hispanic, ELD, Students with disabilities, white student, low income students, and homeless students. Administration, parents, students, teachers, classified staff, and BES Site Council all expressed improving student behavior as a priority.	Research on restorative practices in education indicates that these approaches hold promise for promoting positive school environments, reducing disciplinary incidents, and improving student outcomes, especially for low income and minority students (Allen, B., 2016). In order to bring down the suspension rate, especially at Biggs Elementary, we will offer an alternative to suspension that is restorative. This will provide a structured day and accountability project to help student take responsibility and learn from their mistakes. This action will help improve the suspension rate for low income students, but will be offered to all students as white students, and students with disabilities have the highest suspension rate at BES. Improving student behavior will improve	3.7, 3.8

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	Scope: LEA-wide	student outcomes for low income students and ELD students as they will feel safer at school and be less distracted by student behavior.	
3.3	**Action:** Student Incentives **Need:** The California State Dashboard Chronic Absenteeism Rate for the district is 14.1%, while the rate is 27% for students with disabilities (SWD), 22.9 for homeless, and 17.8% for low income students. In addition, teachers have noticed that students don't often try their best on assessments and that results in lower scores than the students are capable of. No ELD students were reclassified. **Scope:** LEA-wide	Studies have shown that incentives, such as rewards or recognition, can increase student attendance rates (Railsback, J.,2004). Incentives or recognition for achievement at school and on assessments should also motive students to perform higher. This action will provide incentives for students who have good attendance, show growth on benchmark and state assessments, and achieve in the classroom. This is targeted to low income students who have 3.7% higher rate of chronic absenteeism than all students, 12.9% higher for SWD, and 8.8% higher for homeless students. In addition, ELD students district wide, at BHS, and at BES are in the RED for Math. The reclassification rate is 0. Providing incentives schoolwide will benefit all students, while targeting low income and ELD students.	3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments
3.4	**Action:** Home to School Transportation **Need:** The district has a chronic absenteeism rate of 14.1% (Dashboard). Low income students are at 17.8% which is higher than for all students. Parents have expressed that school transportation is necessary in order to help students get to and from school. Many low	Access to transportation can significantly improve school attendance rates, especially for students who face transportation barriers such as distance from school or lack of reliable transportation options. Research shows that providing transportation services can reduce absenteeism and tardiness by ensuring that students have a reliable means of getting to and from school. (Edwards, D. S.,2023).	3.4, 3.5

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	income and ELD families work or don't have access to reliable transportation. **Scope:** LEA-wide	This is provided to students with disabilities to transport them to their appropriate programs, whether inside or outside the district. Many ELD students and low income students have barriers for getting to school. By providing transportation LEA wide, we can make sure they have no barriers for school attendance without being stigmatized.	
3.5	**Action:** Vice Principal **Need:** Biggs Elementary School has identified a need to improve student attendance, reduce chronic absenteeism, and decrease suspension rates, particularly among unduplicated student populations. During the 2024–25 school year, BES reported an overall attendance rate of 93.38% and a chronic absenteeism rate of 18.7%, indicating that a significant number of students are missing substantial instructional time. Rates are disproportionately higher among unduplicated student groups, including homeless students, who demonstrated a chronic absenteeism rate of 28.6%, and socioeconomically disadvantaged students, who demonstrated a chronic absenteeism rate of 20.9%. Additionally, suspension data indicates disproportionality among unduplicated student groups. While the overall suspension rate for all students was 6.9%, homeless students experienced a suspension rate of 11.1%, reflecting a need for additional behavioral, social-emotional, and attendance supports.	Action 3.5 addresses the identified needs of unduplicated pupils by providing targeted leadership and coordinated systems of support focused on improving attendance, reducing chronic absenteeism, strengthening school climate, and decreasing behavioral incidents. Data from Biggs Elementary School indicate that unduplicated student groups, particularly homeless students and socioeconomically disadvantaged students, experience disproportionately high rates of chronic absenteeism and suspension when compared to the general student population. These barriers reduce access to instructional time and negatively impact academic achievement, engagement, and connectedness to school. The Vice Principal position will support implementation of research-based practices including Positive Behavioral Interventions and Supports (PBIS), restorative practices, tiered intervention systems, attendance monitoring, and family engagement strategies. Research demonstrates that schools implementing strong schoolwide PBIS systems and proactive administrative leadership experience reductions in office discipline referrals, suspensions, and absenteeism, while improving overall school climate and student connectedness. Studies	3.4, 3.5, 3.6, 3.7, 3.8, 3.9

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	These data indicate that unduplicated students face increased barriers to consistent school attendance, engagement, and positive behavioral outcomes. Increased administrative oversight and coordinated systems of support are needed to strengthen school climate, implement proactive behavior interventions, improve student connectedness, and provide targeted attendance interventions for students most at risk. The district will continue to prioritize supports and services designed to improve engagement, maximize instructional time, and create a safe and supportive learning environment for unduplicated student populations. **Scope:** Schoolwide	further indicate that positive school climate and consistent behavioral supports are associated with improved attendance and engagement outcomes for students experiencing economic hardship and housing instability. This action is being provided on a schoolwide basis because the needs identified among unduplicated pupils are most effectively addressed through comprehensive systems and structures that improve the overall school environment for all students while providing increased access and support for students with the greatest needs. Schoolwide implementation of attendance systems, behavioral expectations, restorative practices, and tiered interventions allows unduplicated students to receive support in an inclusive setting without isolation or stigmatization. Additionally, research supports that schoolwide climate and behavioral frameworks are more effective when implemented consistently across all grade levels, classrooms, and student groups. Although the action benefits all students, the district expects that unduplicated pupils will benefit to a greater degree through increased engagement, improved attendance interventions, enhanced behavioral supports, stronger family communication, and improved access to a safe and supportive learning environment.	
3.6	**Action:** Parent/ Student Communication **Need:**	Catapult allows us to send communication through text and email to parents and students. This allows us to send surveys in multiple languages, weekly bulletins, and reminders. Studies consistently show that effective home-to-school	3.1, 3.2, 3.3, 3.9

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	In 2024 26% of parents responded to Google forms. ELD families need access to information in Spanish. **Scope:** LEA-wide	communication fosters parental involvement and engagement in their children's education. When parents feel informed and connected to their child's school, they are more likely to participate in school activities, support learning at home, and advocate for their child's academic success. This action is provided LEA wide. However, it meets the needs of unduplicated populations as we are able to better communicate in native languages and ensure that communication gets directly to a parent, rather than hoping a note makes it home. Improving relationships with families is important to improving student achievement and closing the gaps that exist for students with disabilities. low income, and ELD students.	
3.7	**Action:** Student Academic Celebration **Need:** Educational partners agree that holding more family events and recognizing student achievement are important for improving connectedness and school climate. CAASPP scores are low for math at BHS for all students, including low income and Hispanic students (147.1 PBS). The California State Dashboard included ALL students in the RED. **Scope:** LEA-wide	Research suggests that academic celebrations can have a positive impact on academic performance for low income students. When students are acknowledged and rewarded for their academic accomplishments, they are more likely to maintain high academic standards, strive for excellence, and achieve better academic outcomes over time (Bliven, A., & Jungbauer, M., 2021). This action should lead to improved feelings of school connectedness for parents and students and improved academic achievement for low income students. All students will be recognized for academic achievement; however, because the majority of students are low income, these students accomplishments will be recognized without singling them out. Spanish translators will be available to meet the needs of ELD families.	CAASPP Scores, 3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.9	**Action:** PBIS **Need:** California School Dashboard 2024 BES Suspension rate is 10.7% for all students which is in the RED. Hispanic is 5.9%, ELD is 7.3%, Students with Disabilities is 15/9%, White is 14.4%, low income is 11%, and homeless is 7.8%, all of which are in the RED on the California State Dashboard. Parents, teachers, classified staff, and administrators all agree that improving student behavior should be a priority. **Scope:** Schoolwide	Research consistently demonstrates that schools implementing PBIS experience a reduction in problem behaviors among low income students (Pencek, C. L., 2020). PBIS focuses on teaching and reinforcing positive behaviors rather than solely on punitive measures for negative behaviors. By establishing clear expectations and providing consistent positive reinforcement, PBIS helps create a school environment conducive to appropriate behavior. Action 3.9 helps create systems and training for implementing PBIS with fidelity. This action will benefit low income students by improving behavior which will lead to better students outcomes.	3.7, 3.9, CAASPP Scores
3.10	**Action:** SEL Curriculum **Need:** Our suspension rate is 7% for the district and higher for BES (10.7%) which are both in the RED for ALL student groups. BES ELD, Hispanic, Students with disabilities, white, low income and homeless are all in the RED. Our chronically absent rate for the district is 14.1%, 17.8% low income, and 27% Students with disabilities. Teachers and administrators have noticed that many of the behavior issues that we have at school are related to social and emotional issues. **Scope:**	Research consistently demonstrates the effectiveness of SEL curriculum in promoting positive social, emotional, and academic outcomes for low income students (Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H., 2020). By integrating SEL into schools' educational practices, educators can help students develop the skills they need to succeed academically, socially, and emotionally, both in school and beyond. Additionally, chronic absenteeism can be a consequence of social emotional difficulties. Action 3.10 provides lessons and support for teachers to explicitly teach social and emotional skills. This should help improve behavior, improve attendance, and ultimately improve student	3.4, 3.5,3.6, 3.7, 3.9, improved CAASPP scores

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	achievement, especially for our low income students. This will be offered to all students LEA wide as the suspension rate at BES is highest for white kids (9.8) and lowest for ELD (0). The majority of students at BUSD are low income and will be served through this action. All students will benefit from improved social emotional health, especially students with disabilities such as Autism. ELD and low income students will benefit from less behavior issues schoolwide as they will feel safer and there will be less distractions in the classroom.	

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
2.6	**Action:** ELD Support and Curriculum **Need:** ELD students scored 65.5 points below standard on ELA district wide. ELD students at BES scored 72.2 PBS in ELA. BUSD needs support in reclassification of ELD students. Last year 0% of ELD students were reclassified. English Learner progress districtwide was only 41% making progress which is below the district target and in the RED on the dashboard.	Research suggests that equipping ELD teachers with the knowledge, skills, and strategies needed to effectively support ELD students will promote academic success and equitable opportunities for English language learners (Odell, L., & Ruvalcaba, L., 2019). This action provides the training for classroom teachers and the resources necessary to help ELD students reclassify and improve on their ELPAC with the intention of testing out and not becoming LTELS.	2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

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.

Biggs Unified School District (BUSD) serves students across three schools: Biggs Elementary School (BES), Biggs High School (BHS), and Richvale Charter Academy (RCA). Both BES and BHS have unduplicated pupil enrollment exceeding the 55% concentration threshold, qualifying them for additional concentration grant funding under the Local Control Funding Formula (LCFF). RCA does not meet the threshold, has their own LCAP and is not included in the calculation for additional funding.

For the 2026–27 school year, BUSD will receive 88,224.00 in additional concentration grant funds. These funds are being used to increase the number of staff providing direct services to unduplicated pupils, particularly at BES and BHS.

The following actions align with this purpose:

Action 1.1 – Class Size Reduction: Supports smaller class sizes by increasing the number of certificated staff in high-need grade levels, improving individualized support for unduplicated students.
Action 1.12 – Classified Staff: Adds paraprofessional support in classrooms to assist with academic and behavioral interventions, particularly for English Learners, low-income students, and foster youth.
Action 3.4 – Home-to-School Transportation: Expands access to reliable transportation, reducing absenteeism and improving equity in instructional access for unduplicated students.
Action 3.5- Vice Principal: Supports student behavior by implementing and monitoring systems that will lead to an improved school climate, better attendance, and a lower suspension rate.

These actions were selected based on student needs identified through the district's annual needs assessment and educational partner feedback. Each investment directly supports increased or improved services for unduplicated pupils in accordance with LCFF guidelines and the district's increased proportionality obligation.

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		BES 1-17 BHS 1-21
Staff-to-student ratio of certificated staff providing direct services to students		BES 1-16 BHS 1-12

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3697882.00	1123223.00	30.375%	0.000%	30.375%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,790,594.00	$136,176.00	$0.00	$150,625.00	$2,077,395.00	$1,073,539.00	$1,003,856.00

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	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$381,438.00	$0.00	$381,438.00				$381,438.00	
1	1.2	Standards Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.3	Increase engagement and awareness of NGSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	$500.00	$1,000.00	$1,500.00				$1,500.00	
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$163,084.00	$155,000.00	$5,584.00		$2,500.00	$163,084.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.6	Get Focused- Stay Focused High School Curriculum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.7	Wellness Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$118,889.00	$22,000.00	$140,889.00				$140,889.00	
1	1.9	Facilities	All	No			All Schools	Ongoing	$0.00	$441,800.00	$441,800.00				$441,800.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	AP Spanish	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	Ongoing	$0.00	$750.00	$750.00				$750.00	
1	1.11	New Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,500.00	$30,500.00				$30,500.00	
1	1.12	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$48,496.00	$0.00	$48,496.00				$48,496.00	
1	1.13	Family Literacy Night	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RCA	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	Assessment Data Analyzation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200.00	$200.00				$200.00	
2	2.2	District wide benchmark plan and schedule for math and ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.3	Math Coach Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Starting 2026	$0.00	$0.00	$0.00				$0.00	
2	2.4	ELA Intervention Specialist	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	Ongoing	$101,321.00	$0.00	$11,758.00			$89,563.00	$101,321.00	
2	2.5	Middle School and High School Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	Ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	
2	2.6	ELD Support and Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$3,500.00	$3,500.00				$3,500.00	
2	2.7	Additional Support for Students with Disabilities.	Students with Disabilities	No			All Schools	Ongoing	$0.00	$200.00		$200.00			$200.00	
2	2.8	Afterschool Tutoring	All Students with Disabilities	No			All Schools Specific Schools: BHS, BES	Ongoing	$0.00	$7,392.00		$7,392.00			$7,392.00	

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
							3-12									
2	2.9	LTELS Additional Support	ELD	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.10	Additional support for ELA and Math using LREBG funding	All Hispanic, Low Income, White, ELD	No			Specific Schools: BES, BHS TK-12	2025-2028	$0.00	$123,000.00		$123,000.00			$123,000.00	
3	3.1	Improve parent and student input.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.2	Alternatives to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS	Ongoing	$0.00	$200.00	$200.00				$200.00	
3	3.3	Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.4	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$305,771.00	$132,000.00	$437,771.00				$437,771.00	
3	3.5	Vice Principal	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES TK-8		$117,124.00	$0.00	$58,562.00			$58,562.00	$117,124.00	
3	3.6	Parent/ Student Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,980.00	$11,980.00				$11,980.00	
3	3.7	Student Academic Celebration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,550.00	$6,550.00				$6,550.00	
3	3.8	Family Events	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.9	PBIS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.10	SEL Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3697882.00	1123223.00	30.375%	0.000%	30.375%	$1,348,794.00	0.000%	36.475 %	**Total:**	$1,348,794.00
								LEA-wide Total:	$1,264,724.00
								Limited Total:	$3,500.00
								Schoolwide Total:	$80,570.00

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 (%)
1	1.1	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$381,438.00	
1	1.2	Standards Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	1.3	Increase engagement and awareness of NGSS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	$1,500.00	
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
1	1.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.6	Get Focused- Stay Focused High School Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	$2,000.00	
1	1.7	Wellness Counselor	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: BES	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,889.00	
1	1.10	AP Spanish	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	$750.00	
1	1.11	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,500.00	
1	1.12	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,496.00	
1	1.13	Family Literacy Night	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RCA	$1,000.00	
2	2.1	Assessment Data Analyzation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
2	2.3	Math Coach Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.4	ELA Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES K-5	$11,758.00	
2	2.5	Middle School and High School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS 6-12	$5,500.00	
2	2.6	ELD Support and Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,500.00	
2	2.8	Afterschool Tutoring				Specific Schools: BHS, BES 3-12		
3	3.1	Improve parent and student input.	Yes	LEA-wide	English Learners Foster Youth	All Schools	$200.00	

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			
3	3.2	Alternatives to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, BHS	$200.00	
3	3.3	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.4	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$437,771.00	
3	3.5	Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES TK-8	$58,562.00	
3	3.6	Parent/ Student Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,980.00	
3	3.7	Student Academic Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,550.00	
3	3.9	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BES, RES TK-8	$1,000.00	
3	3.10	SEL Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,009,945.00	$1,726,553.00

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**	Class Size Reduction	Yes	$293,858.00	$365,893.00
1	**1.2**	Standards Aligned Instructional Materials	Yes	$17,106.00	$0.00
1	**1.3**	Increase engagement and awareness of NGSS	Yes	$500.00	$840.00
1	**1.4**	Technology	Yes	$227,676.00	$179,328.00
1	**1.5**	Professional Development	Yes	$2,000.00	$0.00
1	**1.6**	Get Focused- Stay Focused High School Curriculum	Yes	$2,800.00	$2000.00
1	**1.7**	Counseling Support	Yes	$7,990.00	$0.00
1	**1.8**	Independent Study	Yes	$155,873.00	$127,313.00
1	**1.9**	Facilities	No	$509,286.00	$402,676.00
1	**1.10**	AP Spanish	Yes	$750.00	$200.00
1	**1.11**	New Teacher Support	Yes	$21,600.00	$21,600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Classified Staff	Yes	$69,494.00	$75,711.00
1	1.13	Family Literacy Night	Yes	$1,000.00	$235.00
2	2.1	Assessment Data Analyzation	Yes	$200.00	$0.00
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	$24,785.00	$5234.00
2	2.3	Math Coach Support	Yes	$10,000.00	$0.00
2	2.4	ELA Intervention Specialist	Yes	$90,061.00	$101,122.00
2	2.5	Middle School and High School Intervention	Yes	$7,676.00	$4605.00
2	2.6	ELD Support and Curriculum	Yes	$3,500.00	$258.00
2	2.7	Additional Support for Students with Disabilities.	No	$6,000.00	$0.00
2	2.8	Afterschool Tutoring	Yes	$41,322.00	$10,172.00
2	2.9	LTELS Additional Support	No	$0.00	$0.00
2	2.10	Additional support for ELA and Math using LRBG funding	No	$100,000.00	$30,833.00
3	3.1	Improve parent and student input.	Yes	$200.00	$90.00

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)
3	**3.2**	Alternatives to Suspension	Yes	$200.00	$0.00
3	**3.3**	Student Incentives	Yes	$11,000.00	$5650.00
3	**3.4**	Home to School Transportation	Yes	$365,568.00	$382,825.00
3	**3.6**	Parent/ Student Communication	Yes	$17,350.00	$7089.00
3	**3.7**	Student Academic Celebration	Yes	$6,550.00	$2200.00
3	**3.8**	Family Events	No	$0.00	$0.00
3	**3.9**	PBIS	Yes	$600.00	$679.00
3	**3.10**	SEL Curriculum	Yes	$15,000.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,145,081.00	$1,218,049.00	$1,174,926.00	$43,123.00	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	Class Size Reduction	Yes	$293,858.00	$365,893.00		
1	1.2	Standards Aligned Instructional Materials	Yes	$17,106.00	$0.00		
1	1.3	Increase engagement and awareness of NGSS	Yes	$500.00	$840.00		
1	1.4	Technology	Yes	$160,000.00	$155,000.00		
1	1.5	Professional Development	Yes	$2,000.00	$0.00		
1	1.6	Get Focused- Stay Focused High School Curriculum	Yes	$2,800.00	$2000.00		
1	1.7	Counseling Support	Yes	$7,990.00	$0.00		
1	1.8	Independent Study	Yes	$155,873.00	$127,313.00		
1	1.10	AP Spanish	Yes	$750.00	$200.00		
1	1.11	New Teacher Support	Yes	$21,600.00	$21,600.00		
1	1.12	Classified Staff	Yes	$69,494.00	$75,711.00		
1	1.13	Family Literacy Night	Yes	$1,000.00	$235.00		
2	2.1	Assessment Data Analyzation	Yes	$200.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	District wide benchmark plan and schedule for math and ELA	Yes	$24,785.00	$5235.00		
2	2.3	Math Coach Support	Yes	$10,000.00	$0.00		
2	2.4	ELA Intervention Specialist	Yes	$10,156.00	$11,228.00		
2	2.5	Middle School and High School Intervention	Yes	$7,676.00	$4605.00		
2	2.6	ELD Support and Curriculum	Yes	$3,500.00	$258.00		
2	2.8	Afterschool Tutoring	Yes	$12,293.00	$6275.00		
3	3.1	Improve parent and student input.	Yes	$200.00	$90.00		
3	3.2	Alternatives to Suspension	Yes	$200.00	$0.00		
3	3.3	Student Incentives	Yes	$11,000.00	$5650.00		
3	3.4	Home to School Transportation	Yes	$365,568.00	$382,825.00		
3	3.6	Parent/ Student Communication	Yes	$17,350.00	$7089.00		
3	3.7	Student Academic Celebration	Yes	$6,550.00	$2200.00		
3	3.9	PBIS	Yes	$600.00	$679.00		
3	3.10	SEL Curriculum	Yes	$15,000.00	$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,769,498.00	$1,145,081.00	0.00	30.378%	$1,174,926.00	0.000%	31.169%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: 300 B Street, Biggs, CA 95917
Date: June 05, 2026

Public Hearing:

Place: 300 B Street, Biggs CA 95917
Date: June 10, 2026
Time: 6:30 P.M.

Adoption Date: June 24, 2026
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)
Printed Name: Doug Kaelin Title: Superintendent

Contact person for additional information on the budget reports:

Name: Analyn Dyer
Title: Chief Business Officer

Telephone: 530-868-1281
E-mail: adyer@biggs.org

Criteria and Standards Review Summary

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

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

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

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

Annual Certification Regarding Self-Insured Workers' Compensation Claims

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

To the County Superintendent of Schools:

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

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

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

North Valley School Insurance Group 1 JPA

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

Signature (Original signature required)

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

For additional information on this certification, please contact:

Analyn Dyer	Chief Business Officer
Name	Title
adyer@biggs.org	530-868-1281
Email	Telephone

District: Biggs Unified School District
CDS #: 04-61408

Substantiation of Need for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiate the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties..

Combined and Unassigned/Unappropriated Fund Balances (Resources 0000-1999, Objects 9780, 9789 and 9790)

Form	Fund		
01	General Fund/County School Service Fund	Form 01	$5,256,427.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	Form 17	$1,592,904.00
	Total Assigned and Unassigned Ending Fund Balances		$6,849,331.00
	District Standard Reserve Level	Form 01CS Line 10B-4	4%
	Less District Minimum Recommended Reserve for Economic Uncertainties	Form 01CS Line 10B-7	$90,000.00
	Remaining Balance to Substantiate Need		$6,759,331.00

Substantiation of Need for Fund Balances in Excess of Minimum Recommended Reserve for Economic Uncertainties		Amount
Fund	**Descriptions**	
01	District Reserved Standard	$467,121
01	All Sites Facilities Roofing and Maintenance Repairs	$1,500,000
01	Special Education	$200,000
01	Technology Upgrade	$50,000
01	CalPers and CalStrs	$138,139
01	District Reserved Policy	$467,121
01	Unassigned/Unappropriated	$2,105,064
01	Salaries and Benefits	$238,982
17	Special Reserve Fund for other uncertainties	$1,592,904
	Insert Lines above as needed	
	Total of Substantiated Needs	$6,759,331
	Remaining Unsubstantiated Balance	**$0**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	8,350,759.00	0.00	8,350,759.00	9,430,978.00	0.00	9,430,978.00	12.9%
2) Federal Revenue		8100-8299	2,653.00	392,455.00	395,108.00	0.00	382,601.00	382,601.00	-3.2%
3) Other State Revenue		8300-8599	195,437.00	1,434,319.00	1,629,756.00	163,889.00	1,449,212.00	1,613,101.00	-1.0%
4) Other Local Revenue		8600-8799	444,250.00	302,034.00	746,284.00	437,000.00	278,448.00	715,448.00	-4.1%
5) TOTAL, REVENUES			8,993,099.00	2,128,808.00	11,121,907.00	10,031,867.00	2,110,261.00	12,142,128.00	9.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,951,587.00	796,942.00	3,748,529.00	2,967,627.00	725,239.00	3,692,866.00	-1.5%
2) Classified Salaries		2000-2999	1,297,995.00	371,043.00	1,669,038.00	1,370,629.00	330,019.00	1,700,648.00	1.9%
3) Employee Benefits		3000-3999	1,808,934.00	729,995.00	2,538,929.00	1,813,792.00	732,702.00	2,546,494.00	0.3%
4) Books and Supplies		4000-4999	326,886.00	261,606.00	588,492.00	402,950.00	390,507.00	793,457.00	34.8%
5) Services and Other Operating Expenditures		5000-5999	1,005,318.00	364,751.00	1,370,069.00	1,019,179.00	412,561.00	1,431,740.00	4.5%
6) Capital Outlay		6000-6999	86,662.00	0.00	86,662.00	120,000.00	100,000.00	220,000.00	153.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	989,510.00	989,510.00	0.00	1,311,893.00	1,311,893.00	32.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(130,860.00)	116,567.00	(14,293.00)	(136,648.00)	117,577.00	(19,071.00)	33.4%
9) TOTAL, EXPENDITURES			7,346,522.00	3,630,414.00	10,976,936.00	7,557,529.00	4,120,498.00	11,678,027.00	6.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,646,577.00	(1,501,606.00)	144,971.00	2,474,338.00	(2,010,237.00)	464,101.00	220.1%
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	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	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	(1,454,489.00)	1,454,489.00	0.00	(1,686,443.00)	1,686,443.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,654,489.00)	1,454,489.00	(200,000.00)	(1,886,443.00)	1,686,443.00	(200,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,912.00)	(47,117.00)	(55,029.00)	587,895.00	(323,794.00)	264,101.00	-579.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,115,680.00	1,261,169.00	7,376,849.00	6,236,103.00	1,189,894.00	7,425,997.00	0.7%
b) Audit Adjustments		9793	(202,792.00)	(47,557.00)	(250,349.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			5,912,888.00	1,213,612.00	7,126,500.00	6,236,103.00	1,189,894.00	7,425,997.00	4.2%
d) Other Restatements		9795	331,127.00	23,399.00	354,526.00	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,244,015.00	1,237,011.00	7,481,026.00	6,236,103.00	1,189,894.00	7,425,997.00	-0.7%
2) Ending Balance, June 30 (E + F1e)			6,236,103.00	1,189,894.00	7,425,997.00	6,823,998.00	866,100.00	7,690,098.00	3.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	4,698.50	0.00	4,698.50	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,189,894.00	1,189,894.00	0.00	866,100.00	866,100.00	-27.2%
c) Committed									
Stabilization Arrangements		9750	138,139.00	0.00	138,139.00	138,139.00	0.00	138,139.00	0.0%
Other Commitments		9760	1,427,432.00	0.00	1,427,432.00	1,427,432.00	0.00	1,427,432.00	0.0%
Facility Repairs	0000	9760	*1,300,000.00*		*1,300,000.00*			*0.00*	
Special Education	0000	9760	*50,000.00*		*50,000.00*			*0.00*	
New Curriculum Adoption/Technology Refresh	0000	9760	*77,432.00*		*77,432.00*			*0.00*	
Facility Repairs	0000	9760			*0.00*	*1,300,000.00*		*1,300,000.00*	
Special Education	0000	9760			*0.00*	*50,000.00*		*50,000.00*	
New Curriculum Adoption/Technology Refresh	0000	9760			*0.00*	*77,432.00*		*77,432.00*	
d) Assigned									
Other Assignments		9780	2,218,444.00	0.00	2,218,444.00	2,217,121.00	0.00	2,217,121.00	-0.1%
Additional Reserved	0000	9780	*439,078.00*		*439,078.00*			*0.00*	
Special Education	0000	9780	*200,000.00*		*200,000.00*			*0.00*	
Technology Upgrade	0000	9780	*50,000.00*		*50,000.00*			*0.00*	
On-going maintenance repairs, equipment, etc.	0000	9780	*1,500,000.00*		*1,500,000.00*			*0.00*	
Additional Reserved	0000	9780			*0.00*	*467,121.00*		*467,121.00*	
Special Education	0000	9780			*0.00*	*200,000.00*		*200,000.00*	
Technology Upgrade	0000	9780			*0.00*	*50,000.00*		*50,000.00*	
On-going maintenance repairs, equipment, etc.	0000	9780			*0.00*	*1,500,000.00*		*1,500,000.00*	

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	878,155.00	0.00	878,155.00	934,242.00	0.00	934,242.00	6.4%
Unassigned/Unappropriated Amount		9790	1,567,234.50	0.00	1,567,234.50	2,105,064.00	0.00	2,105,064.00	34.3%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	7,819,682.19	654,079.24	8,473,761.43				
1) Fair Value Adjustment to Cash in County Treasury		9111	25,000.16	0.00	25,000.16				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	2,000.00	0.00	2,000.00				
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	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	4,698.50	0.00	4,698.50				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			7,851,380.85	654,079.24	8,505,460.09				
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	549,134.91	2,128.00	551,262.91				
2) Due to Grantor Governments		9590	0.00	40,660.42	40,660.42				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			549,134.91	42,788.42	591,923.33				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			7,302,245.94	611,290.82	7,913,536.76				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	3,311,850.00	0.00	3,311,850.00	4,295,366.00	0.00	4,295,366.00	29.7%
Education Protection Account State Aid - Current Year		8012	1,676,353.00	0.00	1,676,353.00	1,420,333.00	0.00	1,420,333.00	-15.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	29,115.00	0.00	29,115.00	29,115.00	0.00	29,115.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	2,454.00	0.00	2,454.00	2,454.00	0.00	2,454.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	3,901,207.00	0.00	3,901,207.00	3,901,207.00	0.00	3,901,207.00	0.0%
Unsecured Roll Taxes		8042	307,873.00	0.00	307,873.00	307,873.00	0.00	307,873.00	0.0%
Prior Years' Taxes		8043	5,995.00	0.00	5,995.00	5,995.00	0.00	5,995.00	0.0%
Supplemental Taxes		8044	30,802.00	0.00	30,802.00	30,802.00	0.00	30,802.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(912,963.00)	0.00	(912,963.00)	(912,963.00)	0.00	(912,963.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			8,352,686.00	0.00	8,352,686.00	9,080,182.00	0.00	9,080,182.00	8.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,927.00)	0.00	(1,927.00)	350,796.00	0.00	350,796.00	-18,304.3%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, LCFF SOURCES			8,350,759.00	0.00	8,350,759.00	9,430,978.00	0.00	9,430,978.00	12.9%
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	114,768.00	114,768.00	0.00	128,140.00	128,140.00	11.7%
Special Education Discretionary Grants		8182	0.00	8,558.00	8,558.00	0.00	9,874.00	9,874.00	15.4%
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	2,653.00	0.00	2,653.00	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		219,157.00	219,157.00		188,680.00	188,680.00	-13.9%
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		22,088.00	22,088.00		22,088.00	22,088.00	0.0%
Title III, Immigrant Student Program	4201	8290		1,127.00	1,127.00		0.00	0.00	-100.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		26,757.00	26,757.00		33,819.00	33,819.00	26.4%
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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,653.00	392,455.00	395,108.00	0.00	382,601.00	382,601.00	-3.2%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		241,867.00	241,867.00		458,709.00	458,709.00	89.7%
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	25,722.00	0.00	25,722.00	0.00	0.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	102,847.00	44,387.00	147,234.00	103,889.00	44,836.00	148,725.00	1.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		463,430.00	463,430.00		463,430.00	463,430.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		0.00	0.00		0.00	0.00	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	66,868.00	684,635.00	751,503.00	60,000.00	482,237.00	542,237.00	-27.8%
TOTAL, OTHER STATE REVENUE			195,437.00	1,434,319.00	1,629,756.00	163,889.00	1,449,212.00	1,613,101.00	-1.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	12,000.00	0.00	12,000.00	12,000.00	0.00	12,000.00	0.0%
Interest		8660	260,846.00	0.00	260,846.00	260,000.00	0.00	260,000.00	-0.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	171,404.00	98,360.00	269,764.00	165,000.00	75,000.00	240,000.00	-11.0%
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		203,674.00	203,674.00		203,448.00	203,448.00	-0.1%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			444,250.00	302,034.00	746,284.00	437,000.00	278,448.00	715,448.00	-4.1%
TOTAL, REVENUES			8,993,099.00	2,128,808.00	11,121,907.00	10,031,867.00	2,110,261.00	12,142,128.00	9.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	2,400,406.00	631,613.00	3,032,019.00	2,448,728.00	500,310.00	2,949,038.00	-2.7%
Certificated Pupil Support Salaries		1200	101,549.00	11,055.00	112,604.00	118,281.00	10,000.00	128,281.00	13.9%
Certificated Supervisors' and Administrators' Salaries		1300	449,632.00	54,407.00	504,039.00	400,618.00	106,924.00	507,542.00	0.7%
Other Certificated Salaries		1900	0.00	99,867.00	99,867.00	0.00	108,005.00	108,005.00	8.1%
TOTAL, CERTIFICATED SALARIES			2,951,587.00	796,942.00	3,748,529.00	2,967,627.00	725,239.00	3,692,866.00	-1.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	113,474.00	287,677.00	401,151.00	98,211.00	269,840.00	368,051.00	-8.3%
Classified Support Salaries		2200	585,437.00	80,915.00	666,352.00	630,005.00	55,179.00	685,184.00	2.8%
Classified Supervisors' and Administrators' Salaries		2300	189,185.00	0.00	189,185.00	204,957.00	0.00	204,957.00	8.3%
Clerical, Technical and Office Salaries		2400	336,632.00	2,333.00	338,965.00	368,303.00	5,000.00	373,303.00	10.1%
Other Classified Salaries		2900	73,267.00	118.00	73,385.00	69,153.00	0.00	69,153.00	-5.8%
TOTAL, CLASSIFIED SALARIES			1,297,995.00	371,043.00	1,669,038.00	1,370,629.00	330,019.00	1,700,648.00	1.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	555,538.00	480,205.00	1,035,743.00	543,485.00	496,569.00	1,040,054.00	0.4%
PERS		3201-3202	339,278.00	77,108.00	416,386.00	370,692.00	86,170.00	456,862.00	9.7%
OASDI/Medicare/Alternative		3301-3302	132,765.00	36,658.00	169,423.00	139,685.00	34,393.00	174,078.00	2.7%
Health and Welfare Benefits		3401-3402	575,853.00	107,745.00	683,598.00	551,983.00	88,140.00	640,123.00	-6.4%
Unemployment Insurance		3501-3502	1,967.00	502.00	2,469.00	1,974.00	501.00	2,475.00	0.2%
Workers' Compensation		3601-3602	109,489.00	27,777.00	137,266.00	109,945.00	26,929.00	136,874.00	-0.3%
OPEB, Allocated		3701-3702	94,000.00	0.00	94,000.00	94,000.00	0.00	94,000.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	44.00	0.00	44.00	2,028.00	0.00	2,028.00	4,509.1%
TOTAL, EMPLOYEE BENEFITS			1,808,934.00	729,995.00	2,538,929.00	1,813,792.00	732,702.00	2,546,494.00	0.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	15,000.00	90,000.00	105,000.00	New
Books and Other Reference Materials		4200	0.00	60,343.00	60,343.00	0.00	75,100.00	75,100.00	24.5%
Materials and Supplies		4300	297,591.00	183,063.00	480,654.00	355,950.00	189,407.00	545,357.00	13.5%
Noncapitalized Equipment		4400	29,295.00	11,700.00	40,995.00	32,000.00	30,000.00	62,000.00	51.2%
Food		4700	0.00	6,500.00	6,500.00	0.00	6,000.00	6,000.00	-7.7%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, BOOKS AND SUPPLIES			326,886.00	261,606.00	588,492.00	402,950.00	390,507.00	793,457.00	34.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	43,922.00	43,922.00	0.00	104,964.00	104,964.00	139.0%
Travel and Conferences		5200	5,200.00	23,249.00	28,449.00	24,800.00	8,265.00	33,065.00	16.2%
Dues and Memberships		5300	20,400.00	781.00	21,181.00	26,400.00	300.00	26,700.00	26.1%
Insurance		5400 - 5499	140,990.00	0.00	140,990.00	102,583.00	0.00	102,583.00	-27.2%
Operations and Housekeeping Services		5500	218,300.00	0.00	218,300.00	218,300.00	0.00	218,300.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	59,520.00	500.00	60,020.00	62,020.00	500.00	62,520.00	4.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	529,908.00	296,299.00	826,207.00	554,076.00	298,532.00	852,608.00	3.2%
Communications		5900	31,000.00	0.00	31,000.00	31,000.00	0.00	31,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,005,318.00	364,751.00	1,370,069.00	1,019,179.00	412,561.00	1,431,740.00	4.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	86,662.00	0.00	86,662.00	80,000.00	100,000.00	180,000.00	107.7%
Equipment Replacement		6500	0.00	0.00	0.00	40,000.00	0.00	40,000.00	New
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			86,662.00	0.00	86,662.00	120,000.00	100,000.00	220,000.00	153.9%
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	42,077.00	42,077.00	0.00	32,868.00	32,868.00	-21.9%
Payments to County Offices		7142	0.00	947,433.00	947,433.00	0.00	1,279,025.00	1,279,025.00	35.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	989,510.00	989,510.00	0.00	1,311,893.00	1,311,893.00	32.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(116,567.00)	116,567.00	0.00	(117,577.00)	117,577.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(14,293.00)	0.00	(14,293.00)	(19,071.00)	0.00	(19,071.00)	33.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(130,860.00)	116,567.00	(14,293.00)	(136,648.00)	117,577.00	(19,071.00)	33.4%
TOTAL, EXPENDITURES			7,346,522.00	3,630,414.00	10,976,936.00	7,557,529.00	4,120,498.00	11,678,027.00	6.4%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
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	(1,454,489.00)	1,454,489.00	0.00	(1,686,443.00)	1,686,443.00	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			(1,454,489.00)	1,454,489.00	0.00	(1,686,443.00)	1,686,443.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,654,489.00)	1,454,489.00	(200,000.00)	(1,886,443.00)	1,686,443.00	(200,000.00)	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	8,350,759.00	0.00	8,350,759.00	9,430,978.00	0.00	9,430,978.00	12.9%
2) Federal Revenue		8100-8299	2,653.00	392,455.00	395,108.00	0.00	382,601.00	382,601.00	-3.2%
3) Other State Revenue		8300-8599	195,437.00	1,434,319.00	1,629,756.00	163,889.00	1,449,212.00	1,613,101.00	-1.0%
4) Other Local Revenue		8600-8799	444,250.00	302,034.00	746,284.00	437,000.00	278,448.00	715,448.00	-4.1%
5) TOTAL, REVENUES			8,993,099.00	2,128,808.00	11,121,907.00	10,031,867.00	2,110,261.00	12,142,128.00	9.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		3,666,785.00	1,920,748.00	5,587,533.00	3,721,280.00	2,007,394.00	5,728,674.00	2.5%
2) Instruction - Related Services	2000-2999		813,611.00	144,160.00	957,771.00	780,357.00	241,908.00	1,022,265.00	6.7%
3) Pupil Services	3000-3999		620,490.00	363,861.00	984,351.00	752,225.00	367,408.00	1,119,633.00	13.7%
4) Ancillary Services	4000-4999		48,411.00	13,338.00	61,749.00	94,552.00	12,670.00	107,222.00	73.6%
5) Community Services	5000-5999		98,703.00	0.00	98,703.00	31,322.00	0.00	31,322.00	-68.3%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		941,999.00	147,828.00	1,089,827.00	937,048.00	145,056.00	1,082,104.00	-0.7%
8) Plant Services	8000-8999		1,156,523.00	50,969.00	1,207,492.00	1,240,745.00	34,169.00	1,274,914.00	5.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	989,510.00	989,510.00	0.00	1,311,893.00	1,311,893.00	32.6%
10) TOTAL, EXPENDITURES			7,346,522.00	3,630,414.00	10,976,936.00	7,557,529.00	4,120,498.00	11,678,027.00	6.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,646,577.00	(1,501,606.00)	144,971.00	2,474,338.00	(2,010,237.00)	464,101.00	220.1%
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	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	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	(1,454,489.00)	1,454,489.00	0.00	(1,686,443.00)	1,686,443.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,654,489.00)	1,454,489.00	(200,000.00)	(1,886,443.00)	1,686,443.00	(200,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,912.00)	(47,117.00)	(55,029.00)	587,895.00	(323,794.00)	264,101.00	-579.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,115,680.00	1,261,169.00	7,376,849.00	6,236,103.00	1,189,894.00	7,425,997.00	0.7%
b) Audit Adjustments		9793	(202,792.00)	(47,557.00)	(250,349.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			5,912,888.00	1,213,612.00	7,126,500.00	6,236,103.00	1,189,894.00	7,425,997.00	4.2%
d) Other Restatements		9795	331,127.00	23,399.00	354,526.00	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,244,015.00	1,237,011.00	7,481,026.00	6,236,103.00	1,189,894.00	7,425,997.00	-0.7%
2) Ending Balance, June 30 (E + F1e)			6,236,103.00	1,189,894.00	7,425,997.00	6,823,998.00	866,100.00	7,690,098.00	3.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	4,698.50	0.00	4,698.50	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,189,894.00	1,189,894.00	0.00	866,100.00	866,100.00	-27.2%
c) Committed									
Stabilization Arrangements		9750	138,139.00	0.00	138,139.00	138,139.00	0.00	138,139.00	0.0%
Other Commitments (by Resource/Object)		9760	1,427,432.00	0.00	1,427,432.00	1,427,432.00	0.00	1,427,432.00	0.0%
Facility Repairs	0000	9760	*1,300,000.00*		*1,300,000.00*			*0.00*	
Special Education	0000	9760	*50,000.00*		*50,000.00*			*0.00*	
New Curriculum Adoption/Technology Refresh	0000	9760	*77,432.00*		*77,432.00*			*0.00*	
Facility Repairs	0000	9760			*0.00*	*1,300,000.00*		*1,300,000.00*	
Special Education	0000	9760			*0.00*	*50,000.00*		*50,000.00*	
New Curriculum Adoption/Technology Refresh	0000	9760			*0.00*	*77,432.00*		*77,432.00*	
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,218,444.00	0.00	2,218,444.00	2,217,121.00	0.00	2,217,121.00	-0.1%
Additional Reserved	0000	9780	*439,078.00*		*439,078.00*			*0.00*	
Special Education	0000	9780	*200,000.00*		*200,000.00*			*0.00*	
Technology Upgrade	0000	9780	*50,000.00*		*50,000.00*			*0.00*	
On-going maintenance repairs, equipment, etc.	0000	9780	*1,500,000.00*		*1,500,000.00*			*0.00*	
Additional Reserved	0000	9780			*0.00*	*467,121.00*		*467,121.00*	
Special Education	0000	9780			*0.00*	*200,000.00*		*200,000.00*	
Technology Upgrade	0000	9780			*0.00*	*50,000.00*		*50,000.00*	
On-going maintenance repairs, equipment, etc.	0000	9780			*0.00*	*1,500,000.00*		*1,500,000.00*	

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	878,155.00	0.00	878,155.00	934,242.00	0.00	934,242.00	6.4%
Unassigned/Unappropriated Amount		9790	1,567,234.50	0.00	1,567,234.50	2,105,064.00	0.00	2,105,064.00	34.3%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	321,489.00	322,286.00
6019	Student Support and Professional Development Discretionary Block Grant	159,722.00	151,722.00
6300	Lottery: Instructional Materials	86,078.00	26,033.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	130,938.00	0.00
7311	Classified School Employee Professional Development Block Grant	505.00	0.00
7435	Learning Recovery Emergency Block Grant	311,037.00	150,145.00
7810	Other Restricted State	3,752.00	1,381.00
9010	Other Restricted Local	176,373.00	214,533.00
Total, Restricted Balance		1,189,894.00	866,100.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	240,000.00	235,000.00	-2.1%
5) TOTAL, REVENUES			240,000.00	235,000.00	-2.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	130,000.00	141,000.00	8.5%
5) Services and Other Operating Expenditures		5000-5999	79,000.00	83,000.00	5.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			209,000.00	224,000.00	7.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			31,000.00	11,000.00	-64.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			31,000.00	11,000.00	-64.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	133,458.00	164,458.00	23.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			133,458.00	164,458.00	23.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			133,458.00	164,458.00	23.2%
2) Ending Balance, June 30 (E + F1e)			164,458.00	175,458.00	6.7%
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	164,458.00	175,458.00	6.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	182,325.28		
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			182,325.28		
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 Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			182,325.28		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	240,000.00	235,000.00	-2.1%
TOTAL, REVENUES			240,000.00	235,000.00	-2.1%
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	2025-26 Estimated Actuals	2026-27 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	130,000.00	141,000.00	8.5%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			130,000.00	141,000.00	8.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	2,000.00	2,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	77,000.00	81,000.00	5.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			79,000.00	83,000.00	5.1%
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			209,000.00	224,000.00	7.2%
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	2025-26 Estimated Actuals	2026-27 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	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	240,000.00	235,000.00	-2.1%
5) TOTAL, REVENUES			240,000.00	235,000.00	-2.1%
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		209,000.00	224,000.00	7.2%
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			209,000.00	224,000.00	7.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			31,000.00	11,000.00	-64.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			31,000.00	11,000.00	-64.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	133,458.00	164,458.00	23.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			133,458.00	164,458.00	23.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			133,458.00	164,458.00	23.2%
2) Ending Balance, June 30 (E + F1e)			164,458.00	175,458.00	6.7%
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	164,458.00	175,458.00	6.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	164,458.00	175,458.00
Total, Restricted Balance		164,458.00	175,458.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	300,000.00	335,000.00	11.7%
3) Other State Revenue		8300-8599	190,000.00	170,000.00	-10.5%
4) Other Local Revenue		8600-8799	12,250.00	8,000.00	-34.7%
5) TOTAL, REVENUES			502,250.00	513,000.00	2.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	145,050.00	169,436.00	16.8%
3) Employee Benefits		3000-3999	77,982.00	91,485.00	17.3%
4) Books and Supplies		4000-4999	299,572.00	302,000.00	0.8%
5) Services and Other Operating Expenditures		5000-5999	7,500.00	8,000.00	6.7%
6) Capital Outlay		6000-6999	0.00	30,000.00	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	14,293.00	19,071.00	33.4%
9) TOTAL, EXPENDITURES			544,397.00	619,992.00	13.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(42,147.00)	(106,992.00)	153.9%
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)			(42,147.00)	(106,992.00)	153.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	365,834.00	323,762.00	-11.5%
b) Audit Adjustments		9793	75.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			365,909.00	323,762.00	-11.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			365,909.00	323,762.00	-11.5%
2) Ending Balance, June 30 (E + F1e)			323,762.00	216,770.00	-33.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	2,448.08	0.00	-100.0%
Prepaid Items		9713	250.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	321,063.92	216,770.00	-32.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	397,658.73		
1) Fair Value Adjustment to Cash in County Treasury		9111	999.64		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	2,448.08		
7) Prepaid Expenditures		9330	250.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			401,356.45		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			401,356.45		
FEDERAL REVENUE					
Child Nutrition Programs		8220	300,000.00	335,000.00	11.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			300,000.00	335,000.00	11.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	190,000.00	170,000.00	-10.5%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			190,000.00	170,000.00	-10.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,250.00	2,000.00	60.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	11,000.00	6,000.00	-45.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,250.00	8,000.00	-34.7%
TOTAL, REVENUES			502,250.00	513,000.00	2.1%
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	95,820.00	118,103.00	23.3%
Classified Supervisors' and Administrators' Salaries		2300	49,230.00	51,333.00	4.3%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			145,050.00	169,436.00	16.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	38,068.00	43,664.00	14.7%
OASDI/Medicare/Alternative		3301-3302	10,617.00	12,409.00	16.9%
Health and Welfare Benefits		3401-3402	25,500.00	30,975.00	21.5%
Unemployment Insurance		3501-3502	69.00	82.00	18.8%
Workers' Compensation		3601-3602	3,728.00	4,355.00	16.8%
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			77,982.00	91,485.00	17.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	27,131.00	28,000.00	3.2%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	272,441.00	274,000.00	0.6%
TOTAL, BOOKS AND SUPPLIES			299,572.00	302,000.00	0.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,500.00	1,500.00	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	6,000.00	6,500.00	8.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			7,500.00	8,000.00	6.7%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	30,000.00	New
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	30,000.00	New
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	14,293.00	19,071.00	33.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			14,293.00	19,071.00	33.4%
TOTAL, EXPENDITURES			544,397.00	619,992.00	13.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	300,000.00	335,000.00	11.7%
3) Other State Revenue		8300-8599	190,000.00	170,000.00	-10.5%
4) Other Local Revenue		8600-8799	12,250.00	8,000.00	-34.7%
5) TOTAL, REVENUES			502,250.00	513,000.00	2.1%
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		530,104.00	600,921.00	13.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		14,293.00	19,071.00	33.4%
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			544,397.00	619,992.00	13.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(42,147.00)	(106,992.00)	153.9%
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)			(42,147.00)	(106,992.00)	153.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	365,834.00	323,762.00	-11.5%
b) Audit Adjustments		9793	75.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			365,909.00	323,762.00	-11.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			365,909.00	323,762.00	-11.5%
2) Ending Balance, June 30 (E + F1e)			323,762.00	216,770.00	-33.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	2,448.08	0.00	-100.0%
Prepaid Items		9713	250.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	321,063.92	216,770.00	-32.5%
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	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	301,176.92	208,883.00
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	19,887.00	7,887.00
Total, Restricted Balance		321,063.92	216,770.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	42,000.00	30,000.00	-28.6%
5) TOTAL, REVENUES			42,000.00	30,000.00	-28.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			42,000.00	30,000.00	-28.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	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			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			242,000.00	230,000.00	-5.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,124,202.00	1,362,904.00	21.2%
b) Audit Adjustments		9793	(3,298.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,120,904.00	1,362,904.00	21.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,120,904.00	1,362,904.00	21.6%
2) Ending Balance, June 30 (E + F1e)			1,362,904.00	1,592,904.00	16.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,362,904.00	1,592,904.00	16.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,362,681.51		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.29		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,362,681.80		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			1,362,681.80		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	42,000.00	30,000.00	-28.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			42,000.00	30,000.00	-28.6%
TOTAL, REVENUES			42,000.00	30,000.00	-28.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	200,000.00	200,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	200,000.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	42,000.00	30,000.00	-28.6%
5) TOTAL, REVENUES			42,000.00	30,000.00	-28.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			42,000.00	30,000.00	-28.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	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			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			242,000.00	230,000.00	-5.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,124,202.00	1,362,904.00	21.2%
b) Audit Adjustments		9793	(3,298.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,120,904.00	1,362,904.00	21.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,120,904.00	1,362,904.00	21.6%
2) Ending Balance, June 30 (E + F1e)			1,362,904.00	1,592,904.00	16.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,362,904.00	1,592,904.00	16.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,000.00	20,000.00	0.0%
5) TOTAL, REVENUES			20,000.00	20,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			20,000.00	20,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20,000.00	20,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	579,784.00	598,083.00	3.2%
b) Audit Adjustments		9793	(1,701.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			578,083.00	598,083.00	3.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			578,083.00	598,083.00	3.5%
2) Ending Balance, June 30 (E + F1e)			598,083.00	618,083.00	3.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	598,083.00	618,083.00	3.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	597,627.98		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.03		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			597,628.01		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			597,628.01		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	20,000.00	20,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,000.00	20,000.00	0.0%
TOTAL, REVENUES			20,000.00	20,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,000.00	20,000.00	0.0%
5) TOTAL, REVENUES			20,000.00	20,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			20,000.00	20,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20,000.00	20,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	579,784.00	598,083.00	3.2%
b) Audit Adjustments		9793	(1,701.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			578,083.00	598,083.00	3.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			578,083.00	598,083.00	3.5%
2) Ending Balance, June 30 (E + F1e)			598,083.00	618,083.00	3.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	598,083.00	618,083.00	3.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	126,000.00	75,000.00	-40.5%
5) TOTAL, REVENUES			126,000.00	75,000.00	-40.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	752,375.00	500,000.00	-33.5%
6) Capital Outlay		6000-6999	1,000,000.00	3,500,000.00	250.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,752,375.00	4,000,000.00	128.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,626,375.00)	(3,925,000.00)	141.3%
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	760.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			760.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,625,615.00)	(3,925,000.00)	141.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,924,701.00	4,306,161.00	-27.3%
b) Audit Adjustments		9793	(1,225.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			5,923,476.00	4,306,161.00	-27.3%
d) Other Restatements		9795	8,300.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,931,776.00	4,306,161.00	-27.4%
2) Ending Balance, June 30 (E + F1e)			4,306,161.00	381,161.00	-91.1%
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	4,306,161.00	381,161.00	-91.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,389,978.72		
1) Fair Value Adjustment to Cash in County Treasury		9111	15,999.91		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			5,405,978.63		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			5,405,978.63		
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	126,000.00	75,000.00	-40.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			126,000.00	75,000.00	-40.5%
TOTAL, REVENUES			126,000.00	75,000.00	-40.5%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	752,375.00	500,000.00	-33.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			752,375.00	500,000.00	-33.5%
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	1,000,000.00	3,500,000.00	250.0%
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			1,000,000.00	3,500,000.00	250.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,752,375.00	4,000,000.00	128.3%
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					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	760.00	0.00	-100.0%
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			760.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			760.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	126,000.00	75,000.00	-40.5%
5) TOTAL, REVENUES			126,000.00	75,000.00	-40.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,750,000.00	4,000,000.00	128.6%
9) Other Outgo	9000-9999	Except 7600-7699	2,375.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			1,752,375.00	4,000,000.00	128.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(1,626,375.00)	(3,925,000.00)	141.3%
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	760.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			760.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,625,615.00)	(3,925,000.00)	141.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,924,701.00	4,306,161.00	-27.3%
b) Audit Adjustments		9793	(1,225.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			5,923,476.00	4,306,161.00	-27.3%
d) Other Restatements		9795	8,300.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,931,776.00	4,306,161.00	-27.4%
2) Ending Balance, June 30 (E + F1e)			4,306,161.00	381,161.00	-91.1%
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	4,306,161.00	381,161.00	-91.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	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	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	4,306,161.00	381,161.00
Total, Restricted Balance		4,306,161.00	381,161.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	19,541.00	19,000.00	-2.8%
5) TOTAL, REVENUES			19,541.00	19,000.00	-2.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	8,500.00	15,000.00	76.5%
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			8,500.00	15,000.00	76.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,041.00	4,000.00	-63.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,041.00	4,000.00	-63.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	130,408.00	141,066.00	8.2%
b) Audit Adjustments		9793	(383.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			130,025.00	141,066.00	8.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			130,025.00	141,066.00	8.5%
2) Ending Balance, June 30 (E + F1e)			141,066.00	145,066.00	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	141,066.00	145,066.00	2.8%
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	146,700.43		
1) Fair Value Adjustment to Cash in County Treasury		9111	(.40)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			146,700.03		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			146,700.03		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	4,500.00	4,000.00	-11.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	15,041.00	15,000.00	-0.3%
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			19,541.00	19,000.00	-2.8%
TOTAL, REVENUES			19,541.00	19,000.00	-2.8%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	8,500.00	15,000.00	76.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,500.00	15,000.00	76.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			8,500.00	15,000.00	76.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	19,541.00	19,000.00	-2.8%
5) TOTAL, REVENUES			19,541.00	19,000.00	-2.8%
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		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		8,500.00	15,000.00	76.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,500.00	15,000.00	76.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			11,041.00	4,000.00	-63.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			11,041.00	4,000.00	-63.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	130,408.00	141,066.00	8.2%
b) Audit Adjustments		9793	(383.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			130,025.00	141,066.00	8.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			130,025.00	141,066.00	8.5%
2) Ending Balance, June 30 (E + F1e)			141,066.00	145,066.00	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	141,066.00	145,066.00	2.8%
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	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	141,066.00	145,066.00
Total, Restricted Balance		141,066.00	145,066.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2.00	3.00	50.0%
5) TOTAL, REVENUES			2.00	3.00	50.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2.00	3.00	50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2.00	3.00	50.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	106.00	108.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			106.00	108.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			106.00	108.00	1.9%
2) Ending Balance, June 30 (E + F1e)			108.00	111.00	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	108.00	111.00	2.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	108.75		
1) Fair Value Adjustment to Cash in County Treasury		9111	.31		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			109.06		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			109.06		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2.00	3.00	50.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2.00	3.00	50.0%
TOTAL, REVENUES			2.00	3.00	50.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2.00	3.00	50.0%
5) TOTAL, REVENUES			2.00	3.00	50.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			2.00	3.00	50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2.00	3.00	50.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	106.00	108.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			106.00	108.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			106.00	108.00	1.9%
2) Ending Balance, June 30 (E + F1e)			108.00	111.00	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	108.00	111.00	2.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,045.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	302,578.00	0.00	-100.0%
5) TOTAL, REVENUES			303,623.00	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	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	115,094.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			115,094.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			188,529.00	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)			188,529.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	296,794.00	484,452.00	63.2%
b) Audit Adjustments		9793	(871.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			295,923.00	484,452.00	63.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			295,923.00	484,452.00	63.7%
2) Ending Balance, June 30 (E + F1e)			484,452.00	484,452.00	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	190,273.00	190,273.00	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	294,179.00	294,179.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	(.24)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	563,344.20		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			563,343.96		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			563,343.96		
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	1,045.00	0.00	-100.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,045.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	293,000.00	0.00	-100.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	134.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	9,444.00	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	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			302,578.00	0.00	-100.0%
TOTAL, REVENUES			303,623.00	0.00	-100.0%
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	115,094.00	0.00	-100.0%
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)			115,094.00	0.00	-100.0%
TOTAL, EXPENDITURES			115,094.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,045.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	302,578.00	0.00	-100.0%
5) TOTAL, REVENUES			303,623.00	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		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	115,094.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			115,094.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			188,529.00	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)			188,529.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	296,794.00	484,452.00	63.2%
b) Audit Adjustments		9793	(871.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			295,923.00	484,452.00	63.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			295,923.00	484,452.00	63.7%
2) Ending Balance, June 30 (E + F1e)			484,452.00	484,452.00	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	190,273.00	190,273.00	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	294,179.00	294,179.00	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	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	190,273.00	190,273.00
Total, Restricted Balance		190,273.00	190,273.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3.00	5.00	66.7%
5) TOTAL, REVENUES			3.00	5.00	66.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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)			3.00	5.00	66.7%
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)			3.00	5.00	66.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	162.00	165.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			162.00	165.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			162.00	165.00	1.9%
2) Ending Balance, June 30 (E + F1e)			165.00	170.00	3.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	165.00	170.00	3.0%
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	166.70		
1) Fair Value Adjustment to Cash in County Treasury		9111	.47		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			167.17		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			167.17		
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					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	3.00	5.00	66.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3.00	5.00	66.7%
TOTAL, REVENUES			3.00	5.00	66.7%
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%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
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%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3.00	5.00	66.7%
5) TOTAL, REVENUES			3.00	5.00	66.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			3.00	5.00	66.7%
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)			3.00	5.00	66.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	162.00	165.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			162.00	165.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			162.00	165.00	1.9%
2) Ending Balance, June 30 (E + F1e)			165.00	170.00	3.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	165.00	170.00	3.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	46,000.00	20,000.00	-56.5%
5) TOTAL, REVENUES			46,000.00	20,000.00	-56.5%
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	15,000.00	10,000.00	-33.3%
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			15,000.00	10,000.00	-33.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			31,000.00	10,000.00	-67.7%
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 NET POSITION (C + D4)			31,000.00	10,000.00	-67.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	801,648.00	832,809.00	3.9%
b) Audit Adjustments		9793	161.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			801,809.00	832,809.00	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			801,809.00	832,809.00	3.9%
2) Ending Net Position, June 30 (E + F1e)			832,809.00	842,809.00	1.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	832,809.00	842,809.00	1.2%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	297,302.52		
1) Fair Value Adjustment to Cash in County Treasury		9111	999.62		
b) in Banks		9120	95,383.80		
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	445,041.09		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			838,727.03		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			838,727.03		
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	20,000.00	20,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	26,000.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			46,000.00	20,000.00	-56.5%
TOTAL, REVENUES			46,000.00	20,000.00	-56.5%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	15,000.00	10,000.00	-33.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			15,000.00	10,000.00	-33.3%
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			15,000.00	10,000.00	-33.3%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	46,000.00	20,000.00	-56.5%
5) TOTAL, REVENUES			46,000.00	20,000.00	-56.5%
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		15,000.00	10,000.00	-33.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		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			15,000.00	10,000.00	-33.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			31,000.00	10,000.00	-67.7%
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 NET POSITION (C + D4)			31,000.00	10,000.00	-67.7%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	801,648.00	832,809.00	3.9%
b) Audit Adjustments		9793	161.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			801,809.00	832,809.00	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			801,809.00	832,809.00	3.9%
2) Ending Net Position, June 30 (E + F1e)			832,809.00	842,809.00	1.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	832,809.00	842,809.00	1.2%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	461.12	461.12	519.04	463.06	463.06	507.70
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)	461.12	461.12	519.04	463.06	463.06	507.70
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	5.03	5.03	5.03	5.03	5.03	5.03
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	5.03	5.03	5.03	5.03	5.03	5.03
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	466.15	466.15	524.07	468.09	468.09	512.73
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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	2025-26 Estimated Actuals			2026-27 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	57.14	57.14	57.14	60.45	60.45	60.45
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)	57.14	57.14	57.14	60.45	60.45	60.45
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)	57.14	57.14	57.14	60.45	60.45	60.45

	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	283,366.00		283,366.00			283,366.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	283,366.00	0.00	283,366.00	0.00	0.00	283,366.00
Capital assets being depreciated:						
Land Improvements	3,614,996.00		3,614,996.00			3,614,996.00
Buildings	15,154,506.64		15,154,506.64			15,154,506.64
Equipment	2,644,400.35	26,000.00	2,670,400.35	86,662.00		2,757,062.35
Total capital assets being depreciated	21,413,902.99	26,000.00	21,439,902.99	86,662.00	0.00	21,526,564.99
Accumulated Depreciation for:						
Land Improvements	(740,148.00)	(195,852.00)	(936,000.00)			(936,000.00)
Buildings	(4,367,000.00)	(413,000.00)	(4,780,000.00)			(4,780,000.00)
Equipment	(1,464,000.00)	(180,000.00)	(1,644,000.00)			(1,644,000.00)
Total accumulated depreciation	(6,571,148.00)	(788,852.00)	(7,360,000.00)	0.00	0.00	(7,360,000.00)
Total capital assets being depreciated, net excluding lease and subscription assets	14,842,754.99	(762,852.00)	14,079,902.99	86,662.00	0.00	14,166,564.99
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	15,126,120.99	(762,852.00)	14,363,268.99	86,662.00	0.00	14,449,930.99
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

August	September	October	November	December	January	February	March	April	May	June	TOTAL	VARIANCE
7,710,725	$6,696,243	$6,155,731	$5,964,532	$4,972,868	$6,475,295	$5,194,931	$4,748,709	$4,542,656	$5,749,390	$5,295,241	**$0**	CHECKS
	0	0	0	0								
0	0	0	0	1,682,242	0	0	0	1,682,242	0	0	**3,364,483**	
644,305	644,305	644,305	0	0	257,722	292,085	292,085	292,085	292,085	292,085	**4,295,366**	
0	355,083	0	0	355,083	0	0	355,083	0	0	355,083	**1,420,333**	
22,956	15,304	34,434	0	11,478	26,782	42,086	7,652	61,216	22,956	137,736	**382,601**	
32,262	177,441	177,441	64,524	193,572	64,524	0	80,655	145,179	177,441	500,062	**1,613,102**	
111,812	64,537	65,038	11,250	68,317	3,097	88,539	0	0	0	267,469	**715,448**	
0	0	0	0	0	0	0	0	0	0	0		
29,221	29,221	29,221	29,221	29,221	29,221	29,221	29,221	29,221	29,221	29,362	**350,796**	
(608,073)	0	0	0	0	0	0	0	0	0	0		
232,483	**1,285,892**	**950,439**	**104,995**	**2,339,914**	**381,346**	**451,931**	**764,697**	**2,209,943**	**521,703**	**1,581,797**	**12,142,129**	
336,420	335,312	348,607	320,541	319,802	383,319	353,038	353,407	357,100	344,914	146,237	**3,692,866**	
154,929	154,419	160,541	147,616	147,276	176,527	162,582	162,752	164,453	158,841	67,346	**1,700,648**	
189,714	223,582	248,283	213,142	219,762	232,240	229,439	239,370	225,874	235,805	149,479	**2,546,494**	
68,396	136,554	48,877	59,985	53,717	55,621	54,590	59,271	74,426	72,363	0	**740,295**	
123,416	246,402	88,195	108,240	96,929	100,365	98,504	106,951	134,297	130,575	0	**1,335,813**	
0	0	0	0	0	0	0	0	0	0	0	**0**	
126,955	282,999	0	0	0	713,638	0	48,998	47,059	33,355	0	**1,253,003**	
0	200,000	0	0	0	0	0	0	0	0	0	**200,000**	
0	0	0	0	0	0	0	0	0	0	0	**0**	
0	0	0	0	0	0	0	0	0	0	0	**0**	
247,135	247,135	247,135	247,135	0	0	0	0	0	0	0	**0**	
,246,965	**1,826,404**	**1,141,638**	**1,096,659**	**837,487**	**1,661,711**	**898,153**	**970,750**	**1,003,209**	**975,852**	**363,062**	**11,469,120**	0
,014,482)	**(540,512)**	**(191,199)**	**(991,664)**	**1,502,427**	**(1,280,365)**	**(446,221)**	**(206,053)**	**1,206,734**	**(454,149)**	**1,218,734**	**673,009**	0
,696,243	**$6,155,731**	**$5,964,532.08**	**$4,972,868**	**$6,475,295**	**$5,194,931**	**$4,748,709**	**$4,542,656**	**$5,749,390**	**$5,295,241**	**$6,513,976**		0

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	3,748,529.00	301	0.00	303	3,748,529.00	305	336,123.00	336,123.00	307	3,412,406.00	309
2000 - Classified Salaries	1,669,038.00	311	40,603.00	313	1,628,435.00	315	191,614.00	222,695.00	317	1,405,740.00	319
3000 - Employee Benefits	2,538,929.00	321	95,677.00	323	2,443,252.00	325	114,773.00	113,327.00	327	2,329,925.00	329
4000 - Books, Supplies Equip Replace. (6500)	588,492.00	331	21,500.00	333	566,992.00	335	226,023.00	272,393.00	337	294,599.00	339
5000 - Services. . . & 7300 - Indirect Costs	1,355,776.00	341	12,471.00	343	1,343,305.00	345	19,160.00	198,546.00	347	1,144,759.00	349
			TOTAL		9,730,513.00	365		TOTAL		8,587,429.00	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	3,020,615.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	401,151.00	380
3. STRS	3101 & 3102	828,577.00	382
4. PERS	3201 & 3202	109,564.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	71,292.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	454,933.00	385
7. Unemployment Insurance	3501 & 3502	1,548.00	390
8. Workers' Compensation Insurance	3601 & 3602	86,676.00	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)		4,974,356.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		0.00	396
14. TOTAL SALARIES AND BENEFITS		4,974,356.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		57.93%	
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)	55.00%
2. Percentage spent by this district (Part II, Line 15)	57.93%
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)	8,587,429.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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

Function 3600, Resources 1100,3315,3327,4201,6546,6300,6547,6770,7010,7028.7029,7311,9013

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	3,692,866.00	301	0.00	303	3,692,866.00	305	80,267.00	80,267.00	307	3,612,599.00	309
2000 - Classified Salaries	1,700,648.00	311	8,000.00	313	1,692,648.00	315	210,275.00	222,350.00	317	1,470,298.00	319
3000 - Employee Benefits	2,546,494.00	321	94,822.00	323	2,451,672.00	325	160,865.00	165,293.00	327	2,286,379.00	329
4000 - Books, Supplies Equip Replace. (6500)	833,457.00	331	19,500.00	333	813,957.00	335	325,281.00	706,540.00	337	107,417.00	339
5000 - Services. . . & 7300 - Indirect Costs	1,412,669.00	341	10,000.00	343	1,402,669.00	345	25,810.00	224,184.00	347	1,178,485.00	349
				TOTAL	10,053,812.00	365			TOTAL	8,655,178.00	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	2,937,691.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	368,051.00	380
3. STRS	3101 & 3102	828,660.00	382
4. PERS	3201 & 3202	114,913.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	69,405.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	402,698.00	385
7. Unemployment Insurance	3501 & 3502	1,501.00	390
8. Workers' Compensation Insurance	3601 & 3602	83,411.00	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)	4,806,330.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*	0.00	396
14. TOTAL SALARIES AND BENEFITS	4,806,330.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	55.53%	
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)	55.00%
2. Percentage spent by this district (Part II, Line 15)	55.53%
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)	8,655,178.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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

Function 3600, Resources 1100,3315,3327,6019,6300,6547,6770,7010,7311,9013,5310,5466

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	6,000,000.00	(66,999.00)	5,933,001.00			5,933,001.00	175,000.00
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	6,432,450.00	(358,000.00)	6,074,450.00			6,074,450.00	
Total/Net OPEB Liability	2,904,000.00	(28,000.00)	2,876,000.00			2,876,000.00	
Compensated Absences Payable	23,946.00		23,946.00	3,222.00		27,168.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	15,360,396.00	(452,999.00)	14,907,397.00	3,222.00	0.00	14,910,619.00	175,000.00
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	58,000.00	(30,000.00)	28,000.00			28,000.00	
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	58,000.00	(30,000.00)	28,000.00	0.00	0.00	28,000.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2025-26 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	11,176,936.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	515,759.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	98,703.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	54,239.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	200,000.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				352,942.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	42,147.00
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)				10,350,382.00

Section II - Expenditures Per ADA	2025-26 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	523.29
B. Expenditures per ADA (Line I.E divided by Line II.A)	19,779.44

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.)	8,972,953.77	17,464.92
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)	8,972,953.77	17,464.92
B. Required effort (Line A.2 times 90%)	8,075,658.39	15,718.43
C. Current year expenditures (Line I.E and Line II.B)	10,350,382.00	19,779.44
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 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 465,286.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   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) — 7,397,210.00

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) — 6.29%

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.

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. — **Entry required**

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) — 689,370.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	72,539.61
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	761,909.61
9. Carry-Forward Adjustment (Part IV, Line F)	(47,393.44)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	714,516.17
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	5,543,611.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	957,771.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	977,851.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	61,749.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	66,280.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	325,769.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	79,500.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	9,481.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals	
except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,080,713.39
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	209,000.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	257,663.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	9,569,388.39
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)	7.96%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	7.47%

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)	761,909.61
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(170,067.91)
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 (6.68%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.68%) times Part III, Line B19) or (the highest rate used to recover costs from any program (6.68%) times Part III, Line B19); zero if positive	(47,393.44)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(47,393.44)
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:	7.47%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-23696.72) is applied to the current year calculation and the remainder ($-23696.72) is deferred to one or more future years:	7.71%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-15797.81) is applied to the current year calculation and the remainder ($-31595.63) is deferred to one or more future years:	7.80%
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)	(47,393.44)

Approved indirect cost rate:	6.68%
Highest rate used in any program:	6.68%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	300,988.00	19,939.00	6.62%
01	3010	304,026.00	20,296.00	6.68%
01	3310	115,455.00	6,867.00	5.95%
01	4035	27,501.00	1,837.00	6.68%
01	4126	9,294.00	563.00	6.06%
01	4127	18,968.00	1,267.00	6.68%
01	4201	1,111.00	16.00	1.44%
01	6266	36,365.00	2,420.00	6.65%
01	6500	735,859.00	49,155.00	6.68%
01	6547	13,678.00	291.00	2.13%
01	6762	248,489.00	8,289.00	3.34%
01	7435	84,239.00	5,627.00	6.68%
13	5310	257,663.00	14,293.00	5.55%

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	275,615.00		128,154.00	403,769.00
2. State Lottery Revenue	8560	102,847.00		44,387.00	147,234.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		378,462.00	0.00	172,541.00	551,003.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	336,123.00		0.00	336,123.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	12,973.00		0.00	12,973.00
4. Books and Supplies	4000-4999	0.00		86,463.00	86,463.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		349,096.00	0.00	86,463.00	435,559.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	29,366.00	0.00	86,078.00	115,444.00
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.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	9,430,978.00	-0.97%	9,339,502.00	16.13%	10,845,918.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	163,889.00	-0.01%	163,865.00	-0.32%	163,336.00
4. Other Local Revenues	8600-8799	437,000.00	0.00%	437,000.00	0.00%	437,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(1,686,443.00)	6.20%	(1,791,003.00)	10.03%	(1,970,722.00)
6. Total (Sum lines A1 thru A5c)		8,345,424.00	-2.35%	8,149,364.00	16.27%	9,475,532.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,967,627.00		3,026,284.00
b. Step & Column Adjustment				58,657.00		60,417.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,967,627.00	1.98%	3,026,284.00	2.00%	3,086,701.00
2. Classified Salaries						
a. Base Salaries				1,370,629.00		1,411,748.00
b. Step & Column Adjustment				41,119.00		42,352.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,370,629.00	3.00%	1,411,748.00	3.00%	1,454,100.00
3. Employee Benefits	3000-3999	1,813,792.00	3.00%	1,868,206.00	3.00%	1,924,252.00
4. Books and Supplies	4000-4999	402,950.00	37.23%	552,950.00	-27.13%	402,950.00
5. Services and Other Operating Expenditures	5000-5999	1,019,179.00	5.00%	1,070,138.00	5.00%	1,123,645.00
6. Capital Outlay	6000-6999	120,000.00	-100.00%	0.00	0.00%	300,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(136,648.00)	27.99%	(174,902.00)	4.79%	(183,273.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	200,000.00	0.00%	200,000.00	0.00%	200,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		7,757,529.00	2.54%	7,954,424.00	4.45%	8,308,375.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		587,895.00		194,940.00		1,167,157.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,236,103.00		6,823,998.00		7,018,938.00
2. Ending Fund Balance (Sum lines C and D1)		6,823,998.00		7,018,938.00		8,186,095.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,000.00		2,000.00		2,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
2. Other Commitments	9760	1,427,432.00		1,427,432.00		1,427,432.00
d. Assigned	9780	2,217,121.00		678,610.00		705,391.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	934,242.00		941,218.00		994,782.00
2. Unassigned/Unappropriated	9790	2,105,064.00		3,831,539.00		4,918,351.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,823,998.00		7,018,938.00		8,186,095.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
b. Reserve for Economic Uncertainties	9789	934,242.00		941,218.00		994,782.00
c. Unassigned/Unappropriated	9790	2,105,064.00		3,831,539.00		4,918,351.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		3,177,445.00		4,910,896.00		6,051,272.00

F. ASSUMPTIONS

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

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	382,601.00	1.16%	387,029.00	-5.18%	366,980.00
3. Other State Revenues	8300-8599	1,449,212.00	5.68%	1,531,483.00	0.63%	1,541,149.00
4. Other Local Revenues	8600-8799	278,448.00	0.74%	280,509.00	-0.02%	280,462.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	1,686,443.00	6.20%	1,791,003.00	10.03%	1,970,722.00
6. Total (Sum lines A1 thru A5c)		3,796,704.00	5.09%	3,990,024.00	4.24%	4,159,313.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				725,239.00		758,874.00
b. Step & Column Adjustment				33,635.00		13,749.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	725,239.00	4.64%	758,874.00	1.81%	772,623.00
2. Classified Salaries						
a. Base Salaries				330,019.00		360,520.00
b. Step & Column Adjustment				30,501.00		10,605.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	330,019.00	9.24%	360,520.00	2.94%	371,125.00
3. Employee Benefits	3000-3999	732,702.00	-6.49%	685,177.00	4.02%	712,740.00
4. Books and Supplies	4000-4999	390,507.00	-28.26%	280,165.00	2.32%	286,678.00
5. Services and Other Operating Expenditures	5000-5999	412,561.00	-12.86%	359,501.00	4.77%	376,648.00
6. Capital Outlay	6000-6999	100,000.00	-100.00%	0.00	0.00%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,311,893.00	7.45%	1,409,672.00	9.93%	1,549,652.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	117,577.00	33.44%	156,893.00	4.76%	164,359.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		4,120,498.00	-2.66%	4,010,802.00	6.81%	4,283,825.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(323,794.00)		(20,778.00)		(124,512.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,189,894.00		866,100.00		845,322.00
2. Ending Fund Balance (Sum lines C and D1)		866,100.00		845,322.00		720,810.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	866,100.00		845,322.00		846,825.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		(126,015.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		866,100.00		845,322.00		720,810.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

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

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	9,430,978.00	-0.97%	9,339,502.00	16.13%	10,845,918.00
2. Federal Revenues	8100-8299	382,601.00	1.16%	387,029.00	-5.18%	366,980.00
3. Other State Revenues	8300-8599	1,613,101.00	5.10%	1,695,348.00	0.54%	1,704,485.00
4. Other Local Revenues	8600-8799	715,448.00	0.29%	717,509.00	-0.01%	717,462.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		12,142,128.00	-0.02%	12,139,388.00	12.32%	13,634,845.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,692,866.00		3,785,158.00
b. Step & Column Adjustment				92,292.00		74,166.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,692,866.00	2.50%	3,785,158.00	1.96%	3,859,324.00
2. Classified Salaries						
a. Base Salaries				1,700,648.00		1,772,268.00
b. Step & Column Adjustment				71,620.00		52,957.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,700,648.00	4.21%	1,772,268.00	2.99%	1,825,225.00
3. Employee Benefits	3000-3999	2,546,494.00	0.27%	2,553,383.00	3.27%	2,636,992.00
4. Books and Supplies	4000-4999	793,457.00	5.00%	833,115.00	-17.22%	689,628.00
5. Services and Other Operating Expenditures	5000-5999	1,431,740.00	-0.15%	1,429,639.00	4.94%	1,500,293.00
6. Capital Outlay	6000-6999	220,000.00	-100.00%	0.00	0.00%	350,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,311,893.00	7.45%	1,409,672.00	9.93%	1,549,652.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(19,071.00)	-5.57%	(18,009.00)	5.03%	(18,914.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	200,000.00	0.00%	200,000.00	0.00%	200,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		11,878,027.00	0.73%	11,965,226.00	5.24%	12,592,200.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		264,101.00		174,162.00		1,042,645.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,425,997.00		7,690,098.00		7,864,260.00
2. Ending Fund Balance (Sum lines C and D1)		7,690,098.00		7,864,260.00		8,906,905.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	2,000.00		2,000.00		2,000.00
b. Restricted	9740	866,100.00		845,322.00		846,825.00
c. Committed						
1. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
2. Other Commitments	9760	1,427,432.00		1,427,432.00		1,427,432.00
d. Assigned	9780	2,217,121.00		678,610.00		705,391.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	934,242.00		941,218.00		994,782.00
2. Unassigned/Unappropriated	9790	2,105,064.00		3,831,539.00		4,792,336.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,690,098.00		7,864,260.00		8,906,905.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	138,139.00		138,139.00		138,139.00
b. Reserve for Economic Uncertainties	9789	934,242.00		941,218.00		994,782.00
c. Unassigned/Unappropriated	9790	2,105,064.00		3,831,539.00		4,918,351.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		(126,015.00)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		3,177,445.00		4,910,896.00		5,925,257.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		26.75%		41.04%		47.05%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		523.51		523.39		520.72
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		11,878,027.00		11,965,226.00		12,592,200.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		11,878,027.00		11,965,226.00		12,592,200.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		475,121.08		478,609.04		503,688.00
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		90,000.00		90,000.00		90,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		475,121.08		478,609.04		503,688.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(14,293.00)				
Other Sources/Uses Detail					0.00	200,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	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	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	14,293.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					200,000.00	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		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

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
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	14,293.00	(14,293.00)	200,000.00	200,000.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(19,071.00)				
Other Sources/Uses Detail					0.00	200,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	19,071.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					200,000.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	19,071.00	(19,071.00)	200,000.00	200,000.00		

SACS Web System - SACS V15
6/4/2026 1:10:26 PM 04-61408-0000000

Budget, July 1
Estimated Actuals 2025-26
Technical Review Checks
Phase - All
Display - All Technical Checks

Biggs Unified **Butte County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

PY-EFB=CY-BFB - (**Fatal**) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (**Fatal**) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, and 3318. **Passed**

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (**Warning**) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

DUE-FROM=DUE-TO - (**Fatal**) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

NET-INV-CAP-ASSETS - (**Warning**) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (**Fatal**) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (**Informational**) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (**Fatal**) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) **-** Average Daily Attendance data (Form A) must be provided.	**Passed**
CHK-DEPENDENCY - (**Fatal**) **-** If data has changed that affect other forms, the affected forms must be opened and saved.	**Passed**
CHK-UNBALANCED-A - (**Warning**) **-** Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	**Passed**
CHK-UNBALANCED-B - (**Fatal**) **-** Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	**Passed**
FORM01-PROVIDE - (**Fatal**) **-** Form 01 (Form 01I) must be opened and saved.	**Passed**
VERSION-CHECK - (**Warning**) **-** All versions are current.	**Passed**

SACS Web System - SACS V15
6/4/2026 1:11:27 PM 04-61408-0000000

Budget, July 1
Budget 2026-27
Technical Review Checks
Phase - All
Display - All Technical Checks

Biggs Unified **Butte County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, and 3318. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - (**Warning**) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CB-BUDGET-CERTIFY - (**Fatal**) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

BUDGET-CERT-PROVIDE - (**Fatal**) - Budget Certification (Form CB) must be provided. **Passed**

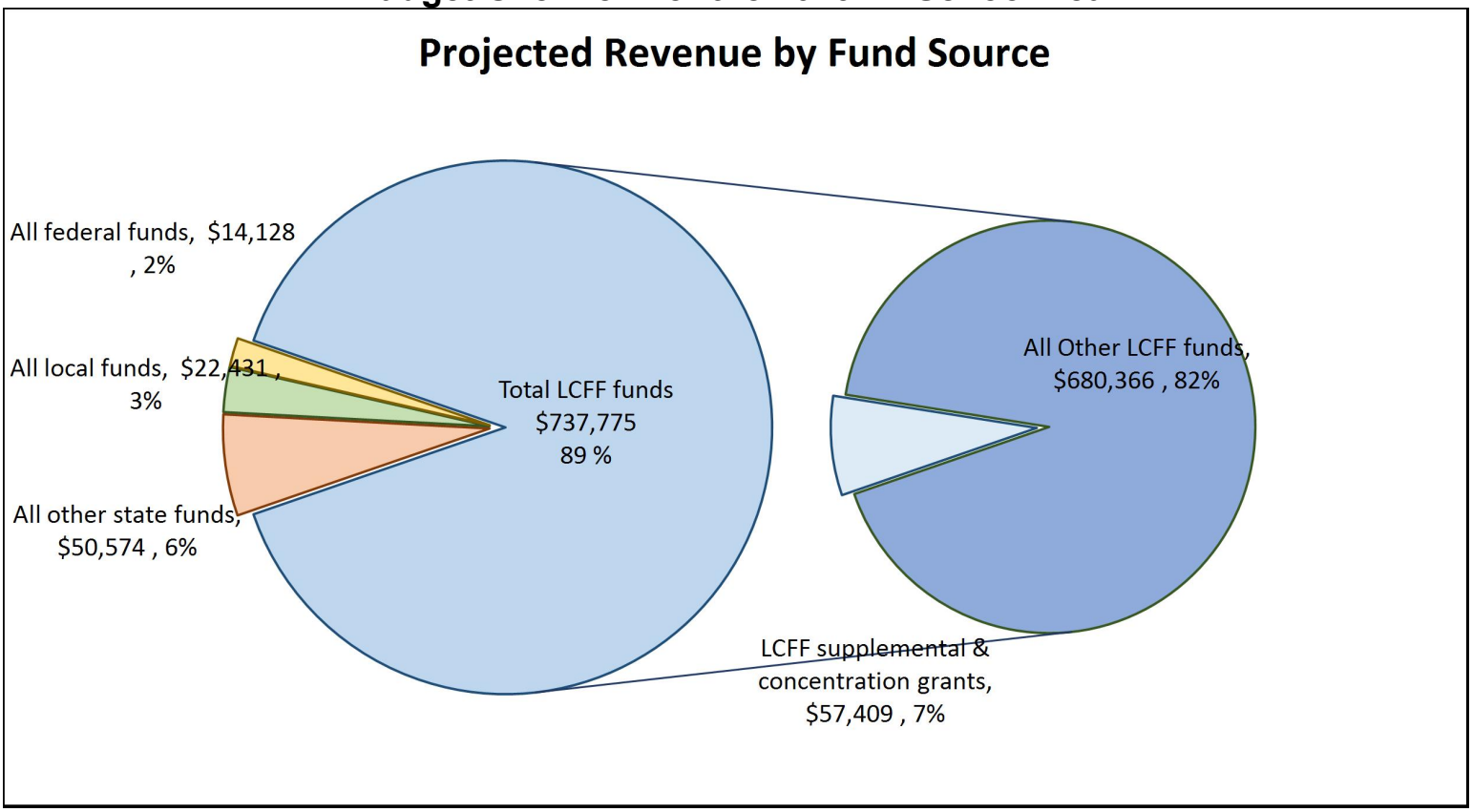
CASHFLOW-PROVIDE - (**Warning**) **-** A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) Explanation: Separate Worksheet	**Exception**
CHK-DEPENDENCY - (**Fatal**) **-** If data has changed that affect other forms, the affected forms must be opened and saved.	**Passed**
CHK-UNBALANCED-A - (**Warning**) **-** Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	**Passed**
CHK-UNBALANCED-B - (**Fatal**) **-** Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	**Passed**
CS-PROVIDE - (**Fatal**) **-** The Criteria and Standards Review (Form 01CS) has been provided.	**Passed**
FORM01-PROVIDE - (**Fatal**) **-** Form 01 (Form 01I) must be opened and saved.	**Passed**
MYP-PROVIDE - (**Warning**) **-** A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	**Passed**
VERSION-CHECK - (**Warning**) **-** All versions are current.	**Passed**
WK-COMP-CERT-PROVIDE - (**Fatal**) **-** Workers' Compensation Certification (Form CC) must be provided.	**Passed**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District/Richvale Charter
CDS Code: 04614086002950
School Year: 2026-27
LEA contact information:
Tracey McPeters
Principal
tmcpeters@biggs.org
530 868-1281 8211

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

Budget Overview for the 2026-27 School Year

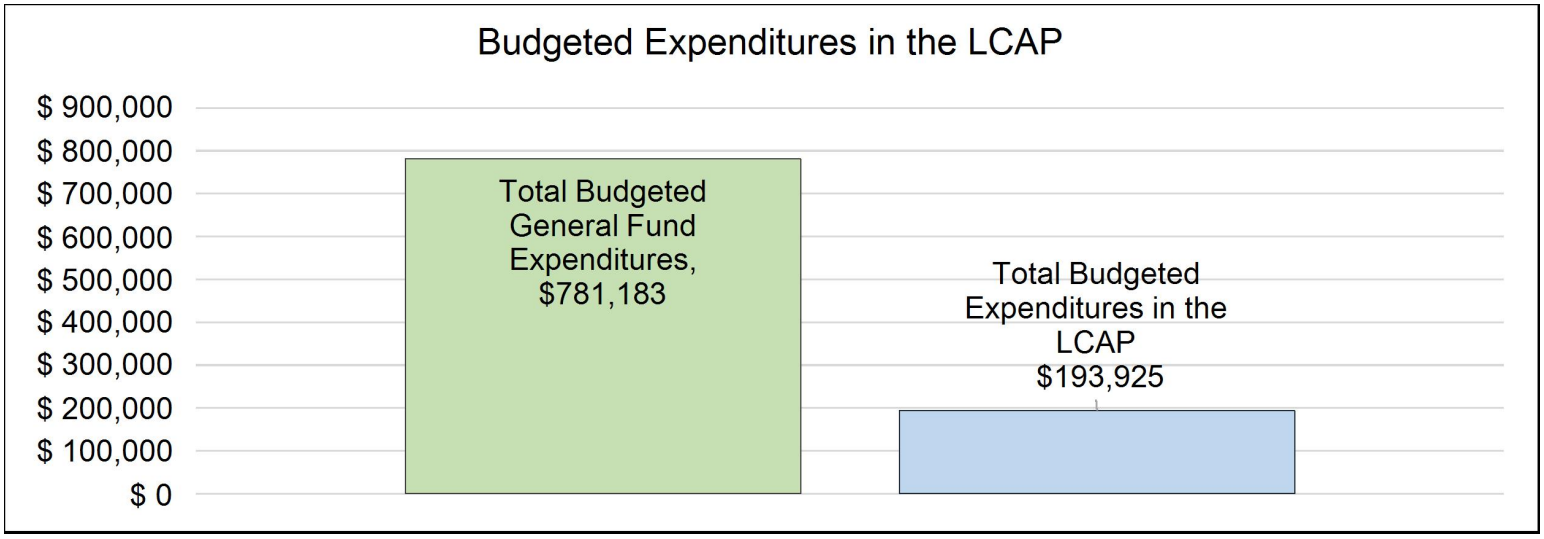


This chart shows the total general purpose revenue Biggs Unified School District/Richvale Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District/Richvale Charter is $824,908, of which $737775 is Local Control Funding Formula (LCFF), $50574 is other state funds, $22431 is local funds, and $14128 is federal funds. Of the $737775 in LCFF Funds, $57409 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 Biggs Unified School District/Richvale Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Biggs Unified School District/Richvale Charter plans to spend $781183 for the 2026-27 school year. Of that amount, $193925 is tied to actions/services in the LCAP and $587,258 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

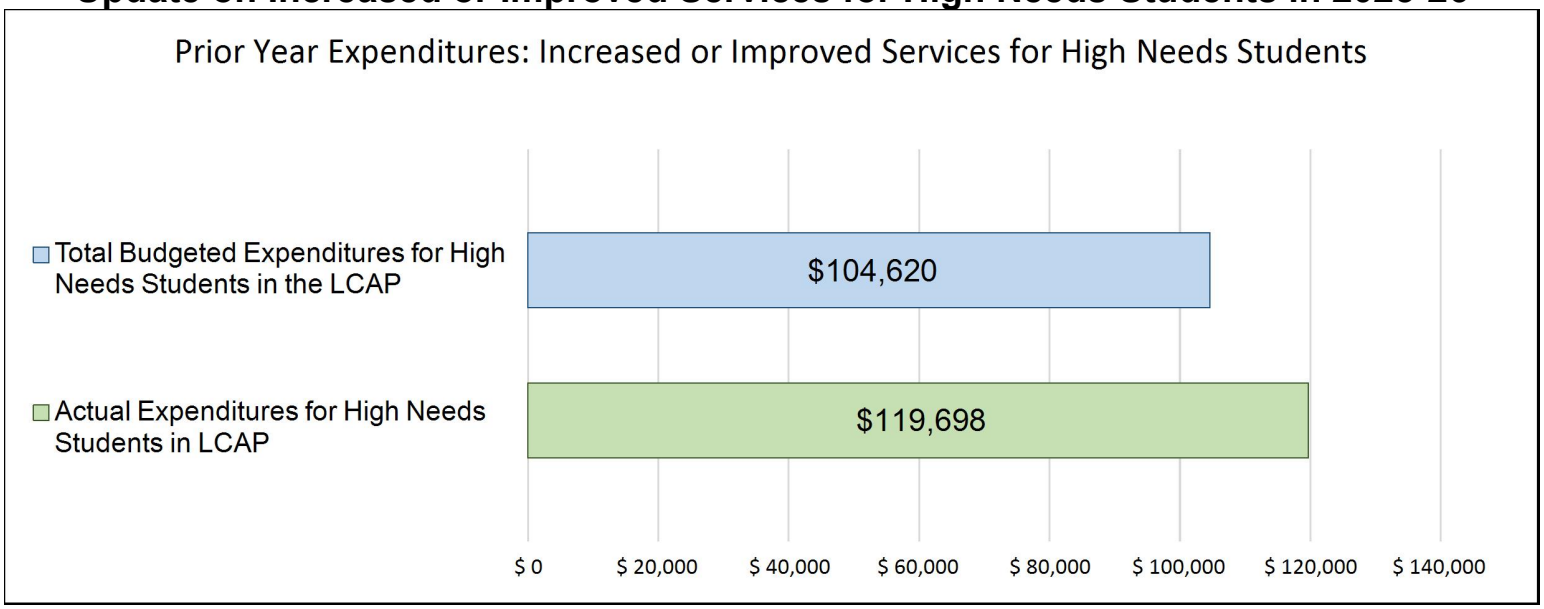
The expenditures not included in the Local Control and Accountability Plan (LCAP) on the General Fund are other programs, administrative and operational costs to operate RCA. These expenditures include educational and operational costs such as special education, grant programs.

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

In 2026-27, Biggs Unified School District/Richvale Charter is projecting it will receive $57409 based on the enrollment of foster youth, English learner, and low-income students. Biggs Unified School District/Richvale Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Biggs Unified School District/Richvale Charter plans to spend $153425 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Biggs Unified School District/Richvale Charter's LCAP budgeted $104620 for planned actions to increase or improve services for high needs students. Biggs Unified School District/Richvale Charter actually spent $119698 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District/Richvale Charter	Tracey McPeters Principal	tmcpeters@biggs.org 530 868-1281 8211

Plan Summary [2026-27]

General Information

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

Richvale Elementary School, serving grades 1–6 in Richvale, California, transitioned to Richvale Charter Academy (RCA) for the 2025–26 school year. The school currently enrolls 53 students. RCA will remain part of Biggs Unified School District and continue to operate as a small, community-centered school.

The RCA staff includes a part-time principal, three teachers, and two instructional aides, with district-provided maintenance, custodial, and food service support.

Richvale's instructional program is aligned with California State Standards and delivered using current state-adopted and district-approved curriculum. Teachers engage in ongoing professional development focused on evidence-based instructional strategies, including: Science of Reading and common assessment development to support differentiated literacy instruction; Cognitively Guided Instruction (CGI) and Building Thinking Classrooms to deepen mathematical reasoning; Social-emotional learning, behavior supports, and school safety initiatives. Students benefit from a robust enrichment program including STEM, agriculture, music, project-based learning, and visual arts. Support services include special education, speech and language therapy, counseling, and English Language Development (ELD). Technology infrastructure, supported in partnership with the Butte County Office of Education, ensures a 1:1 student-to-Chromebook ratio and alignment with the district's educational technology plan. Biggs Unified School District is committed to sustaining high-quality learning environments. As part of this commitment, bond funds will be used to improve facilities at Richvale Charter Academy campus.

The RCA student community demographics include:

Hispanic 28.3%, African American 0%, White 69.8% , Asian 1.9%

The RCA student demographics are:
Socio-economically Disadvantaged: 52.8%, English Language Learner: 7.5%, Special Education: 13.2%, Foster Youth: 0%

Please take note of the following
Richvale Charter Academy is a grades 1-6 school, so the following metrics do not apply: 4B, 4C, 4D, 4E, 4G, 4H, 5C, 5D, 5E.

Reflections: Annual Performance

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

Richvale Charter Academy (RCA) developed its 2025-2026 LCAP goals and actions based on a comprehensive analysis of the 2024 California School Dashboard and local performance data for Richvale Elementary. A review of the 2025 Dashboard confirms that many of the schools key needs persist, particularly in English Language Arts and Chronic Absenteeism. As a result, RCA is maintaining continuity in its existing goals while deepening supports in response to updated student data and educational partner input.

Areas of Progress Based on State Dashboard and Local Data
English Learner Progress: Two students achieved reclassification in 2025 (Action 1.2, 1.5, and 2.5)
Family Engagement: Parent participation remained exceptionally strong, with near 100% attendance at many family events. Strategic planning and inclusive event design contributed to this success (Actions 3.1, 3.5).
Technology Access: RCA maintained a 1:1 student-to-Chromebook ratio, ensuring continued access to digital learning tools and resources (Action 1.4).

Academic Gains
Fully Credentialed Teachers: RCA retains 100% appropriately credentialed and assigned teachers.
ELA Achievement: CAASPP ELA scores increased by 13 points, leaving RCA only 2.6 points below standard, an encouraging improvement trajectory.
Math Achievement: CAASPP math scores improved by 19 points, bringing RCA to 20 points above standard, demonstrating positive outcomes from math-focused interventions.

Areas for Growth and Continued Focus
Suspension rates: RCA showed an increase in suspension rates from 0 to 1.8%.
Chronic Absenteeism: RCA showed an increase in our chronic absenteeism rate by 5.3% with a rate of 9.1% of students. The school now performs in the orange performance band on this indicator (Goal 3, Metric 3.5).
ELA and Math Benchmarks: Local benchmark data show that only XXX RCA students meet or exceed grade-level standards in reading, and XX in math. These results highlight continued need for targeted instruction, particularly in the primary grades.

Next Steps for Accelerated Improvement
To build on this momentum and address remaining gaps, RCA will:

Improve outcomes for English Learners through enhanced designated ELD instruction and progress monitoring (Action 2.6).
Advance achievement in ELA and Math by expanding coaching, targeted tutoring, and curriculum alignment efforts (Actions 2.3, 2.5, 2.8).
Deepen data-informed instruction through expanded teacher collaboration time and structured coaching cycles (Action 2.1).

These actions are designed to support continued growth, address disparities, and elevate learning outcomes for all students, particularly unduplicated pupils.

There are no RED indicators from the 2023 California State Dashboard due to Richvale Charter Academy starting at the beginning of school in 2025.

Learning Recovery Emergency Block Grant (LREBG) Funding

The district has remaining Learning Recovery Emergency Block Grant (LREBG) funding that will be expended over the next three years to support accelerated learning recovery and improve student outcomes. Following the districtwide 2025 needs assessment, Biggs Unified School District (BUSD) identified significant academic achievement declines associated with pandemic-related learning disruptions, particularly among unduplicated pupil groups at Biggs Elementary School (BES), including English Learners, low-income students, Hispanic students, and White students in English Language Arts (ELA) and mathematics.

Although Richvale Charter Academy (RCA) did not demonstrate the same level of academic decline identified at BES, district analysis indicated continued opportunities for growth in both ELA and mathematics. In order to maintain coherent instructional systems, equitable access to academic supports, and consistent implementation of districtwide learning recovery strategies, BUSD determined that students at RCA would also benefit from access to LREBG-funded programs and services implemented across the district.

The district determined that implementing aligned intervention programs, instructional practices, and professional learning opportunities across both schools would strengthen instructional consistency, support staff collaboration, and ensure all students have access to evidence-based academic supports designed to accelerate learning recovery. This districtwide approach also reduces fragmentation between school programs and supports continuity of instruction for students and staff across the LEA.

In response, RCA developed Action 2.4, funded through the Learning Recovery Emergency Block Grant (LREBG), to address identified learning gaps beginning in 2025–26. Evidence-based interventions included within this action are:

**Accelerated Reader (AR): Purchase of Renaissance place and additional books to support the AR program. This supports reading fluency, comprehension, and independent reading practice, particularly for elementary students and historically underserved student groups (Nunnery, Ross, & McDonald, 2006; What Works Clearinghouse, 2010).

**Next Gen Math Online Curriculum and Professional Development: Research consistently demonstrates that professional learning is most effective when it is sustained, content-focused, collaborative, and directly connected to classroom practice. Darling-Hammond, Hyler, and Gardner (2017) found that professional learning focused on subject matter content and active learning opportunities leads to improvements in teacher practice and student achievement. Mathematics-specific professional learning strengthens teachers' understanding of mathematical concepts, instructional strategies, and student thinking, which can improve student outcomes in mathematics. Next Gen Math emphasizes problem-solving, mathematical discourse, conceptual understanding, and student engagement, all of which align with research-based instructional practices identified by the National Council of Teachers of Mathematics (NCTM) and the Institute of Education Sciences.

**Cognitively Guided Instruction (CGI) and Building Thinking Classrooms (BTC): Strengthen conceptual mathematics understanding, student discourse, problem-solving skills, and teacher instructional capacity (Carpenter et al., 1999; Liljedahl, 2020).

**Math Coaching: Support instructional coherence, teacher collaboration, and implementation of high-quality instructional practices aligned to learning recovery goals. Instructional coaching has one of the strongest evidence bases among professional learning strategies. Kraft, Blazar, and Hogan (2018) conducted a meta-analysis of instructional coaching programs and found that coaching produces substantial improvements in teacher instructional practice and meaningful gains in student achievement. Coaching is particularly effective because it provides job-embedded support, feedback, modeling, and opportunities for teachers to apply new instructional strategies directly in the classroom.

**Math Piloting and Adoption: Research indicates that high-quality instructional materials (HQIM) have a significant impact on student achievement when they are standards-aligned and implemented with fidelity. A study conducted by the Brookings Institution found that selecting and implementing effective curriculum materials can produce gains comparable to or greater than many other educational interventions because curriculum directly influences daily instruction and student access to grade-level content (Chingos & Whitehurst, 2012). Additional research from EdReports and the RAND Corporation found that standards-aligned instructional materials improve instructional coherence and support stronger academic outcomes when accompanied by teacher training and implementation support (Kaufman et al., 2020).

**ELA Piloting and Adoption: Research indicates that adoption of high-quality, evidence-based literacy curriculum improves reading achievement by providing students with systematic access to grade-level texts, vocabulary development, comprehension instruction, and writing opportunities. The Knowledge Matters Campaign and multiple studies reviewed by the Institute of Education Sciences have found that curriculum quality is a significant factor influencing student literacy outcomes. RAND research also found that schools using standards-aligned ELA curriculum materials are more likely to provide rigorous instruction and stronger literacy supports (Kaufman et al., 2020). Piloting curriculum prior to adoption allows educators to evaluate alignment, effectiveness, implementation feasibility, and student engagement before making long-term investments. Why it supports learning recovery: Students who experienced interrupted learning benefit from access to coherent, standards-aligned instructional materials because these materials provide clear learning progressions, targeted supports, and consistent access to grade-level content.

**LTRS Training: LTRS Trainings: Research indicates that teacher knowledge of the science of reading is a critical factor in improving student literacy outcomes. Studies have found that explicit, systematic instruction in foundational reading skills—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—results in improved reading achievement, particularly for students at risk of

reading difficulties. Research by the National Reading Panel and subsequent studies have demonstrated that structured literacy approaches are especially beneficial for students with learning challenges, English learners, and students from historically underserved populations.

In addition, LREBG funds will support expanded access to after-school tutoring opportunities for students at RCA to provide targeted academic intervention and acceleration support. LREBG funds will expand access to after-school tutoring for students performing below grade-level standards in English Language Arts and mathematics. Students identified through local benchmark assessments, CAASPP results, classroom performance, and teacher recommendations will receive targeted small-group and individualized instruction designed to address specific skill deficits and unfinished learning resulting from pandemic-related disruptions. Research demonstrates that high-dosage tutoring is one of the most effective interventions for accelerating student learning. Studies by Nickow, Oreopoulos, and Quan (2020) found that consistent small-group tutoring produces significant gains in academic achievement, particularly for students from historically underserved groups. Additional research from the National Student Support Accelerator indicates that tutoring is most effective when instruction is targeted to student needs, occurs regularly, and is aligned with core classroom instruction.

These actions align with allowable uses of LREBG funds under Education Code §32526(c)(2), including:

1. Expanded instructional learning time
2. Accelerated learning supports
3. Early literacy intervention
4. Supports for students at risk of not meeting academic standards
5. Professional learning and instructional coherence

These investments are grounded in the district's needs assessment findings and are intended to accelerate learning recovery, strengthen instructional systems across the district, improve academic achievement, and ensure equitable access to rigorous academic programs and intervention supports for all students, including historically underserved student groups.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers met with Mrs. Mcpeters on April 24, 2025 to provide feedback on actions and goals for the LCAP
Principals and Administrators	The superintendent and principals of BHS, BES, and RCA consulted together in person to discuss the needs of the schools in the district and how to address through actions in the LCAP on April 21, 2026
Classified Staff	A survey was sent to all classified staff in the district on February 20, 2026.
BUTA: Biggs Unified Teachers Association	The presidency of BUTA gave feedback for the LCAP on April 15, 2026 in person with the Mrs. McPeters to discuss the goals and actions of the LCAP and discuss the actions they would like to see continued, improved, or added in order to improve student achievement and school climate.
Parents	A survey was sent to the parents RES on Tuesday, November 12th and was accessible at parent conferences on November 3-7, 2025. Surveys were sent out again on February 20, 2026 and in the February, March, and April school bulletins.
Students	A student survey was given to 5/6th grade students on February 17, 2026 to solicit input for LCAP actions and school improvement.
RCA Advisory Council	RCA Advisory council met on September 18, 2025 and April 24, 2026 and discussed LCAP actions and goals. .
ELD Parents and DELAC	Translated surveys were sent to parents of ELD students on February 20, 2026. A DELAC meeting was held April 16, 2026 and input was solicited on how we can improve student outcomes and family engagement for ELD students.

Educational Partner(s)	Process for Engagement
SELPA	The SELPA engages with the superintendent through monthly meetings of the Directors' Council and Governing Board. At these meetings, BUSD receives information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. SELPA Program Specialists also attend DA meetings for BUSD, and engages on subjects related to educational benefit reviews and student record reviews. The SELPA consulted with the district on LCAP on March 31, 2026 and provided context for students with disabilities.

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

The 2026–27 LCAP for Richvale Charter Academy (RCA) reflects meaningful consultation and engagement with educational partners, including students, families, teachers, classified staff, administrators, DELAC representatives, community members, and district-level staff. Educational partner input was gathered through surveys, advisory committee meetings, School Site Council discussions, DELAC consultation, staff collaboration, and informal feedback opportunities throughout the school year.

Educational partner feedback directly influenced the continuation, refinement, and prioritization of LCAP goals, actions, and services, particularly in the areas of student engagement, school climate, family involvement, facilities improvements, electives, and student recognition systems. Feedback also validated continuation of many existing actions and programs currently supporting students at RCA.

Parent Feedback

RCA Advisory Committee

Members of the RCA Advisory Committee reviewed LCAP goals, implementation priorities, and student needs. Feedback from parents directly supported continuation and refinement of several actions and services within the LCAP.

1. **PBIS and Student Incentives (Actions 3.2, 3.6)**
Parents shared that they have financially supported PBIS incentives and student recognition systems and expressed a desire for increased district support to sustain and strengthen these programs. This feedback reinforced continuation of PBIS and student incentive actions focused on improving student behavior, engagement, and school climate.

2. **Family and Community Engagement (Action 3.5)**
Parents expressed interest in hosting a school improvement and community workday focused on improving campus grounds and increasing family involvement in school beautification efforts. This feedback supported continuation of family engagement opportunities and community-building activities.

3. **Classified Staff Support (Action 1.8)**
Parents identified a continued need for supervision and student support during recess, as well as additional assistance in the library and office. This feedback validated continuation of classified staff support services to maintain student safety and school operations.

Parent Survey Feedback

Survey feedback from parents reinforced support for student engagement opportunities, enrichment programs, facilities improvements, and family events.

1. **Student Programs and Recognition (Actions 3.2, 3.5)**

* 77.8% of responding parents supported continuation of student recognition programs.
* 88.9% supported continuation of music and art programs funded through Proposition 28.
* 100% supported electives and family engagement events.

This feedback contributed to continuation of actions supporting student recognition, electives, enrichment opportunities, and family engagement activities.

2. **Facilities Improvements (Action 3.5)**
Parents identified a desire for facilities improvements, including completion of fencing projects, painting of the cafeteria, and improvement of school grounds. Parents also expressed interest in additional family events focused on maintaining and improving campus facilities. This feedback reinforced continuation of facilities maintenance and campus improvement priorities.

DELAC Feedback

DELAC members reviewed LCAP goals and discussed supports for English learners and family engagement opportunities.

1. **Family and Cultural Activities (Action 3.5)**
DELAC members expressed strong support for family and community cultural events that promote student engagement and strengthen relationships among families, students, and staff. This feedback reinforced continuation of family engagement activities and cultural programs.

2. **Communication in Families' Native Language (Action 3.4)**
DELAC members expressed appreciation for communication provided in families' native languages. This feedback validated continuation of communication supports and translation services for families.

3. **Student Recognition and Behavior Incentives (Actions 3.2, 3.6)**
DELAC members supported strengthening student recognition systems and positive behavior incentives to encourage student engagement and improve school climate.

Teacher and Staff Feedback

Teachers and staff provided input through surveys, collaborative meetings, and ongoing discussions regarding implementation of RCA goals and actions. Staff feedback reinforced the importance of maintaining enrichment opportunities, improving facilities, and supporting positive school climate systems.

1. **Facilities Improvements**
Teachers and staff identified a continued need for improvements to indoor and outdoor facilities, including completion of fencing projects and campus beautification efforts. This feedback reinforced continuation of facilities improvement priorities.

2. **Electives and Enrichment Programs (Action 3.5)**
Teachers expressed strong support for maintaining electives and enrichment opportunities, including art, agriculture, music, and STEM activities. This feedback validated continuation of programs designed to increase student engagement and access to enrichment opportunities.

Biggs Unified Teachers Association (BUTA)

Representatives from the Biggs Unified Teachers Association reviewed and discussed RCA LCAP goals and actions. BUTA members expressed support for continuation of the current RCA goals and actions.

Key priorities identified by BUTA included:

* Continued focus on student behavior supports and PBIS systems (Actions 3.2, 3.6)
* Maintaining clean, safe, and functional facilities
* Continued support for student engagement and positive school climate systems

This feedback reinforced continuation of existing actions supporting school climate, student behavior, and campus maintenance.

Student Feedback

Students provided feedback through surveys and informal discussions regarding school climate, electives, and student engagement opportunities.

1. **Electives and Student Programs**
Students expressed strong interest in continuing electives, including Spanish and other enrichment opportunities. This feedback validated continuation of elective and enrichment programs designed to increase student engagement and school connectedness.

2. **Student Behavior and School Climate (Actions 3.2, 3.6)**
Students expressed a desire for continued improvement in student behavior and school climate systems. This feedback reinforced continuation of PBIS, student recognition systems, and positive behavior supports.

Administrator Feedback

Administrators reviewed implementation outcomes, school climate data, student engagement systems, and facilities needs during development of the LCAP. Administrators supported continuation of all existing RCA goals and actions.

Administrators also identified the need to strengthen student incentive and recognition systems, including Student of the Month programs and positive behavior recognition opportunities (Action 3.2). This feedback contributed to continued prioritization of student recognition and school climate supports within the LCAP.

SELPA Feedback

The SELPA engaged with LEAs through Directors' Council meetings, Governing Board meetings, compliance support, educational benefit reviews, student record reviews, and consultation opportunities related to students with disabilities. SELPA staff also offered guidance related to Continuous Improvement Monitoring (CIM), data quality, compliance requirements, and improvement planning.

Information provided through SELPA consultation supported district planning related to:

* Students with disabilities
* Compliance monitoring
* Educational benefit review processes
* Student record review practices
* Continuous Improvement Monitoring (CIM)
* Improvement of student outcomes for students with disabilities

The district utilized this consultation and guidance to support continued refinement of services and supports for students with disabilities within the LCAP.

Overall Reflection

Overall, educational partner feedback reinforced the district's continued focus on maintaining strong student engagement programs, enrichment opportunities, positive school climate systems, family involvement, and safe and functional school facilities at RCA.

Educational partner input validated continuation of many existing actions and services while also informing refinement of implementation priorities related to PBIS, student recognition, family engagement activities, facilities improvements, communication systems, and student support services within the adopted 2026–27 RCA LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Richvale Charter Academy will provide high-quality learning conditions that support foundational academic achievement, critical thinking, and social-emotional development to ensure students are prepared for success in middle school and beyond.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Richvale Charter Academy's mission is to Richvale Charter Academy’s mission is to cultivate curious, capable, and compassionate learners through hands-on, project-based learning grounded in agriculture and STEM. We empower
students to explore, innovate, and connect with their environment while mastering college and career-ready skills that prepare them for success in a rapidly changing world. By fostering a community rooted in sustainability, critical thinking, and collaboration, we aim to inspire future leaders who are prepared to make meaningful contributions to their communities and beyond. Educational partners, including families, students, teachers, and site leadership, consistently voiced the importance of preparing students academically and emotionally for the next level of learning.

Educational partner feedback identified critical priorities: ensuring teachers are fully credentialed and supported, updating instructional materials to reflect current standards, and expanding student access to rigorous coursework such as project based learning, STEM, and CGI. In addition, educational partners wanted opportunities for students in music, art, and agriculture.

Currently Richvale Elementary is showing major growth in CAASPP scores, especially in math and we want to maintain and improve. ELA increased by 9.3 points and math increased by 12.6 points.

In response to these findings and community priorities, Goal 1 outlines several strategic actions: Maintaining the percentage of fully credentialed teachers to 100% by providing induction support and mentoring for new staff. Adopt new ELA and math curriculum in grades K–12, aligned to California State Standards. Maintain 100% student access to standards-aligned instructional materials, verified through the School Accountability Report Card (SARC). Host Family Literacy Night and STEAM Night to promote parent engagement and reinforce academic learning at home. Ensure all students have 1:1 access to technology devices, supported through the district’s long-term tech planning. Provide ongoing professional development in core subject areas. Deploy paraprofessionals to provide classroom support, behavior monitoring, and academic interventions—especially for unduplicated pupils.

This goal demonstrates RCA's long-term commitment to establishing equitable and high-quality learning conditions. It ensures all students have the resources, facilities, and instructional support necessary to thrive—academically, socially, and emotionally—as they prepare for success in high school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A - Teaching staff are properly assigned and appropriately credentialed Source: SARC	100% of teachers are properly assigned and appropriately credentialed.		100% of teachers are properly assigned and appropriately credentialed.	100% of teachers properly assigned and appropriately credentialed	Maintained Baseline
1.2	1B - Access to standards aligned instructional materials Source: SARC	100% of students have access to standards aligned instructional materials		100% of students have access to standards aligned instructional materials.	Maintain 100% access to instructional materials	Maintained Baseline
1.3	1C - Facilities maintained in good repair Source: Facilities Inspection Tool	Good Rating		Good Rating	Maintain Good Rating	Maintained Baseline
1.4	2A /2B - Implementation of State Standards for all students and ELD students to gain English language proficiency Source: Local Indicator Tool Priority 2	Full Implementation (4) All Full Implementation and sustainability (5) ELD Students		Full implementation (4) All Full implementation and sustainability (5) ELD Students	Full Implementation and Sustainability (5) for all and ELD students	Maintained Baseline
1.5	7A - Access to and enrolled in a Broad Course of Study	RCA offers math, ELA, science, social studies, and STEM.		RCA offers math, ELA, science, social studies and STEM.	Maintain broad coarse of study including math, ELA, science,	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Master Schedule				social studies, and STEM.	
1.6	7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	Students have access to a speech therapist, wellness coach, and RSP teacher for students with exceptional needs.		Students have access to a speech therapist, wellness coach, and RSP teacher for students with exceptional needs.	Maintain access to speech therapist, wellness coach, and RSP teacher.	Maintained Baseline

Goal Analysis [2025-26]

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

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

1.1 Class Size Reduction – 4: Full Implementation

This action was fully implemented as planned at RCA. All teachers were fully credentialed, appropriately assigned, and held Multiple Subject credentials. RCA maintained small class sizes to support individualized instruction and student engagement. There were no substantive differences between planned and actual implementation. No implementation challenges were experienced, and no student group was disproportionately affected.

1.2 Standards-Aligned Instructional Materials – 3: Substantial Implementation

This action was substantially implemented as planned at RCA. The school maintained state standards-aligned instructional materials in English Language Arts, Science, and Social Studies. RCA also continued implementation of supplemental instructional programs, including Next Gen Math, Building Thinking Classrooms, and Renaissance Place.

During the spring, RCA piloted one mathematics curriculum for grades 1–6. Implementation challenges occurred because state-approved mathematics instructional materials were not available until late in the school year, delaying the pilot process. As a result, additional math curriculum pilots will continue next year. RCA did not begin an English Language Arts pilot during this school year because the district prioritized the mathematics adoption process first.

Despite these implementation delays, students continued to have access to standards-aligned instruction and supplemental academic supports. No student group was disproportionately affected by these challenges.

1.3 Increase Engagement and Awareness of NGSS – 4: Full Implementation

This action was fully implemented as planned. RCA participated in a STEM Night designed to increase family engagement and awareness of science learning opportunities aligned to the Next Generation Science Standards (NGSS). The event was well attended by RCA families. In addition, most RCA students participated in the school science fair, which increased opportunities for hands-on scientific inquiry and student participation. There were no challenges or substantive differences in implementation.

1.4 Technology – 4: Full Implementation

This action was fully implemented as planned. RCA maintained a 1:1 student-to-Chromebook ratio, ensuring all students had access to instructional technology. Devices were used to support digital literacy development, state assessments, English Language Development supports, curriculum-aligned software programs, and differentiated instruction. There were no substantive differences between planned and actual implementation, and no significant implementation challenges occurred.

1.5 Professional Development – 3: Substantial Implementation

This action was substantially implemented as planned. Teachers participated in professional development related to Next Gen Math and Renaissance Place. Additional training from prior years, including Building Thinking Classrooms, Language Essentials for Teachers of Reading and Spelling (LETRS), and curriculum implementation training, reduced the need for extensive retraining during the current year.

Implementation differed somewhat from the original plan because professional development time was prioritized for school safety planning and development of charter-specific programs, including agriculture, STEM, and project-based learning opportunities. As a result, fewer new professional development sessions were necessary during the year.

Despite these adjustments, teachers continued to access instructional support and resources aligned to classroom implementation needs. No student group was disproportionately affected by these challenges. Next year, teachers will participate in training related to two mathematics curriculum pilots and will continue to have access to LETRS and Building Thinking Classrooms support.

1.7 New Teacher Support – 4: Full Implementation

This action was fully implemented as planned. All RCA teachers held fully cleared teaching credentials during the school year; therefore, additional new teacher support services were not needed. However, the support structure remains available should the school hire teachers with preliminary credentials in the future. There were no implementation challenges associated with this action.

1.8 Classified Staff – 4: Full Implementation

This action was fully implemented as planned. RCA employed two paraprofessionals to provide classroom support, tutoring assistance, and playground supervision. These supports increased student supervision and instructional assistance throughout the school day. There were no challenges or substantive differences in implementation.

1.9 Family Literacy Night – 4: Full Implementation

This action was fully implemented as planned. RCA students and families participated in the Family Literacy Night hosted at Biggs Elementary School. Families had access to literacy activities and the school book fair, increasing opportunities for family engagement in reading and literacy development. There were no implementation challenges or substantive differences between planned and actual implementation.

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

1.1 Class Size Reduction- No material differences between budgeted expenditures and actual expenditures

1.2 Standards-Aligned Instructional Materials- We anticipated 49,194.00 and spent 10,741.00 on standards aligned instructional materials. We were unable to pilot new math curriculum and we overestimated the amount required for this action.

1.3 Increase Engagement and Awareness of NGSS - No material differences between budgeted expenditures and actual expenditures.

1.4 Technology – We budgeted 13,696.00 and spent on $986.00. Our costs came in lower than anticipated.

1.5 Professional Development – We budgeted $1000 and did not spend it. Professional development was included in curriculum costs as well as provided for free from BCOE.

1.7 New Teacher Support – No material differences between budgeted expenditures and actual expenditures

1.8 Classified Staff – We budgeted 36,807.00 for classified staff. The actual cost was 56,860.00 due to increased staffing costs.

1.9 Family Literacy Night – No material differences between budgeted expenditures and actual expenditures.

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

Description of the Effectiveness or Ineffectiveness of the Specific Actions to Date in Making Progress Toward the Goal

Actions That Were Highly Effective

Several actions were highly effective in supporting progress toward Goal 1 by improving instructional access, student engagement, and academic performance.

Actions 1.1, 1.2, 1.3, 1.4, 1.8, and 1.9 (Class Size Reduction, Standards-Aligned Curriculum, NGSS Engagement, Technology, Classified Staff, and Family Literacy Events) were fully implemented and created consistent instructional supports across classrooms. RCA maintained 100% fully credentialed and appropriately assigned teachers, sufficient standards-aligned instructional materials, 1:1 student technology access, supplemental classroom support through paraprofessionals, and opportunities for family engagement through STEM Night and Family Literacy events.

These actions were effective because they increased student access to instruction, instructional resources, academic support, and family involvement, which contributed to improved student engagement and academic outcomes. Evidence of effectiveness is reflected in improved CAASPP performance, including a 10-point increase in English Language Arts and a 20-point increase in Mathematics. In addition, 93.3% of families reported feeling connected to the school, and survey feedback indicated that staff members foster positive school-to-family relationships.

Actions That Were Moderately Effective

Actions 1.5 and 1.7 were moderately effective in supporting progress toward the goal.

Action 1.5 (Professional Development) supported continued instructional implementation through training in Next Gen Math and Renaissance Place. However, teachers expressed a need for additional curriculum-focused professional development, particularly related to new mathematics programs and instructional strategies. While existing professional development supported implementation continuity, additional training and collaboration time will be needed to strengthen consistency across grade levels and improve instructional effectiveness in mathematics and English language development.

Action 1.7 (New Teacher Support/Induction Program) was available but was not utilized during the school year because all RCA teachers held fully cleared credentials. Although the action was not needed, maintaining the program continues to provide support capacity for future staffing needs.

Summary of Key Takeaways

What Worked Best
Actions related to staffing stability, standards-aligned curriculum, technology access, and family engagement were implemented with a high level of consistency and contributed to positive schoolwide outcomes. Small class sizes, credentialed teachers, instructional materials, technology access, and family events increased student access to learning opportunities and strengthened school-to-family connections, which supported improvements in student achievement and engagement.

Areas for Continued Focus
Mathematics achievement and English language development remain areas requiring additional focus, particularly for English Learners, Long-Term English Learners, and Students with Disabilities. Future implementation efforts will prioritize more consistent intervention systems, increased curriculum-focused professional development, and additional support for mathematics instruction and language development across grade levels.

Overall Assessment
Overall, the actions within Goal 1 were either fully or substantially implemented and produced measurable benefits for students. The strongest outcomes occurred when stable staffing, standards-aligned curriculum, instructional technology, and supplemental student supports were implemented consistently across classrooms.

Continued refinement of professional development, particularly in mathematics curriculum implementation and instructional strategies for diverse learners, will strengthen the effectiveness of these actions and support continued academic growth for all student groups.

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

A 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.

For the 2026–27 LCAP, few changes were made based on reflections on prior practice. No changes were made to the planned goals, metrics, or target outcomes. The only revisions were made to specific actions to better align implementation timelines and district priorities for the coming year.

Action 1.2 was revised to reflect the district's updated curriculum implementation plan for the 2026–27 school year. Based on reflection and evaluation of implementation capacity, the district determined that the primary focus for 2026–27 will be the piloting and review of mathematics curriculum materials. Because the math adoption process requires significant staff collaboration, professional learning, and evaluation time, the planned pilot and purchase of English Language Arts (ELA) curriculum materials will be delayed until after completion of the math adoption process.

The action continues to include the purchase of ELA, ELD, science, social studies, and supplemental instructional materials as needed to support current instructional programs and student learning needs. This revision was made to ensure that implementation efforts are focused, manageable, and aligned with the district's instructional priorities and capacity for successful adoption.

Changes in budgeted funds:

1.1 Class size Reduction- was increased from $43,640 to $50,218.00 due to projected increases in teacher salaries.
1.2 Standards aligned instructional materials was decreased from $49,194 to $5000 based on anticipated curriculum needs. We have added an additional action to include LREBG funding, which will pay for the piloting new curriculum.
1.7 New Teacher support has increased from 0 to $3000 to accommodate the hiring of a new teacher who will participate in the induction program.

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	Class Size Reduction	RCA will hire and maintain fully credentialed and appropriately assigned teachers in order to maintain smaller class sizes. All teachers 1-6 will have multiple subject credentials.	$50,218.00	Yes
1.2	Standards Aligned Instructional Materials	We will pilot new curriculum in grades 1-6 in order to provide curriculum in the most current California State Standards in math. We will maintain and provide primary and supplementary curriculum as needed in ELA, social studies, science and ELD curriculum in grades 1-6 in current California State Standards.	$5,000.00	No
1.3	Increase engagement and awareness of NGSS	RCA and BES together will host a STEM Night for families to increase science engagement and awareness of New Generation Science Standards. This is funded through BES and PAWS.	$0.00	No
1.4	Technology	RCA will sustain its 1:1 student-to-Chromebook ratio to ensure equitable access to instructional technology. Devices will be used for digital literacy development, state assessments, ELD support, curriculum-aligned software, and differentiated instruction. This action is funded through LCFF Supplemental funds and is contributing to improved outcomes for unduplicated students.	$13,696.00	Yes
1.5	Professional Development	Professional Development for teachers in ELA, ELD, Math, Science, and History. This includes professional development from outside vendors and BCOE in standards based curriculum.	$1,000.00	No
1.7	New Teacher Support	BUSD will provide support to new teachers at RCA in order to help them clear their credential.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Classified Staff	RCA will provide paraprofessional salaries for classroom support, tutoring, and play ground supervision.	$63,330.00	Yes
1.9	Family Literacy Night	BUSD will provide Family Literacy Night for families at BES and RES.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	RCA will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Richvale Charter Academy (RCA) developed this goal in response to student performance data, educational partner feedback, and evidence-based research emphasizing the importance of data-driven instruction.

Research consistently shows that systematic use of student assessment data to guide instruction leads to improved academic outcomes and progress toward state standards (Hamilton et al., 2009). Educational partners, including teachers and site leadership, emphasized the need for continued use of benchmark assessments, targeted intervention, and professional development to improve achievement in English Language Arts (ELA) and mathematics, particularly for English Learners and students not yet meeting grade-level standards.

An analysis of 2024 CAASPP results and local benchmarks indicates the following areas of concern:

CAASPP Scores: RCA students scored 15.6 points below standard in ELA, while scoring 1 point above standard in Math—an improvement, yet still indicating uneven performance across subjects.

Benchmark Assessments: Only 54% of students meet or exceed standards in reading, and 59% in math, suggesting that many students require additional academic support to reach or exceed grade-level expectations.

English Learner Outcomes: In 2024, no students were reclassified and no measurable ELPAC growth was reported, indicating a need to strengthen both designated and integrated English Language Development (ELD) instruction.

To address these concerns and move students closer to grade-level proficiency, RCA will:
Administer benchmark assessments three times annually and analyze results through PLCs and site-level data protocols (action 2.2)
Provide dedicated collaboration time and professional development on standards-aligned instruction (action 2.1)
Strengthen supports for English Learners through targeted ELD instruction and reclassification strategies (action 2.5)
Hire a math coach to support data analysis, model effective practices, and provide intervention (action 2.3)
Invest in evidence-based programs such as IXL (action 2.4)

Provide additional support for students with disabilities (action 2.6)

These actions are designed to ensure all students—particularly low-income students and English Learners—receive timely, personalized support to accelerate their progress toward mastery of California State Standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A Statewide Assessments Source: California State Dashboard	RES ELA -15.6 PBS RES Math +1 Point above No student group data due to low number of students.	RES ELA -2.6 PBS RES Math +20 Points above No student group data due to low numbers of students.		RES at standard for math and ELA	ELA increased by 13 points Math increased by 19 points
2.2	4E EL's who make progress toward English proficiency	2024 100% of students maintained level on ELPAC. No students progressed.	2025 100% of students maintained level on ELPAC No students progressed.		50% of EL students make progress	Maintained baseline
2.3	4F EL Reclassification Rate Source: District Reclassification Policy	2024 0 students reclassified	2025 2 students reclassified in 2025.		Reclassify one student yearly	Reclassified 2 more students than baseline
2.4	8 Local Data Source: Benchmark Assessments 1-5 I Ready	RES Reading 54% meet or exceed RES Math 59% meet or exceed	RCA Reading 48% meet or exceed RCA Math 44% meet or exceed		60% of students meet or exceed standards on district benchmark for ELA and 60% meet or exceed on math.	ELA decreased by 6% Math decreased by 15%
2.8						

Goal Analysis [2025-26]

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

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

2.1 Assessment Data Analysis — Substantial Implementation (3)

This action was substantially implemented as planned at RCA. Teachers were provided collaboration time to work individually and in teams to analyze assessment data, monitor student progress, identify areas of need, and use data to guide instructional planning and interventions.

One challenge experienced during implementation was limited involvement from instructional coaches, lead teachers, and administration in supporting and guiding the data analysis process. Increased oversight, collaboration support, and structured facilitation would strengthen implementation and improve consistency in the analysis process moving forward.

Despite this challenge, the action supported instructional planning and intervention efforts, and no student group was disproportionately affected.

2.2 School wide Benchmark Plan and Schedule for Math and ELA — Full Implementation (4)

This action was fully implemented as planned. Students in grades 1–6 participated in the district wide benchmark assessment schedule for both mathematics and ELA. Assessments were administered at the beginning of the year, after the first trimester, and after the second trimester. Students in grades 1–2 completed a fourth benchmark assessment, while students in grades 3–6 did not participate in a fourth assessment due to CAASPP testing.

The i-Ready assessment system was utilized across grade levels in both ELA and mathematics to monitor student progress and guide instructional planning. There were no substantive differences between planned and actual implementation. No implementation challenges were experienced, and no student group was disproportionately affected.

2.3 Math Coach Support — Limited Implementation (1)

This action was implemented in a limited manner and was not carried out fully as originally planned. The primary challenge to implementation was limited access to math coaching support. While the district had access to a math coach through the Rural Math Collaborative grant, coaching services were prioritized at Biggs Elementary School due to greater identified needs in mathematics performance. Because Richvale Charter Academy demonstrated the highest mathematics performance levels in the district, direct math coaching support at RCA was limited.

Although the action was not fully implemented, students continued to demonstrate growth in CAASPP mathematics scores. No student group was disproportionately affected by the limited implementation of this action.

2.4 IXL Intervention Curriculum — No Implementation (1)

This action was was not implemented. Teachers used I-Ready instead of Intervention and the parent club did not purchase this. No student group was disproportionately affected by not implementing this action. Test scores remained high.

2.5 ELD Support — Substantial Implementation (3)

This action was substantially implemented as planned. All English Learner students received 30 minutes of designated ELD instruction daily from a credentialed teacher. Teachers continued to implement designated ELD practices and instructional strategies that had been established through prior professional development.

One substantive difference from the original plan was that additional ELD professional development was not provided during the year. This decision was made because teachers had received training in the prior year and demonstrated successful implementation of designated ELD instructional practices. A challenge during implementation was limited time, as collaboration and professional development opportunities were prioritized for other instructional programs and initiatives.

English Learner students demonstrated success in redesignation outcomes. However, if any student group was disproportionately affected by the limited professional development opportunities, it would be English Learner students.

2.6 Additional Support for Students with Disabilities — Full Implementation (4)

This action was fully implemented as planned. Parents of students with disabilities were invited to participate in a Neurodiversity Night, where they received resources and information designed to strengthen family-school partnerships and support student success. Students with Individualized Education Programs (IEPs) also received additional academic and behavioral support through both push-in and pull-out services.

There were no substantive differences between planned and actual implementation, no significant implementation challenges were experienced, and no student group was disproportionately affected.

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

Action 2.1 Assessment Data Analyzation: No material differences between budgeted and actual expenditures.
Action 2.2 Benchmark: No material differences between budgeted and actual expenditures.
Action 2.3 Math Support: No material differences between budgeted and actual expenditures.
Action 2.4 IXL Intervention Curriculum- No material differences between budgeted and actual expenditures.
Action 2.5 ELD Support: No material differences between budgeted and actual expenditures.
Action 2.6 Additonal Support for Students with Students with Disabilties: No material differences between budgeted and actual expenditures.

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

Description of the Effectiveness or Ineffectiveness of the Specific Actions to Date in Making Progress Toward the Goal

Actions That Were Highly Effective

Several actions were highly effective in supporting progress toward Goal 2 and contributed to improved student outcomes.

Actions 2.2,, 2.5, and 2.6 (School wide Benchmark Plan and Schedule, ELD Support, and Additional Support for Students with Disabilities) were substantially or fully implemented and demonstrated strong effectiveness in supporting student achievement. Teachers consistently adhered to the benchmark assessment schedule, utilized the IXL intervention program to provide targeted instructional support, and implemented supports for English Learners and students with disabilities.

These actions contributed to measurable academic growth. School wide CAASPP scores increased by 13 points in ELA and 19 points in mathematics. Additionally, two English Learner students were reclassified during the school year, indicating progress in English language proficiency and academic achievement.

Due to the small number of students with disabilities at RCA (fewer than 11 students), disaggregated CAASPP data was not available. However, school wide academic performance data demonstrated overall student growth, suggesting that the additional supports provided contributed positively to student outcomes.

Actions That Were Moderately Effective

Action 2.1 (Assessment Data Analysis) was moderately effective in supporting progress toward the goal. Teachers engaged in collaboration and data analysis practices to monitor student progress and guide instruction, and students demonstrated improvement on CAASPP assessments in both ELA and mathematics.

However, benchmark assessment data did not demonstrate the level of growth originally anticipated from baseline measures. ELA declined by 6% on district benchmarks, and math declined by 15%. Several factors may have contributed to this outcome, including changes in student cohorts, an increase in the number of students with disabilities, and the decision not to administer an end-of-year benchmark assessment for grades 3–6 due to CAASPP testing schedules. Additionally, more structured support and oversight during the data analysis process may strengthen the effectiveness of this action moving forward.

Actions with Limited Effectiveness

Action 2.3 (Math Coach Support) had limited effectiveness because the action was not implemented as originally planned. Due to district wide prioritization of coaching resources, math coaching support was directed to a school with greater identified needs, limiting access to coaching services at RCA.

Although this action was not fully implemented, students still demonstrated significant growth in mathematics achievement. Schoolwide CAASPP mathematics scores increased by 19 points, and overall performance remained above standard. This suggests that other

instructional supports and interventions contributed positively to mathematics achievement despite the limited implementation of math coaching services.

Action 2.4 (IXL Curriculum) had no effectiveness as it was not implemented as planned. I-Ready was used instead.

Summary of Key Takeaways

What Worked Best
Consistent implementation of benchmark assessments, designated ELD instruction, and additional support services for students with disabilities were the most effective components of Goal 2. These actions provided structured academic support, allowed teachers to monitor student progress, and contributed to measurable improvement in student achievement outcomes.

Areas for Continued Focus
Moving forward, the district will continue strengthening collaborative data analysis practices by increasing administrative oversight, coaching support, and structured guidance during collaboration time. The district will also continue monitoring the effectiveness of intervention programs and supports for English Learners and students with disabilities to ensure continued academic growth.

Overall Assessment
Overall, Goal 2 actions were effective in supporting student achievement and academic progress. Despite some implementation challenges and adjustments, students demonstrated positive growth in both ELA and mathematics, and the majority of actions were implemented successfully and contributed to progress toward the goal.

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

Based on reflection and analysis of 2025–26 implementation outcomes, RCA made several minor revisions to Goal 1 actions in order to better align action descriptions, funding allocations, and intervention supports with current implementation practices and identified student needs. These adjustments were informed by review of implementation data, staff feedback, and evaluation of academic intervention systems.

Changes in Actions

Action 2.2 – Benchmark Assessment Plan
Additional funding was added to this action to support implementation of I-Ready benchmark assessments. Reflection on prior practice identified the need for consistent benchmark assessment tools to support progress monitoring, instructional planning, and data analysis across grade levels. In addition, with the addition of a budgeted amounts, this money comes from LCFF funds and became a contributing action.

Action 2.3 – Math Coach Support

Funding allocated for math coaching was removed from the action budget because coaching services will continue to be supported through the Rural Math Collaborative grant. The action description was revised to more accurately reflect the current funding source and implementation model for math coaching support.

Action 2.4 – Intervention Supports
The district revised the action description to remove IXL from the planned intervention supports. Reflection on prior implementation indicated that IXL was not utilized at RCA during the 2025–26 school year and was not funded through the Parent Club as originally anticipated.

Instead, teachers utilized I-Ready Intervention resources to provide supplemental academic support and intervention services for students. The revised action more accurately reflects the intervention systems currently being implemented and the instructional resources available to teachers and students.

Action 2.4- Additional Support for ELA and Math using LREBG funding
The district added an action to reflect the district's wide plan for utilizing LREBG funding. RCA used LREBG funding for reading and math programs in order to stay consistent with district wide needs and programs. RCA plans to continue to use a portion of those funds to improve math and ELA and has written this action in order to reflect the district wide plan.

Changes in budgeted amounts
**Action 2.2- Benchmark Assessment Plan- Originally budgeted 0 and increased int to $5000 to pay for the I-READY benchmark plan
**Action 2.4- Additional Support $30,500. This is a new action and we budgeted $30,500 to support the new math pilot, AR program, Next Gen Math, after school tutoring, math coaching and professional development.

Overall Goal Reflection

The district will continue implementing the existing actions related to assessment analysis, benchmark assessments, intervention supports, English Learner services, and supports for students with disabilities. While minor adjustments to implementation practices, action descriptions, and funding allocations were made to improve efficiency, consistency, and alignment to site needs, no substantive changes were made to the overall goal structure, metrics, target outcomes, or planned actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Assessment Data Analyzation	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		needs, and plan for appropriate interventions. Coaches, Lead teacher, and administration will help grade level teachers analyze the data to aid in learning recovery. This action provides for collaboration time for teachers to collaborate and use the data to improve instruction.		
2.2	School wide benchmark plan and schedule for math and ELA	1-6 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet. The district is already in contract and there will be no cost in 2025-2026.	$5,000.00	Yes
2.3	Math Coach Support	Contract a math coach to help improve math instruction and raise math scores.	$0.00	Yes
2.4	Additional Support for ELA and Math, LREBG funding.	RCA will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement a comprehensive, evidence-based set of interventions designed to accelerate academic recovery in literacy and mathematics. This action is principally directed toward Hispanic, low income, white and ELD students, as identified through the district's 2025 needs assessment and Dashboard performance data. RCA elementary students will benefit from the adoption of the Renaissance Place Accelerated Reader (AR) program. AR provides structured, student-centered reading practice tailored to individual proficiency levels, helping to build fluency, comprehension, and reading motivation. Evidence from Nunnery, Ross, and McDonald (2006), as well as findings summarized by the What Works Clearinghouse (2010), indicate that AR can result in statistically significant gains in reading achievement, particularly in low-income schools when implemented with fidelity. RCA teachers will participate in LTRS Trainings. Studies have found that explicit, systematic instruction in foundational reading skills—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—results in improved reading achievement, particularly for students at risk of reading difficulties.	$30,500.00	No

Action #	Title	Description	Total Funds	Contributing
		To improve mathematical performance LREBG funding will also support an expanded instructional support model in mathematics. This includes professional development in Cognitively Guided Instruction (CGI) and **Building Thinking Classrooms (BTC). CGI, developed by Carpenter et al. (1999), helps teachers make instructional decisions based on students' problem-solving strategies, resulting in deeper conceptual understanding and more equitable learning outcomes. BTC, developed by Liljedahl (2020), focuses on collaborative problem-solving and visible thinking routines to foster critical thinking and engagement in mathematics classrooms. These practices are especially effective in reducing performance gaps among historically underserved student groups. To ensure sustainability and coherence, RCA will also invest in math instructional coaching and curriculum pilot and adoption programs aligned to current student needs. These strategies will support long-term teacher capacity-building and ensure that instructional materials reflect culturally responsive, standards-aligned practices necessary for post-pandemic academic recovery. We anticipated ELA piloting and adopting in 2028. RCA will also utilize LREBG funds to provide Next Gen Math professional learning and mathematics coaching. These supports are intended to increase teacher capacity and improve instructional effectiveness because teachers receive ongoing, job-embedded support focused on implementing research-based mathematics practices. Research by Darling-Hammond, Hyler, and Gardner (2017) found that sustained, content-focused professional learning improves teacher practice and student achievement, while Kraft, Blazar, and Hogan (2018) found that instructional coaching produces significant improvements in both instructional quality and student outcomes. LREBG funds will provide access to after-school tutoring opportunities for students performing below grade-level standards in English Language Arts and mathematics. Tutoring services will provide targeted academic support based on assessment data and identified student needs, with priority given to students impacted by learning loss and unfinished learning. Through small-group and individualized instruction, tutoring will address specific skill gaps, reinforce grade-level standards, and provide additional learning time beyond the regular instructional day. These services are intended to		

Action #	Title	Description	Total Funds	Contributing
		accelerate learning recovery, improve academic achievement, and increase the number of students meeting grade-level expectations. RCA will monitor the effectiveness of this action using disaggregated CAASPP and ELPAC results, local benchmark data, and implementation fidelity measures such as staff surveys and observation logs. Early indicators from internal data and stakeholder feedback suggest high levels of staff engagement and positive shifts in instructional practice.		
2.5	ELD Support	Students will receive designated English Language Development (ELD) instruction for 30 minutes daily from a credentialed teacher. In addition, teachers will participate in professional development provided by BCOE focused on both designated and integrated ELD strategies to ensure English Learners receive high-quality, standards-aligned language instruction throughout the school day.	$0.00	No
2.6	Additional Support for Students with Disabilities.	We will plan a night for parents with students who have disabilities to get resources for helping their students to be successful in school and building strong partnerships with teachers and families. We will offer additional academic support during the day for students with IEP's. We will continue to provide push in and pull out services in order to help students with their goals.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Biggs Unified School District will promote student engagement and a school culture conducive to learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to strengthen student engagement and enhance the overall learning environment in alignment with Richvale Charter Academy's mission to cultivate curious, capable, and compassionate learners through hands-on, project-based learning grounded in agriculture and STEM. Our school community values connection, innovation, and student voice—yet a review of recent local data and educational partner input revealed areas for growth.

Survey participation was low, with only 31% of families responding and just 90% reporting a sense of connection to the school. Student perception data also indicated that only 18% of students reported always feeling safe, and 58% felt safe most of the time. Family event participation remains limited; for example, only four parents attended our recent parent coffee.

In response, this goal includes actions to:

Increase student motivation and attendance through a schoolwide incentive program focused on recognizing effort and improvement, particularly for our socioeconomically disadvantaged students.

Foster stronger family partnerships through events like Back to School Night, Spring Sing, and project showcases, which celebrate student learning and build school pride.

Improve communication strategies to increase survey response rates and gather more representative feedback from families.

Strengthen school climate by implementing Positive Behavioral Interventions and Supports (PBIS) with fidelity to ensure consistent expectations and support for all students.

These actions are a direct result of input from our educational partners and reflect our commitment to providing a learning environment where all students feel safe, engaged, and connected.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A - Efforts to seek parent input Source: parent student and staff surveys Local Indicator 3	In 2024 19% of parents responded to the survey in the fall. In Spring of 2025 31% of parents responded to the survey. Only 4 parents attended Parent Coffee We have an active parent club. RES had an active site council.	in 2025 23% parents responded to the survey in the fall. In Spring of 2026 16% parents responded to the survey. We did not hold Parent Coffee We have an active parent club. RCA has an active advisory committee.		75% Participation in Google form survey. Continue to have an active parent club and parent advisory council.	Survey participation improved by 4% in the fall and declined by 15% in the spring. No parent coffee Maintained an active parent club and advisory committee.
3.2	3B- Efforts to seek parent input of unduplicated pupils	Surveys provided in multiple languages	Surveys provided in multiple languages.		Maintain surveys in multiple languages and provide an interpreter at parent events.	Maintained surveys in multiple languages.
3.3	3C Efforts to seek parent input of students with exceptional needs.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/paper, access to school computer, and google forms.		Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site.	Maintained survey of parents of onsite RSP students and county operated programs in multiple modalities.
3.4	5 A- Attendance Rates				Maintain 95%	Decrease by 5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source P2 Attendance Report	96% Attendance Rate	90.70% Attendance Rate			
3.5	5B- Chronic Absenteeism Rates Source: Dashboard Chronic Absenteeism Rate Indicator	2024 3.8% Chronically Absent	2025 9.1% Chronically Absent		5% Chronically Absent	Increase by 5.3%
3.6	6A- Suspension Rates Source: Dashboard Suspension Rate Indicator	2024 0% suspended at least one day	2025 1.8% suspended at least one day		Less than 5% suspended at least once a day.	Increase by 1.8%
3.7	6B Expulsion Rates Source: CALPADS	2024 0 students expelled	2025 0 Students expelled		Maintain 0 students expelled	Maintained 0 students expelled.
3.8	6C- Sense of school safety and connectedness. Source; Local Survey CHKS	2024 90% of parents feel connected to the school 100% of parents feel the school is safe. CHKS (includes BES Data as Richvale numbers are small) 18% of 5th graders feel the school is safe. 58% of 6th graders feel the school is safe.	2025 88.9% of parents feel connected to the school 100% of parents feel the school is safe. Local Survey Results. RCA Data Only 89.6% of 5th/6th graders feel the school is safe.		90% of Parents believe school is safe 80% of students feel school is safe 90% of parents feel connected to the school.	Decrease in 1.1% of parents feeling connected to the school. Maintained 100% of parents who feel the school is safe. Increase of 31.6% of students who feel the school is safe.

Goal Analysis [2025-26]

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

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

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

Action 3.1 Improve Parent and Student Input — Substantial Implementation (3)

This action was substantially implemented during the school year. The district successfully administered parent, student, and staff surveys to gather educational partner input. Parents were provided opportunities to complete surveys during parent conferences, and surveys were distributed in families' native languages to improve accessibility. One substantive difference from the original plan was the decision not to hold parent coffee meetings. Based on prior years' experiences with low participation, the district instead prioritized ongoing communication and accessibility through email, phone calls, and scheduled meetings with the principal. A challenge experienced during implementation was limited parent participation in surveys despite multiple outreach attempts. The district received nine parent survey responses in the fall and six responses in the spring. Additionally, the California Healthy Kids Survey was not administered this year because it is conducted on a two-year cycle. In its place, the district administered a local student survey to continue gathering student feedback. Another area identified for improvement is the process for sharing and analyzing survey results with educational partners. Despite these challenges, the district was successful in gathering input throughout the year through advisory council meetings and ongoing communication with families and staff.

Action 3.2 Student Incentives — Full Implementation (4)

This action was fully implemented as planned. Students with 95% attendance or higher received monthly attendance incentives, and monthly assemblies were held to recognize Students of the Month. Implementation of this action contributed positively to school climate, student engagement, and school connectedness. Students demonstrated enthusiasm and motivation to maintain positive behavior and strong attendance in order to earn recognition. Parent participation at assemblies was consistently strong and contributed to 89.9% of families reporting that they felt connected to the school community. The recognition systems associated with Student of the Month and school wide incentives also supported positive student behavior, contributing to the school's low suspension rate of 1.8% and 0% expulsion rate. Although the incentive systems positively impacted school culture and student engagement, the school's P2 attendance rate declined to 90% during the year. This indicates that while incentives supported student motivation and positive behavior, additional strategies may be needed to address attendance barriers and improve overall attendance outcomes moving forward.

Action 3.3 Home-to-School Transportation — Full Implementation (4)

This action was fully implemented as planned. The district provided home-to-school transportation services for the majority of students attending Richvale Charter Academy, including transportation for students residing in Biggs.
Transportation services supported consistent student attendance and access to the instructional program. There were no significant challenges to implementation, and no student group was disproportionately affected.

Action 3.4 Parent and Student Communication — Full Implementation (4)

This action was fully implemented as planned. The district utilized the Catapult communication system to strengthen communication between school and home. Teachers, administration, and district staff consistently used the platform to send reminders, announcements, flyers, and school updates to families. A key success of this action was the principal's consistent distribution of monthly bulletins and school communication through Catapult. Increased communication opportunities helped strengthen family engagement and contributed to approximately 89% of families reporting feeling connected to the school. There were no significant challenges to implementation, and no student group was disproportionately affected.

Action 3.5 Family Events — Full Implementation (4)

This action was fully implemented as planned. Numerous family engagement events were held throughout the school year, including the First Day of School Celebration, Back to School Night, STEM/Family Literacy Night, Spaghetti Feed, Christmas Program, Lunch with Loved Ones, Spring Sing/Open House, Awards Assemblies, and Promotion activities. Families were also invited to attend assemblies, concerts, performances, and holiday celebrations throughout the year.
These events were highly successful and well attended, with some activities reaching nearly full family participation. The events strengthened relationships between families and the school community and contributed positively to students' and families' sense of connectedness to the school. One challenge experienced during implementation was the inability to hold a planned school improvement day due to time constraints and scheduling limitations. Despite this, overall family engagement opportunities remained strong throughout the year.

Action 3.6 PBIS — Full Implementation (4)

This action was fully implemented as planned. The school maintained a schoolwide Positive Behavioral Interventions and Supports (PBIS) system designed to encourage and reinforce positive student behavior. Teachers received PBIS training at the beginning of the school year to support consistent implementation across classrooms. In addition, parents contributed supplies and donations for the PBIS incentive store, which strengthened family involvement and support for positive school culture initiatives. There were no significant implementation challenges, and no student group was disproportionately affected by implementation of this action.

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

Action 3.1 Parent Student Input- No material differences between budgeted expenditures and estimated actual expenditures
Action 3.2 Student Incentives - We budgeted $1000 and only spent $500. The cost of the principal club was less than anticipated.
Action 3.3 Home to School Transportation.- We budgeted $4477, but the cost was significantly more at $16, 520 due to the increased cost in gas as well as increase in salaries.
Action 3.4 Parent/ Student Communication- No material differences between budgeted expenditures and estimated actual expenditures.
Action 3.5 Family Events- We budgeted $4000, but the cost was significantly less at $913. This is due to the support of RPA, as well as many of the family events had no cost.
Action 3.6 PBIS- No material differences between budgeted expenditures and estimated actual expenditures.

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

Description of the Effectiveness or Ineffectiveness of the Specific Actions to Date in Making Progress Toward the Goal

Actions That Were Highly Effective

Several actions were highly effective in supporting progress toward Goal 3 and contributed positively to student engagement, school climate, and family connectedness.

Actions 3.3, 3.4, 3.5, and 3.6 (Home-to-School Transportation, Catapult Communication, Family Events, and PBIS) were fully implemented and demonstrated strong effectiveness in improving school culture and strengthening relationships between students, families, and the school community.

These actions contributed to measurable improvements in school climate and connectedness. Approximately 89.9% of families reported feeling connected to the school. Family engagement events and Student of the Month assemblies were highly attended and promoted strong participation from families throughout the year. In addition, the school maintained a low suspension rate of 1.8% and a 0% expulsion rate, indicating that PBIS systems and positive recognition programs supported positive student behavior and engagement.

Improved student engagement and school connectedness also coincided with increased CAASPP performance in both ELA and mathematics, suggesting that a positive school climate supported student learning and academic achievement.

Actions That Were Moderately Effective

Actions 3.1 and 3.2 (Improve Parent and Student Input and Student Incentives) were substantially implemented and moderately effective in supporting progress toward the goal. Multiple opportunities were provided for parents, students, and staff to complete surveys. Student incentives were provided and students and families were enthusiastic about student of the month and the attendance incentive. This was reflected in the 89.9% parents feeling connected to the school. Unfortunately, our P2 attendance rate came in significantly lower at 90.7% with a 9.1% chronic absenteeism rate. Efforts will need to be increased to educate parents about the importance of attendance and meet with individual families struggling with attendance to help them overcome their barriers.

Summary of Key Takeaways
What Worked Best
The most effective actions under Goal 3 were those that strengthened school connectedness, communication, and positive school culture. Family events, PBIS implementation, home-to-school transportation, and the use of the Catapult communication system were particularly successful in increasing family engagement and student participation. High attendance at family events and assemblies demonstrated strong community involvement and contributed to approximately 89.9% of families reporting that they felt connected to the school.
Positive behavior systems and student recognition programs also contributed to maintaining a low suspension rate of 1.8% and a 0% expulsion rate. In addition, consistent communication between school and home supported stronger relationships with families and increased awareness of school activities and student expectations.

Areas for Continued Focus
While progress was made in improving school climate and engagement, increasing parent participation in surveys and educational partner feedback opportunities remains an area for continued focus. Despite multiple outreach efforts, survey response rates remained low, limiting the amount of feedback available to guide decision-making and program evaluation. Attendance also remains an area requiring additional attention. Although attendance incentives and recognition programs positively supported student engagement and behavior, the school's overall attendance rate and chronic absenteeism data indicate that additional strategies may be needed to address barriers to attendance. Continued family outreach, individualized support for students with attendance concerns, and increased parent education regarding the importance of regular attendance will remain priorities moving forward.

Overall Assessment
Overall, Goal 3 actions were effective in supporting a positive school climate, strengthening family engagement, and increasing student connectedness to school. Most actions were fully implemented and contributed to strong behavioral outcomes, positive family participation, and improved communication between home and school. Although some challenges remain related to attendance and survey participation, the district's efforts successfully fostered a welcoming and supportive school environment that contributed positively to both student engagement and overall school culture

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

No substantive changes were made to the overall goal structure for the coming year. However, minor revisions were made to Goal 3 based on reflection of prior implementation and participation data.

RCA removed parent coffee activities from both Metric 3.1 Targeted Outcomes and the Action 3.1 description. Reflection on prior practice indicated that participation in parent coffee events remained consistently low and did not significantly increase family engagement beyond existing communication opportunities already available to families. Families will continue to have access to school staff and administration through email, phone calls, conferences, school events, and scheduled appointments.

Changes in Action Description:
** Action 3.6 PBIS the wording "This is funded by RPA" was taken out as the district will now pay for the PBIS store.

Changes in Budget for actions:

**Action 3.3 Home to School Transportation Increased from $4477 to $17,681 due to the anticipated actual cost of bussing students from BES to RCA and home.
**Action 3.5 Family Events decreased from $4000 to $2500 based on last years spending and the anticipated changes of providing T-Shirts for students of the month.
**Action 3.6 PBIS increased from 0 to $1000 to help RPA pay for items for the PBIS store. This came from feedback from RPA in getting more support for PBIS from the district.

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	Improve parent and student input.	We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will meet twice a year with student advisory groups and administer Healthy Kids Survey and other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners.	$0.00	No
3.2	Student Incentives	The district will provide incentives in order to maintain and improve our attendance rate, decrease chronic absenteeism, and improve student achievement.	$1,000.00	Yes
3.3	Home to School Transportation	The district will provide home to school transportation to be sure that students attend school and special programs	$17,681.00	Yes
3.4	Parent/ Student Communication	We will provide Catapult as a way to better communication between home and school. This is provided by the district.	$0.00	No
3.5	Family Events	RCA will provide family events in order to increase student and family engagement.	$2,500.00	Yes
3.6	PBIS	Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS.	$1,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$57,409.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.799%	0.000%	$0.00	8.799%

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:** Class Size Reduction **Need:** In 2024 no students were reclassified for ELD. Socially economically disadvantaged students were .8 points above standard in math and .8 points below standard in ELA. While these scores are encouraging, in order to maintain and hopefully improve students achievement for unduplicated populations, RCA will need to	This action will ensure that RCA will make every effort to hire and retain effective and fully credentialed teachers in order to maintain small class sizes for effective instruction. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit.	1.1, CAASPP scores, benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continue providing small classes with credentialed effective teachers. Research by R. Seebruck (2015) and educational best practices indicate that well-prepared and effective teachers have a very significant impact on student learning outcomes. Smaller class sizes positively impacts test scores and student learning. (Barnum, 2022) **Scope:** LEA-wide	Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs for Richvale Charter Academy.	
1.4	**Action:** Technology **Need:** This action is principally directed toward unduplicated students—specifically low-income pupils who make up 34.6% of RCA's enrollment. 2024 CAASPP results indicate that low-income students at RCA scored 0.8 points above standard in math and 0.8 points below standard in ELA. Sustaining 1:1 access ensures these students continue to engage with instructional tools that support academic achievement and digital readiness. **Scope:** LEA-wide	Providing 1:1 access at the schoolwide level is the most effective way to meet the needs of unduplicated pupils due to the integrated nature of classroom technology use. A shared learning environment with universal access helps maintain instructional coherence, prevents stigmatization, and supports equity in blended learning strategies. Research Basis: A strong body of evidence supports that access to technology positively impacts academic outcomes when paired with high-quality instruction. Low-income students, in particular, benefit from targeted digital access to literacy and math software that complements in-class learning (Pane, Steiner, Baird, & Hamilton, 2017). Additionally, 1:1 initiatives have been shown to improve engagement, personalize learning, and foster skills needed for college and career readiness (Zheng, Warschauer, Lin, & Chang,	CAASPP ELA and Math scores for low-income students Access and participation logs from learning platforms (e.g., math or ELD software) Student and teacher surveys on tech-based instruction

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
		2016). Sustained device access is particularly important in rural or small schools where learning resources may be limited.	
1.8	**Action:** Classified Staff **Need:** Low income students are .8PBS in ELA and .8 PAS in math. No students reclassified in 2024. Research shows that paraprofessionals play a crucial role in supporting diverse learners, including students with disabilities, English language learners, and those with special learning needs. Research suggests that paraprofessionals can provide targeted support and accommodations to help these students access the curriculum, participate in classroom activities, and make progress toward academic goals (Goe, L., & Matlach, L., 2014) . **Scope:** LEA-wide	This action provides the staff necessary for low income, ELD, and students with disabilities to be successful in the classroom through additional support, tutoring, and intervention. In addition, playground supervision keeps students safe and cut down on behavior issues. This will be provided school wide to support all students; however, low income, ELD, and students with disabilities have the lowest scores so they will have the most access to para professionals in the classrooms to support their learning and increase their performance.	1.4, CAASPP scores, benchmark assessments, and feedback from staff about students safety.
2.2	**Action:** School wide benchmark plan and schedule for math and ELA **Need:** RCA students are showing low scores for district wide benchmarks in both reading and math. Due to the low number of students, Data is not disagregated- however, ELD and	Districtwide benchmark assessments given with a common protocol throughout the district provides the data needed to give targeted intervention to low income, and ELD students. This will be provided LEA wide as all students will benefit from analyzing the data from benchmark assessments.	2.1, 2.6, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low income students contribute to these low benchmark scores, where less than 50% of students meet standard in both math and ELA. RCA Reading 48% meet or exceed RCA Math 44% meet or exceed **Scope:** Schoolwide		
2.3	**Action:** Math Coach Support **Need:** Teachers are transitioning to CGI and Building thinking classrooms for math instruction. Currently low income students are .8 points above standard and only 59% of students are meeting or exceeding standard in math bench marks. Research suggests that math coaching for teachers is a valuable form of professional development that can lead to improved instructional practices, increased teacher confidence, and enhanced student learning outcomes in mathematics. By providing targeted support, personalized professional development, and ongoing collaboration, math coaches help empower teachers to become more effective educators and promote excellence in mathematics education (Stewart, M. T., 2013) .	This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for low income students, ELD students, and students with disabilities. This will be provided districtwide as all schools in the district are below standard in math.	2.1, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Student Incentives **Need:** The California State Dashboard Chronic Absenteeism Rate is 3.8%, In addition, teachers have noticed that students don't often try their best on assessments and that results in lower scores than the students are capable of. No ELD students were reclassified **Scope:** LEA-wide	Studies have shown that incentives, such as rewards or recognition, can increase student attendance rates (Railsback, J.,2004). Incentives or recognition for achievement at school and on assessments should also motivate students to perform higher. This action will provide incentives for students who have good attendance, show growth on benchmark and state assessments, and achieve in the classroom. The reclassification rate is 0. Providing incentives schoolwide will benefit all students, while targeting low income and ELD students.	3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments
3.3	**Action:** Home to School Transportation **Need:** Richvale has a chronic absenteeism rate of 3.8% (Dashboard). Parents have expressed that school transportation is necessary in order to help students get to and from school. Many low income and ELD families work or don't have access to reliable transportation. **Scope:** LEA-wide	Access to transportation can significantly improve school attendance rates, especially for students who face transportation barriers such as distance from school or lack of reliable transportation options. Research shows that providing transportation services can reduce absenteeism and tardiness by ensuring that students have a reliable means of getting to and from school. (Edwards, D. S.,2023). This is provided to students with disabilities to transport them to their appropriate programs, whether inside or outside the district. Many ELD students and low income students have barriers for getting to school. By providing transportation LEA wide, we can make sure they have no barriers for school attendance without being stigmatized.	3.4, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Family Events **Need:** In 2025 only19% of parents responded to Google forms in the fall and 31% in the spring. 90% of parents who answered the survey feel connected to the school. Educational partners feel that more school events are a priority in order to improve students and parent engagement. **Scope:** LEA-wide	Research suggests that family events play a crucial role in promoting low income student achievement and well-being by strengthening home-school partnerships, enhancing parental involvement, and fostering a positive school climate and culture. By actively involving families in school events and activities, schools can create supportive environments that empower students to succeed academically and thrive socially and emotionally (Crosnoe, R., 2009). Action 3.8 provides more family events. This will help strengthen relationships with low income and ELD families and should improve student engagement which leads to academic achievement. This will be available to all students; however, the goal of these events will be to reach our unduplicated populations and strengthen our relationships with them in order to close achievement gaps. In order to meet the needs of our ELD students, we will have Spanish Speaking interpreters available, as well as resources in Spanish	3.1, 3.2, 3.9, CAASPP scores

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

N/A

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	RES 1-20	
Staff-to-student ratio of certificated staff providing direct services to students	RES 1-20	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$652,419.00	$57,409.00	8.799%	0.000%	8.799%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$153,425.00	$36,500.00	$4,000.00	$0.00	$193,925.00	$50,218.00	$143,707.00

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	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,218.00	$0.00	$50,218.00				$50,218.00	
1	1.2	Standards Aligned Instructional Materials	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.3	Increase engagement and awareness of NGSS	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$13,696.00	$13,696.00				$13,696.00	
1	1.5	Professional Development	All	No			All Schools	Ongoing	$0.00	$1,000.00			$1,000.00		$1,000.00	
1	1.7	New Teacher Support	All	No			All Schools		$0.00	$3,000.00			$3,000.00		$3,000.00	
1	1.8	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$63,330.00	$63,330.00				$63,330.00	
1	1.9	Family Literacy Night	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Assessment Data Analyzation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.2	School wide benchmark plan and schedule for math and ELA	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Math Coach Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Starting 2025	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Additional Support for ELA and Math, LREBG funding.	All Hispanic, Low Income, White, ELD	No				2025-2028	$0.00	$30,500.00		$30,500.00			$30,500.00	
2	2.5	ELD Support	ELD	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.6	Additional Support for Students with Disabilities.	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Improve parent and student input.	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$17,681.00	$17,681.00				$17,681.00	
3	3.4	Parent/ Student Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	Family Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.6	PBIS	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$652,419.00	$57,409.00	8.799%	0.000%	8.799%	$153,425.00	0.000%	23.516 %	**Total:**	$153,425.00
								LEA-wide Total:	$148,425.00
								Limited Total:	$0.00
								Schoolwide Total:	$5,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,218.00	
1	1.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,696.00	
1	1.8	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,330.00	
2	2.2	School wide benchmark plan and schedule for math and ELA	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.3	Math Coach Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.2	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.3	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$17,681.00	

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			
3	**3.5**	Family Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$154,814.00	$129,461.00

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**	Class Size Reduction	Yes	$43,640.00	$42,941.00
1	**1.2**	Standards Aligned Instructional Materials	No	$49,194.00	$10,741.00
1	**1.3**	Increase engagement and awareness of NGSS	No	$0.00	$0.00
1	**1.4**	Technology	Yes	$13,696.00	$986.00
1	**1.5**	Professional Development	No	$1,000.00	$0.00
1	**1.7**	New Teacher Support	No	$0.00	$0.00
1	**1.8**	Classified Staff	Yes	$36,807.00	$56,860.0
1	**1.9**	Family Literacy Night	No	$0.00	$0.00
2	**2.1**	Assessment Data Analyzation	No	$0.00	$0.00
2	**2.2**	School wide benchmark plan and schedule for math and ELA	No	$0.00	$0.00
2	**2.3**	Math Coach Support	Yes	$1,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	IXL Intervention Curriculum.	No	$0.00	$0.00
2	**2.5**	ELD Support	No	$0.00	$0.00
2	**2.6**	Additional Support for Students with Disabilities.	No	$0.00	$0.00
3	**3.1**	Improve parent and student input.	No	$0.00	$0.00
3	**3.2**	Student Incentives	Yes	$1,000.00	$500.00
3	**3.3**	Home to School Transportation	Yes	$4,477.00	$16,520.00
3	**3.4**	Parent/ Student Communication	No	$0.00	$0.00
3	**3.5**	Family Events	Yes	$4,000.00	$913.00
3	**3.6**	PBIS	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$52,951.00	$104,620.00	$119,698.00	($15,078.00)	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	Class Size Reduction	Yes	$43,640.00	$43,943.00		
1	1.4	Technology	Yes	$13,696.00	$986.00		
1	1.8	Classified Staff	Yes	$36,807.00	$56,860		
2	2.3	Math Coach Support	Yes	$1,000.00	$0.00		
3	3.2	Student Incentives	Yes	$1,000.00	$476.00		
3	3.3	Home to School Transportation	Yes	$4,477.00	$16,520.00		
3	3.5	Family Events	Yes	$4,000.00	$913.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$591,003.00	$52,951.00	0.00	8.960%	$119,698.00	0.000%	20.253%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

BUSD Food Services Production Transition Analysis

Key Types of Food Production in NSLP:

- **Processed/Convenience Foods:** Often used for entrées (e.g., pizzas, nuggets), including items purchased through USDA Foods. Usually used to control food and labor costs. It also makes meal pattern compliance and reporting for reimbursements easier as manufactures provide required information on packaging and formulate the product documentation required.

- **Minimally Processed:** Foods that retain their inherent character, including fresh, frozen, or canned fruits and vegetables, fluid milk, and fresh meats. Used mostly in conjunction with Processed/Convince foods to expand variety and increase participation. Generally more labor intensive than Processed/ Convenience Foods

- **"Speed-Scratch":** A combination approach, used with Minimally Processed format using pre-prepared items (like sauces or pre-cut vegetables) combined with scratch-cooked components. Generally used to increase variety and flavor profile there by increasing participation. Requires much more scrutiny for meal pattern compliance and record keeping and reporting for reimbursements. It is more labor intensive, which increases labor cost, while keeping food cost close to the same as the Minimally Processed format.

- **Scratch-Cooking:** Preparing meals on-site from raw ingredients, frequently used for vegetables and fruits. Requires the most amount of labor, as raw ingredients are purchased in bulk that need to broken down to smaller portions or prepared with other ingredients to complete meal production. Although this process greatly increases the food and labor cost, as well as requires constant attention to meal compliance and record keeping and reporting form reimbursement. It also allows the most control over waste and it can also increase variety and potentially lead to increased participation with more appealing bettering tasting foods which can drastically help offset the increased food costs.

- **Local/Farm-to-School:** Sourcing fresh, unprocessed foods directly from local producers, often used for fruits, vegetables, and sometimes dairy. This type of food production is generally used on a small scale. This format usually has a lower food cost but the highest labor cost due to all processing being done at the school site. This format also requires extra management due to all of the logistics and meal pattern compliance and record keeping and reporting for reimbursement being absorbed by the school sites. The benefits can be high quality food, community engagement which can result in very high participation. Due to the cost involved and the complexity of operation this format is general used in small scale environments such as for profit venues, private, charter schools and contract service run schools.

BUSD Food Services Production Transition proposal

We currently use combination of the Processed/ Convenience Foods and Minimally Processed format for our food production here at BUSD. This format was an industry standard that came a bout due to the complexity of the requirements for meal pattern compliance, record keeping and reporting for reimbursements and labor contracts. This combination of production formats provides streamline production and provides the most resources for maintaining compliance and managing labor costs. The limitations of these food production methods are variety, appeal, quality control, perception of nutrition value, unpopularity of ultra-processed foods and participation.

To improve appetence and participation with in our food services program we would like to transition into a Speed Scratch production method with a long term goal of eventually moving to a Full Scratch production. We would like to start the Speed Scratch production format as early as the 2026-2027 school year. Moving into a Speed Scratch format will allow us to provide more appealing and ideally better tasting food it. With the Speed Scratch format we will be able to provide more colorful, more flavorful and fresher foods. Such homemade pizza, fresh made burritos, increased salad choices, in house made pasta and sauce dishes, rice dishes, steamed vegetables, soups and stews etc...

The added variety to our menus should increase participation which can help offset some of the additional costs that will be involved. To implement the Speed Scratch production format it will require purchasing equipment to improve production ability and adding labor hours to the Food service/ Cafeteria Classification. Please see the attached list outlining of what is needed for implantation.

Equipment and small wares

- Installation of purchased Steamer $0.00
- Installation of steam jacket kettle $0.00
- Installation of 208V serve from breaker panel to wall outlet in cafeteria $6000.00
- Purchase of refrigerated prep table $$3800.00
- Purchase of new hot holding cabinet $2500.00
- Purchase of refrigerated salad bar $5000.00
- Purchaser of food processor $1600.00
- Purchase of food processor assorted blades $600.00
- Purchase of additional storage racks. $650.00
- Purchase misc. pots, pans, utensils and storage containers $1000.00
- Purchase of stainless prep table $$550.00

Cost are estimated and can be purchased or two years, we currently have $16,000.00 allocated for 2026-2027 school year.

Labor Needs

- Dedicated person for verifying meal pattern compliance and meal counting 2 Hrs daily
- Additional cafeteria hours for service 1 Hrs daily
- Additional cafeteria hours for production and record keeping 1-2 Hrs daily

Addition hours can be added to current staff or allocated to one or more staff such as combining meal compliance monitoring with production etc..

BIGGS UNIFIED SCHOOL DISTRICT

Fiscal Year 2026-27
Proposed Budget

Providing the Best Education Possible
300 B Street, Biggs, CA, 95917

June 10, 2026
Board Presentation

June 24, 2026
Board Adoption

Biggs Unified School District
Budget Information and Assumptions 2026-27

Introduction:

The Biggs Unified School District is located in the small, rural community of Biggs, California, situated in the northern part of the Sacramento Valley, approximately 75 miles north of the City of Sacramento. The District serves the educational needs of students in the town of Biggs and the surrounding areas. The District provides academic services to students in transitional kindergarten ("TK") through twelfth grade. The District currently operates one elementary school for students in Transitional Kindergarten through eighth grade (*Biggs Elementary School*), one comprehensive high school serving students in ninth through twelfth grade (*Biggs High School*), and one elementary school serving students in first grade through sixth grade (formerly Richvale Elementary School), now called *Richvale Charter Academy*.

In striving to meet the needs of a diverse student body, the Biggs Unified School District provides a wide array of programs, including Special Education, Instruction for English Learners, Athletics, Advanced Placement, Title I, Career Paths, Music and Performing Arts, and many others.

Board of Trustees

The District is governed by a five-member Board of Trustees (the "Board of Trustees"), each member of which is a voting member. Each member is elected at-large to a four-year term. Elections are held every two years in alternate years of two and three. Each December, the Board of Trustees elects a President, Vice President, and Clerk to serve one-year terms. Current members of the Board of Trustees, their offices, and the dates of their current terms of office are listed as follows:

Name	Office	Term Expires
Melissa A. Jesmer	President	December 2026
Sean Avram	Vice President	December 2026
Jonna Phillips	Clerk	December 2028
Linda Brown	Member	December 2028
M. America Navarro	Member	December 2026

District Office Administration:

Doug Kaelin, Superintendent
Analyn Dyer, Chief Business Officer

Budget Calendar 2025-2026

The following dates are board meeting dates when key budgetary information is presented to the Governing Board for information and/or action, as necessary.

Public Hearing for Budget – June, 2026
Budget Adoption – June, 2026
Unaudited Actuals (Prior Year) – September, 2026
First Interim Financial Report – December, 2026
Second Interim Financial Report – March, 2027

2026-27 Proposed Budget:

Local Educational Agencies are required to adopt a budget before July 1st each year to authorize the expenditure of funds. The proposed budget serves as an initial blueprint for revenues and expenses, prepared before the State has enacted the budget and before actual costs for the current fiscal year are known. If material revisions are necessary, a revised budget will be presented no later than 45 days after the State Budget is enacted.

Governor Gavin Newsom released the 2026-27 May Revision on May 14, 2026. The proposal reflects updated revenue projections and economic conditions. The administration highlighted stronger-than-expected revenues and a balanced budget approach.

The proposal fully funds the 2.87% Statutory Cost of Living Adjustment (COLA) to the Local Control Funding Formula (LCFF) and provides an additional 1.44% COLA augmentation, for a total COLA of 4.31%. The Governor notes that these additional funds will help local educational agencies manage rising costs, offset funding reductions from declining enrollment, and fund a new requirement to provide paid pregnancy disability leave.

General Planning Factors:
Illustrated below are the latest primary funding factors from the enacted state budget.

Planning Factor	2025-26	2026-27	2027-28	2028-29
Department of Finance Statutory COLA	2.30%	2.87%	3.30%	3.09%
Additional LCFF Investment	1.44%	N/A	N/A	N/A
Total LCFF COLA	*4.31%*	*2.87%*	*3.30%*	*3.09%*
STRS Employer Rates	19.10%	19.10%	19.10%	19.10%
PERS Employer Rates	26.81%	26.40%	26.80%	25.90%
SUI Employer Rates	0.05%	0.05%	0.05%	0.05%
Lottery – Unrestricted per ADA	$190	$190	$190	$190
Lottery – Prop. 20 per ADA	$82	$82	$82	$82

May Revision also include the following proposals:

- Increase Special Education rates by approximately $1,340/pupil or $790,297
- Additional Necessary Small School LCFF -20% increase or $551,971
- Proposed to increase Discretionary Block Grant (one-time) *
- Proposed additional one-time funding for Literacy Coaches and Reaching Specialists Educator Training Grant Program*

**Excluded from the Proposed Budget- To be determined*

Enrollment and Average Daily Attendance

The anticipated total district enrollment will be 559. Any increases or decreases will be based on the CALPADS attendance data report and reflected in future reports, when available.

The Average Daily Attendance projections are used to calculate Local Control Funding Formula (LCFF) Revenues.

School Year	Enrollment	Change	ADA	% ADA Factor
2018-19	624	(43)	581	93%
2019-20	605	(19)	563	93%
2020-21	565	(40)	565	100%
2021-22	574	9	536	93%
2022-23	532	(42)	492	93%
2023-24	536	4	517	97%
2024-25	552	16	510	92%
2025-26	557	5	518	93%
*2026-27**	559	2	523	94%
*2027-28**	559	2	523	94%

**Projection --*
The total TK enrollment is conservatively budgeted as follows: 23 for 26/27 and 20 for 27/28 and 20 for 28/29

Historical ADA Ratio – 94.8%

Projected Average Daily Attendance

Schools	*2026/27*	*2027/28*	*2028/29*
Biggs Elementary School	290.16	295.74	286.44
Biggs High School	172.90	167.20	172.90
Richvale Charter Academy	60.45	60.45	61.38
Total	**523.51**	**523.39**	**520.72**

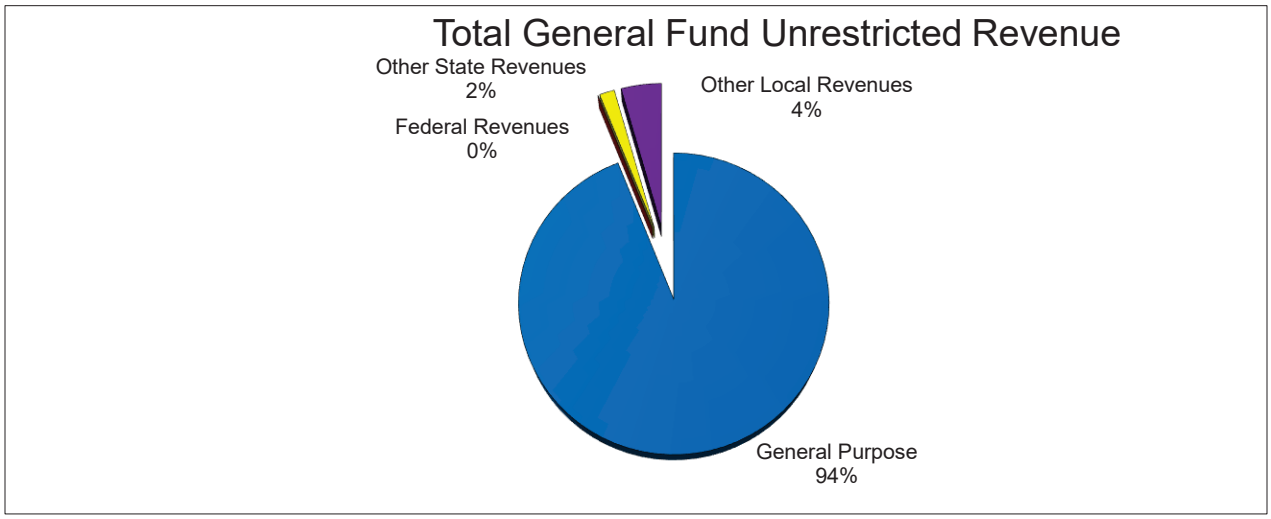
General Fund Revenue Components

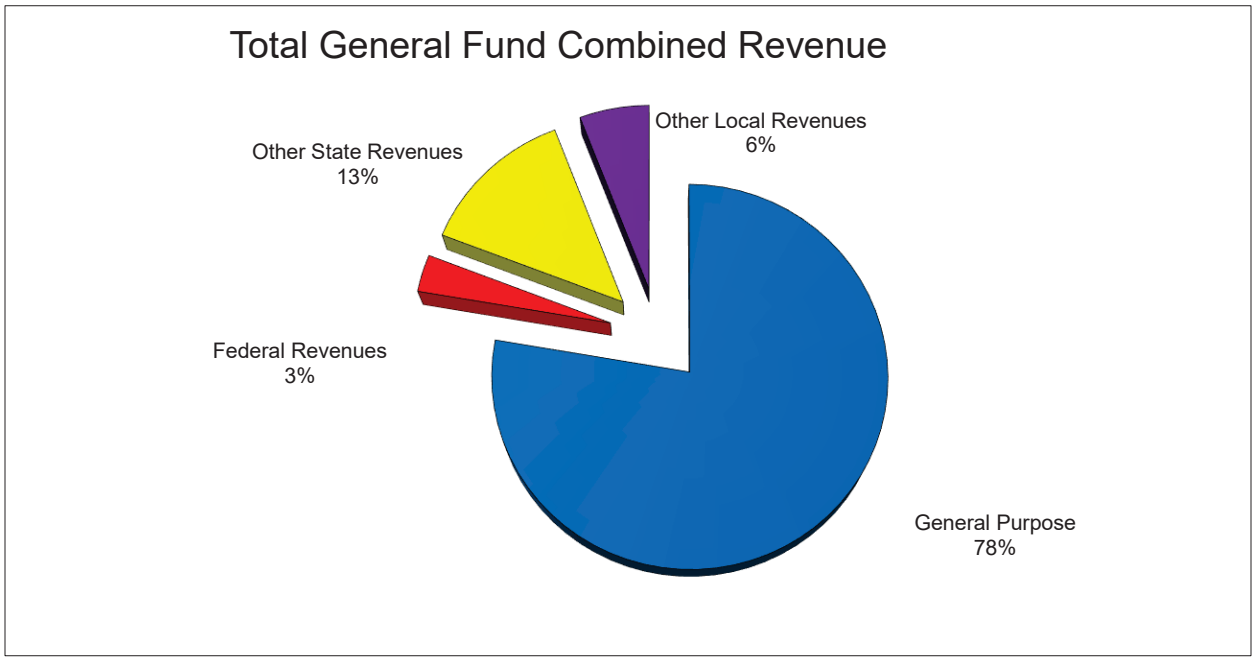
The District receives funding for its general operations from various sources. The districts' total combined revenues, including Federal, State, and Local Revenues, are $12,142,128.00

DESCRIPTIONS	Unrestricted	Restricted	Combined
Revenues			
LCFF Revenues	$9,430,978		$9,430,978
Federal	$0	$382,601	$382,601
State	$163,889	$1,449,212	$1,613,101
Other Local	$437,000	$278,448	$715,448
TOTAL REVENUES	***$10,031,867***	***$2,110,261***	***$12,142,128***

The Estimated Actuals Total Revenue for SY25/26 is 11,121,907, or a 9.17% increase by 26/27.

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Education Protection Account

As approved by the voters on November 6, 2012, the Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

Proposition 30 requires that a portion of K-14 general-purpose funds be used for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The District receives funds from the EPA based on its proportionate share of statewide general-purpose funds. A corresponding reduction is made to its state aid funds.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.

- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Illustrated below is how the District's EPA funds are appropriated for 2026-27. The amounts will be revised throughout the year based on information received from the State.

Education Protection Account (EPA) Budget *2026-27 Fiscal Year*	
Description	Amount
BEGINNING BALANCE	$0
BUDGETED EPA REVENUES:	
Estimated EPA Funds	$1,420,333
BUDGETED EPA EXPENDITURES:	
Certificated Instructional Salaries	$1,020,756
Certificated Instructional Benefits	$399,577
TOTAL	$1,420,333
ENDING BALANCE	$0

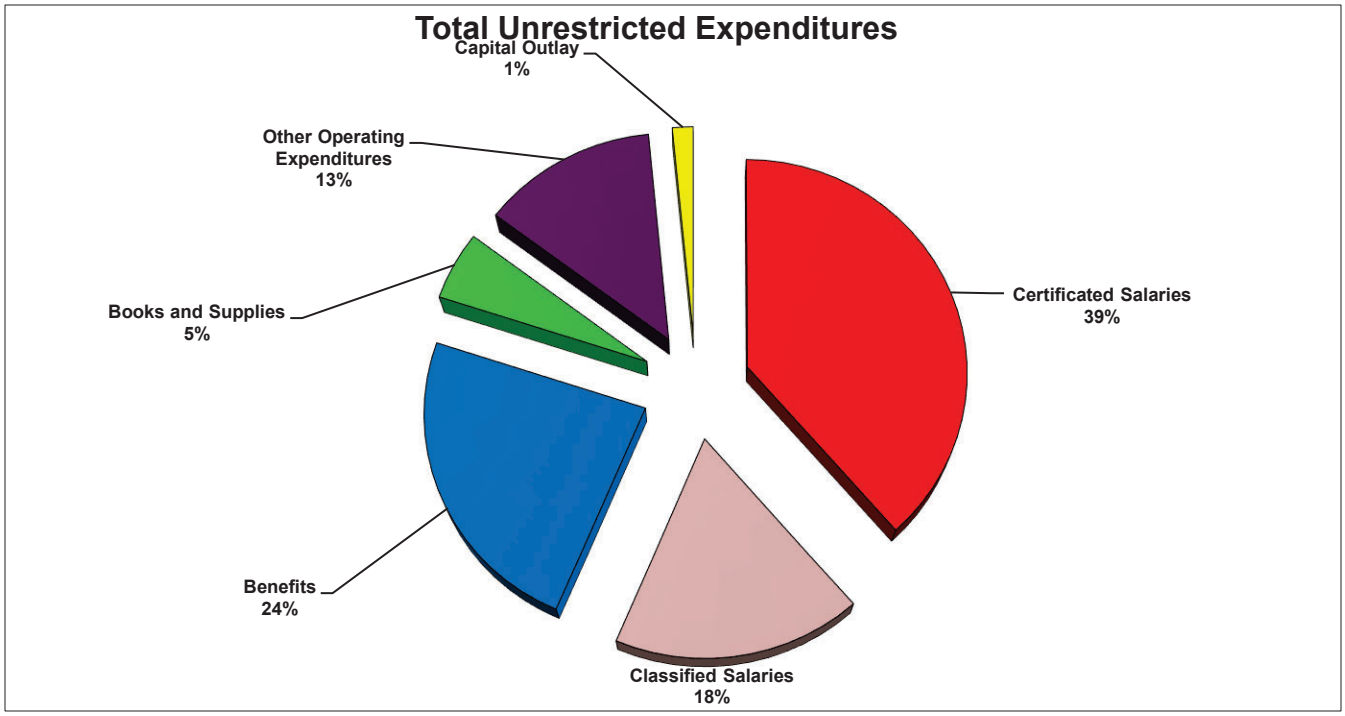
Operating Expenditure Components:

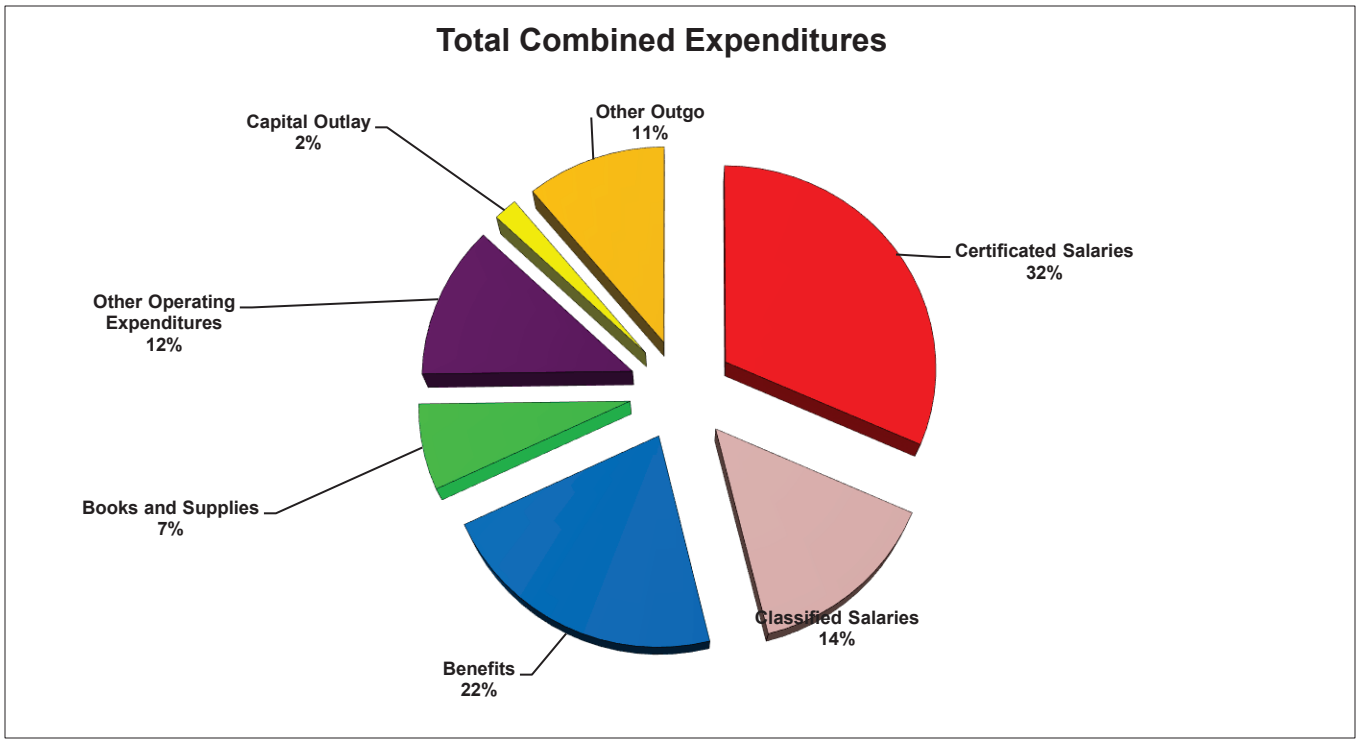
The General Fund is used for the majority of the district's functions. The salaries and benefits comprise approximately 81% of unrestricted budget and approximately 65% of the total General Fund budget. The remaining 35% cover ongoing operational costs.

DESCRIPTIONS	Unrestricted	Restricted	Combined
Certificated Salaries	$2,967,627	$725,239	$3,692,866
Classified Salaries	$1,370,629	$330,019	$1,700,648
Employee Benefits	$1,813,792	$732,702	$2,546,494
Books and Supplies	$402,950	$390,507	$793,457
Services & Operating Expenditures	$1,019,179	$412,561	$1,431,740
Capital Outlay	$120,000	$100,000	$220,000
Other Outgo/Transfers	($136,648)	$1,429,470	$1,292,822
Total Expenditures	***$7,557,529***	***$4,120,498***	***$11,678,027***

The Salaries and Benefits include the negotiated 90% Enacted COLA salary increases for 26/27. These also include the reclassification of the stipend lists, and the assumption that the district filled all the vacancies.

The illustrated data below represents the Proposed Budget Total Expenditures of $11,678,027.00





General Fund Contributions to Restricted Programs

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Description	Amount
Special Education - Instruction & Basic Entitlement	$1,440,292
Ag Career Tech	$10,620
Title I	$157,746
Title II	$3,233
Title IV	$2,232
Educ Related Mental Health Services (ERMHS)	$72,320
TOTAL CONTRIBUTIONS	**$1,686,443**

General Fund Summary

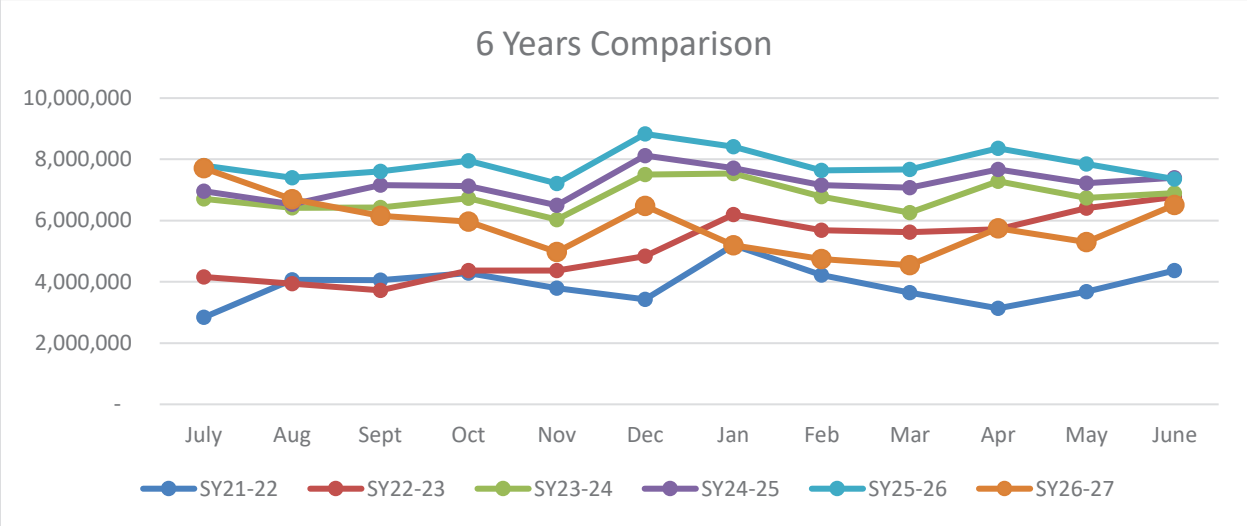
The District's 2026-27 General Fund projects a total operating surplus of $464,101, resulting in an estimated ending fund balance of $7,690,099 million. The components of the District's fund balance are as follows:

Net Increase (Decrease) In Fund	$264,101
Beginning Fund Balance 7/1/2026	$7,425,997
Ending Fund Balance 6/30/2027	**$7,690,098**
Components of Ending Fund Balance	
Revolving Fund	$2,000
Restricted Funds	$866,100
Other Commitments	$1,565,571
Other Assignments	$2,217,121
Reserve for Economic Uncertainties	$934,242
Unassigned/Unappropriated	$2,105,064
Total Ending Balance 6/30/27 (Estimates)	***$7,690,098***

- The $200,000 Other Financing Sources/Uses is an inter-fund transfer to Fund 17 Special Reserve
- Total Available Reserves for 26/27 is $2,977,446 or 25.07%

Cash Flow Summary:

The Cash Flow Summary Analysis reflects the district's projected ending cash balances of $7,818,049 as of June 30, 2026, and $6,513,976 as of June 30, 2027. The district anticipates maintaining a positive monthly cash balance throughout the 2026-27 school year.



The Richvale Charter Academy:

Formerly known as Richvale Elementary School, Richvale Charter Academy is shown in the illustration below, with financial data for its first year of operation and new assumptions for its second year.

Description	EA 2025/26	OB 2026/27
Total Revenues	**$811,774**	**$824,908**
Less Expenditures		
Certificated Salaries	$295,190	$295,630
Classified Salaries	$73,106	$94,754
Employee Benefits	$145,049	$141,790
Books and Supplies	$65,224	$87,659
Services & Operating Expenditures	$139,438	$161,350
Capital Outlay	$0	$0
Other Outgo/Transfers	$77,811	$0
Total Expenditures	***$795,818***	***$781,183***
Net Increase (Decrease)	***$15,956***	***$43,725***

- The Richvale Charter Academy total enrollment for 25/26 is 65 with an Average Daily Attendance of 57.14
- A conservative budget of 66 total enrollment for 26/27 and Average Daily Attendance increase to 60.45
- The Richvale Charter Academy's total budget is included as part of the district-wide total proposed budget component summary.

Multi-Year Projections District-Wide

The Multi-Year Projections are developed based on the planning factors provided by the Fiscal Crisis & Management Assistance Team, School Services of California, and/or recommendations by the Butte County Office of Education.

Federal Revenues	382,601	387,029	366,980
State Revenues	1,613,101	1,695,348	1,704,485
Local Revenues	715,448	717,509	717,462
TOTAL	**$ 12,142,128**	**$ 12,139,388**	**$ 13,634,845**
Salaries and Benefits	7,940,008	8,110,809	8,321,541
Books and Supplies	793,457	833,115	689,628
Service/ Operating Exp	1,431,740	1,429,639	1,500,293
Capital Outlay	220,000	-	350,000
Other Outgo/Transfers	1,492,822	1,591,663	1,730,738
TOTAL	**$ 11,878,027**	**$ 11,965,226**	**$ 12,592,200**
Net Increase (Decrease)	**$ 264,101**	**$ 174,162**	**$ 1,042,645**
Beginning Fund Balance	7,425,997	7,690,098	7,864,260
Ending Fund Balance	**$ 7,690,098**	**$ 7,864,260**	**$ 8,906,905**

- Fiscal Year 2026/27 and 2027/28 with curriculum adoption
- Capital Outlay assumptions of possible one-time funding usage and equipment repairs or replacement.
- Other Outgo/transfers include Fund 17 reserve fund and rising costs of Special Education Programs.
- Due to the three-year average ratio of the Average Daily Attendance, the funded COLA increases in Fiscal Year 2028/29.

Fund Summaries:

Below is a summary of each Fund's fund balance and corresponding change.

FUND	2025/26	Est. Net Change	2026/27
GENERAL (UNRESTRICTED & RESTRICTED)	$7,425,997	$264,101	$7,690,098
ASSOCIATED STUDENT BODY	$164,458	$11,000	$175,458
CAFETERIA FUND	$323,762	($106,992)	$216,770
SPECIAL RESERVED (Fund 17)	$1,362,904	$230,000	$1,592,904
SPECIAL RESERVED (Fund 20- OPEB)	$598,083	$20,000	$618,083
BUILDING FUND (Fund 21)	$4,306,161	($3,925,000)	$381,161
CAPITAL FACILITIES (Fund 25)	$141,066	$4,000	$145,066
CAPITAL OUTLAY (Fund 40)	$108	$3	$111
BOND INTEREST AND REDEMPTION	$484,452	$0	$484,452
DEBT SERVICE FUND (Fund 56)	$165	$5	$170
FOUNDATION PRIVATE TRUST FUND	$832,809	$10,000	$842,809
TOTAL	**$15,639,965**	**($3,492,883)**	**$12,147,082**

The Building Fund relates to the new General Obligation Measure A Bond projects, which assume the district to incur estimates of $3.9M in 26/27

The Cafeteria Fund assumes full-time staff in 26/27. With continuously rising operating costs, this equates to a net deficit of $106,992

Future Risk and Planning

- Enrollment and ADA Uncertainty
- Continues rising Special Education, operating costs, outside services, and aged school facilities.
- Federal Issues—All other policy changes in federal law about education. Slashing positions, terminating grants, and eliminating funding face legal challenges.
- State Issues – Proposed Governance Restructuring of moving the California Department of Education under the State Board of Equalization. May Revision moves funding from CDE in future years to a new Office of the Superintendent of Public Instruction.
- Fiscal Stabilization—The administration continuously and closely monitors the budget, specifically the employee salaries and benefits, which are currently funded through one-time resources.

Conclusion

The District's current-year and multi-year projected surpluses support the projection that Biggs Unified School District will meet its financial obligations for the current year and the two subsequent years. The Multi-Year Projections are budgeted conservatively, assuming no new Federal and State funds are received. As the variables change through legislative action and economic forecasts at the state or local level, the projections will be analyzed and adjusted as appropriate.

The administration is confident that the district will maintain prudent operating reserves and have the cash to remain fiscally solvent.

BIGGS UNIFIED SCHOOL DISTRICT
Meeting Date: June 10, 2026

Item Number: 13 A
Item Title: Inter-district Agreement Request(s)
Presenter: Doug Kaelin, Superintendent & Loretta Long, Admin. Assistant/HR Officer
Attachment: None
Item Type: [X] Consent Agenda [ ] Action [ ] Report [ ] Work Session [ ] Other:

Background/Comments:

We have received the following interdistrict transfer requests. After reviewing each one with Board Policy and Administration Regulations 5117, we make the following recommendations.

2026-2027 School Year	From:	To:	Action	New/Ongoing
1. (2nd Grade)	Biggs	Manzanita	Release	New
2. (6th Grade)	Biggs	Oro Elementary	Release	New
3. (K)	Biggs	Live Oak	Release	New
4. (5th Grade)	Biggs	Live Oak	Release	Ongoing
5. (K)	Biggs	Live Oak	Release	New
6. (K)	Biggs	Gridley	Release	Ongoing
7. (11th Grade)	Biggs	Gridley	Release	Ongoing
8. (9th Grade)	Biggs	Gridley	Release	Ongoing
9. (7th Grade)	Biggs	Gridley	Release	Ongoing
10. (8th Grade)	Biggs	Gridley	Release	Ongoing
11. (5th Grade)	Biggs	Gridley	Release	New
12. (10th Grade)	Biggs	Gridley	Release	New
13. (3rd Grade)	Gridley	Biggs	Accept	Ongoing
14. (2nd Grade)	Gridley	Biggs	Accept	Ongoing
15. (K)	Gridley	Biggs	Accept	Ongoing
16. (TK)	Gridley	Biggs	Accept	New

Fiscal Impact: We will have a loss of ADA for those outgoing transfer requests and an increase of ADA for those incoming transfer requests.

Recommendation: The Superintendent recommends action as indicated.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: June 10, 2026

Item Number:	13 B
Item Title:	Approve AP Vendor Check Register and Purchase Order Listing
Presenter:	Moneek Graves, Fiscal Assistant
Attachment:	AP Vendor Check Register & Purchase Order Listing for May 1, 2026 through May 31, 2026
Item Type:	[X] Consent Agenda [ ] Action [ ] Report [ ] Work Session [ ] Other

Background/Comments:

The AP Vendor Check Register and Purchase Order totals are as attached.

Fiscal Impact:

As indicated.

Recommendation:

Approve.

Register 000580 - 05/07/2026 **Bank Account COUNTY - US Bank**

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-353358	1,440.00	Printed	01		4Tree Farms LLC (100946/1)
3005-353359	1,520.17	Printed	01		AMAZON (100697/1)
3005-353360	3,472.52	Printed	01		ANDES POOL SUPPLY (100077/1)
3005-353361	2,662.06	Printed	01		AT&T (100086/1)
3005-353362	333.12	Printed	01		AT&T (100086/2)
3005-353363	20.00	Printed	01		BUCKMASTER OFFICE SOLUTIONS (100112/1)
3005-353364	269.23	Printed	01		BUTTE AUTO PARTS (100115/1)
3005-353365	376.00	Printed	01		BUTTE COUNTY SHERRIF S OFFICE RECORDS DIVISION (100125/1)
3005-353366	113.05	Printed	13		CA DEPT OF EDUCATION/FOOD DIST CASHIER'S OFFICE (100129/1)
3005-353367	1,812.92	Printed	01		CITY OF BIGGS (100164/1)
3005-353368	750.00	Printed	01		E-Rate Advisors Inc. (100795/2)
3005-353369	770.00	Printed	01		FRRPD (100707/1)
3005-353370	176.00	Printed	01		FGL ENVIRONMENTAL (100221/1)
3005-353371	566.55	Printed	01		Golden Pacific Bank (100235/1)
3005-353372	441.51	Printed	01		Trevipay (100969/2)
3005-353373	1,780.50	Printed	13		HYLEN DISTRIBUTING (100268/1)
3005-353374	3,575.00	Printed	21		Isom Advisors (100937/1)
3005-353375	1,947.07	Printed	01		J C NELSON SUPPLY CO (100275/1)
3005-353376	3,863.85	Printed	01		Lakeview Petroleum Co. (100304/3)
3005-353377	452.51	Printed	01		MACS MARKET (100318/1)
3005-353378	2,660.39	Printed	01		MAX S DIESEL SERVICE (100324/1)
3005-353379	39.60	Printed	01		MJB SALES & SERVICE (100336/1)
3005-353380	278.47	Printed	01		NEFF (100348/3)
3005-353381	140,075.00	Printed	21		NICHOLS MELBURG & ROSETTO (100351/1)
3005-353382	305.00	Printed	01		North State Water System (100827/1)
3005-353383	967.10	Printed	01		OFFICE DEPOT (100358/1)
3005-353384	1,814.79	Printed	01		Pedal Press (100985/1)
3005-353385	2,009.50	Printed	13		PRO PACIFIC FRESH (100376/1)
3005-353386	9,324.38	Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-353387	270.03	Printed	01		USA Waste of California, Inc. (100979/1)
3005-353388	329.70	Printed	01		WeVideo, Inc (100747/2)

184,416.02 **Number of Items** **31** **Totals for Register 000580**

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 5/1/2026, Ending Check Date = 5/31/2026, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 000580 - Fund/Obj Expense Summary **Bank Account COUNTY - US Bank**

2026 FUND-OBJ Expense Summary / Register 000580 (continued)

2026 FUND-OBJ Expense Summary / Register 000580

01-4300	9,616.62	
01-4303	3,863.85	
01-5502	1,812.92	
01-5504	270.03	
01-5600	2,660.39	
01-5606	20.00	
01-5800	5,058.89	
01-5805	750.00	
01-5807	376.00	
01-5900	2,995.18	
01-9110*		27,423.88-
Totals for Fund 01	**27,423.88**	**27,423.88-**
13-4300	530.73	
13-4700	12,811.41	
13-9110*		13,342.14-
Totals for Fund 13	**13,342.14**	**13,342.14-**
21-5800	143,650.00	
21-9110*		143,650.00-
Totals for Fund 21	**143,650.00**	**143,650.00-**
Totals for Register 000580	**184,416.02**	**184,416.02-**

* denotes System Generated entry

Net Change to Cash 9110 **184,416.02-** **Credit**

Register 000581 - 05/07/2026 **Bank Account COUNTY - US Bank**

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-353389	478.34	Printed	01		Twin City Trophies (100893/1)

478.34 **Number of Items** **1** **Totals for Register 000581**

2026 FUND-OBJ Expense Summary / Register 000581

01-4300	478.34	
01-9110*		478.34-
Totals for Register 000581	**478.34**	**478.34-**

* denotes System Generated entry

Net Change to Cash 9110 **478.34-** **Credit**

Register 000581 - Fund/Obj Expense Summary **Bank Account COUNTY - US Bank**

2026 FUND-OBJ Expense Summary / Register 000581 (continued)

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Register 000582 - 05/14/2026 **Bank Account COUNTY - US Bank**

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-353944	126.78	Printed	13		Strattard, John (001201 - Emp)
3005-353945	175.00	Printed	01		Green, Melissa D (001230 - Emp)
3005-353946	49.44	Printed	01		Graves, Moneek S (001383 - Emp)
3005-353947	75.32	Printed	01		Long, Loretta L (001404 - Emp)
3005-353948	632.28	Printed	01		AMAZON (100697/1)
3005-353949	371.47	Printed	01		CANDELARIO ACE HARDWARE (100250/1)
3005-353950	7,971.12	Printed	01		Lakeview Petroleum Co. (100304/3)
3005-353951	1,309.07	Printed	01		RECOLOGY BUTTE COLUSA (100384/1)
3005-353952	110.00	Printed	01		Right Way Holdings (100393/1)
3005-353953	3,730.54	Printed	13		SFS OF SACRAMENTO, INC (100443/2)
3005-353954	537.40	Printed	01		TPX COMMUNICATIONS (100764/2)
3005-353955	202.61	Printed	01		Tracey McPeters (100905/1)
3005-353956	1,471.11	Printed	01		TURF STAR INC (100457/1)
3005-353957	201.90	Printed	01		VERIZON WIRELESS (100467/1)

16,964.04 **Number of Items** **14** **Totals for Register 000582**

2026 FUND-OBJ Expense Summary / Register 000582

01-4300	1,572.90	
01-4303	7,971.12	
01-4400	1,082.94	
01-5200	75.32	
01-5300	175.00	
01-5504	1,309.07	
01-5800	39.80	
01-5808	110.00	
01-5900	739.30	
01-9110*		13,075.45-
Totals for Fund 01	**13,075.45**	**13,075.45-**
13-4300	305.25	
13-4700	3,583.34	
13-9110*		3,888.59-
Totals for Fund 13	**3,888.59**	**3,888.59-**
Totals for Register 000582	**16,964.04**	**16,964.04-**

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 6, Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Starting Check Date = 5/1/2026, Ending Check Date = 5/31/2026, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 000582 - Fund/Obj Expense Summary **Bank Account COUNTY - US Bank**

2026 FUND-OBJ Expense Summary / Register 000582 (continued)

* denotes System Generated entry

Net Change to Cash 9110	**16,964.04-**	**Credit**

Register 000583 - 05/19/2026 **Bank Account COUNTY - US Bank**

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-354155	412.00	Printed	01		Caitlin Schwerin (100981/1)
3005-354156	770.00	Printed	01		Jennifer Stampanoni (100961/1)

1,182.00 **Number of Items** **2** **Totals for Register 000583**

2026 FUND-OBJ Expense Summary / Register 000583

01-5800	1,182.00	
01-9110*		1,182.00-
Totals for Register 000583	**1,182.00**	**1,182.00-**

* denotes System Generated entry

Net Change to Cash 9110 **1,182.00-** **Credit**

Register 000583 - Fund/Obj Expense Summary **Bank Account COUNTY - US Bank**

2026 FUND-OBJ Expense Summary / Register 000583 (continued)

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Register 000584 - 05/21/2026 **Bank Account COUNTY - US Bank**

Number	Amount	Status	Fund	Cancel Register Id	Payee
3005-354508	300.00	Printed	01		Back inTime Arcade II (100944/1)

300.00 **Number of Items** **1** **Totals for Register 000584**

2026 FUND-OBJ Expense Summary / Register 000584

01-5800	300.00	
01-9110*		300.00-
Totals for Register 000584	**300.00**	**300.00-**

* denotes System Generated entry

Net Change to Cash 9110 **300.00-** **Credit**

Register 000584 - Fund/Obj Expense Summary **Bank Account COUNTY - US Bank**

2026 FUND-OBJ Expense Summary / Register 000584 (continued)

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Register 000584 - Fund/Obj Expense Summary **Bank Account COUNTY - US Bank**

2026 FUND-OBJ Expense Summary / Register 000584 (continued)

203,340.40	**Number of Items**	**49**	**Totals for Org 006 - Biggs Unified School District**

ORDER OF ELECTION
(Education Code Sections 5000, 5018, 5304, and 5322)

RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION

Resolution 2025/2026 #10

WHEREAS, the regular biennial election of Governing Board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of Governing Board members of the Biggs Unified School District of Butte County, now be it

RESOLVED that, the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 3, 2026.

The purpose of the election is to elect 3 members of the governing board of the Biggs Unified School District

Offices Subject to Election: 3 Members 4 year terms Sean Curam

Melissa Jesher

M. America Navarro

_____ Members _____ year terms

IT IS FURTHER ORDERED that the clerk or secretary of the Biggs Unified School District Governing Board shall deliver not less than 123 days prior to the date set for the election, one (1) copy to the officer conducting the election.

The foregoing Resolution and Order was adopted by a formal vote of the Biggs Unified School District Governing Board of Butte County, being the board authorized by law to make the designations therein contained on June 10, 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Signed: _____
(Clerk/Secretary of the Governing Board)

Instructions: After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver one (1) copy to the County Superintendent of Schools, not less than 123 days prior to the date set for the election (Election Code 5322). One (1) of these copies is to be delivered by the County Superintendent to the County Clerk or Registrar of Voters, with a copy of the Notice of Election, at least 120 days prior to the day of election (Education Code 5324).

RESOLUTION # 2025/2026 #12

ESTABLISHING PROCEDURE

IN CASE OF TIE VOTE AT GOVERNING BOARD ELECTION

WHEREAS, 3 members of Biggs Unified School District Governing Board are to be elected at the November 3, 2026, election; and

WHEREAS, Education Code Section 5304 provides that the Governing Board has the duty to resolve tie votes in governing board elections; and

WHEREAS, Education Code Section 5016 provides that the Governing Board may either call a runoff election or determine the winner or winners by lot.

BE IT THEREFORE RESOLVED that, in the event a tie vote makes it impossible to determine which of two or more candidates has been elected to the Governing Board, the winner shall be determined by lot.

PASSED AND ADOPTED by the Biggs Unified School District Governing Board, this 10th day of June, 2026 by the following vote:

AYES: _____
(Board Member's Names)

NOES: _____
(Board Member's Names)

ABSENT: _____
(Board Member's Names)

ABSTENTION: _____
(Board Member's Names)

_____
(President of the Governing Board)

ATTEST:

By_____
(Secretary to the Board)

Remaining Board Members: Jona Phillips and Linda Brown

RESOLUTION # 2025/2026 #11
REGARDING COSTS OF CANDIDATES' STATEMENTS

WHEREAS, pursuant to Elections Code § 13307 - 133307.5, each candidate for elective office may prepare a candidate's statement for inclusion in the voter's pamphlet.

BE IT THEREFORE RESOLVED by the Biggs Unified School District Governing Board, that each candidate for a position on the Governing Board shall be required to pay his or her pro rata share of the cost of printing, handling, translating and mailing of the candidate's statement filed pursuant to California Elections Code § 13307 - 133307.5, in accordance with said section for the General Election to be held on November 3, 2026.

PASSED AND ADOPTED by the Governing Board this 10th day of June, 2026 by the following vote:

AYES: _____
(Board Member's Names)

NOES: _____
(Board Member's Names)

ABSENT: _____
(Board Member's Names)

ABSTENTION: _____
(Board Member's Names)

_____
(President of the Governing Board)

ATTEST:

By:_____
(Secretary to the Board)

BIGGS UNIFIED SCHOOL DISTRICT

June 10, 2026

Item Number: 14 D

Item Title: Proposition 28- Arts and Music in Schools (AMS)

Presenter: Analyn Dyer

Attachments: Annual Report, Fiscal Year 23/24, 24/25/ and 25/26 Allocation

Item Type: [ ] Consent Agenda [X] Action [ ] Report [ ] Work Session [ ] Other

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Background/Comments:

As a condition of apportionment under Proposition 28, the LEA requires annual reporting of activities conducted in the year using those funds, approved by the Governing Board, and subsequent upload of that report to the California Department of Education.

School Year	Total Allocation	Total Expenses	Balance	Remarks
2023/24	*$ 81,686	**$43,950	$37,736	Balance will be spent on or before 6/30/26
2024/25	$ 84,010	----------	$84,010	Waiver in process, ends 6/30/2027
2025/26	$ 86,940	----------	$86,940	Estimates as of P1,Ends 6/30/2028

**Fiscal Year 2023/24, CDE granted a waiver for these funds.*
*** Includes encumbrances as of 5/21/26*

Fiscal Impact:

Failure to comply could result in forfeiting the funds for Proposition 28.

Education Impact:

Support for supplemental funds will enhance the art programs and help students gain an appreciation of the performing arts.

Recommendation:

The Administration recommends that the Board approve the Arts &Music in School (Prop 28) Fiscal Year 2023/24, 2024/25 Annual Report and 25/26 Allocation as presented.

Proposition 28: Arts and Music in Schools Funding Annual Certification Requirements

Name: Biggs Unified
CDS Code: 04-61408-0000000
Allocation Year: 2025-26

As a condition of receipt of funds pursuant to Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code (EC) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

☑ **By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.**

Submission Date 5/21/2026 8:16:14 AM

Arts & Music in Schools (Prop 28) Annual Report

2025-26 School Year

Arts & Music in Schools (AMS) funding is to be used to supplement district funds in order to provide additional access to arts education instruction programming. Each year's AMS funding allocation has a three-year expenditure timeline and is allocated to each school within the LEA through a state-determined enrollment-based formula. Each year, LEAs are required to submit a Governing Board an approved report detailing expenditures of AMS funds to the CDE. This report is also to be posted on the LEA's website. In addition, an annual certification is provided to the CDE indicating that:

- AMS funds are used for arts education programs. LEAs with 500 or more pupils must also certify 80 percent of expended funds employed certificated or classified employees to provide arts education program instruction.
- AMS funds are used to supplement funding for arts education programs.
- No more than 1 percent of AMS funds are used for LEA administrative expenses.

The report components below are the required reporting elements for the CDE annual submission. Biggs Unified School District will submit the report following Board approval each year and prior to June 30th. Any questions regarding this report can be directed to Doug Kaelin at
dkaelin@biggs.org

LEA Name	CDS Code	Allocation Year
Biggs Unified School District	04-61408-0000000	2025-26

Narrative description of the Prop 28 arts education programs funded. (2500 character limit)
BUSD plans to utilize Prop 28 funds to expand current visual arts, and to enhance the art programs. Students will gain an appreciation of performing arts such as music,dance, acting, and develop skills necessary to pursue a variety of careers in performing arts. These proposal includes application of the elements of principles of performing theather arts, study of historical theatrical arts, dance, and exploration of the art from a career perspective. BUSD did not spend its Proposition 28 funds for Fiscal Year 2025-26 and these funds will be rolled over and will be utilized in the Fiscal Year 2026-27, and/or until 2027-28. BUSD planned to apply/request a waiver for Fiscal Year 2026-27.

Number of full-time equivalent teachers (certificated) via AMS funds in 2025-26	0
Number of full-time equivalent personnel (classified) via AMS funds in 2025-26	0

Number of full-time equivalent teaching aides via AMS funds in 2025-26	0
Number of student served via AMS funds in 2025-26	0
Number of school sites providing arts education via AMS funds in 2025-26	0

Date of approval by Biggs Unified School District Governing Board/Body: June ____ 2026

BIGGS UNIFIED SCHOOL DISTRICT

June 10, 2026

Item Number: Item 14 E

Item Title: Approval of Funding for Consolidated Categorical Aid Programs FY26/27

Presenter: Analyn Dyer

Attachments: Copy of Consolidated Application

Item Type: [ ] Consent Agenda [X] Action [ ] Report [ ] Work Session [ ] Other

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Background/Comments:

The Consolidated Application (ConApp) must be submitted to the California Department of Education (CDE) for the district to receive funds for categorical programs. The application is submitted online via the web-based Consolidated Application Reporting System (CARS).

The district needs board approval of the application and a statement that BUSD requests participation in federal programs, including Title I, Part A (Basic Grant for Low-Income/Low-Achieving Students); Title II, Part A (Teacher and Principal Training and Recruiting); Title III, Part A (Immigrant and Limited English Proficient Students (LEP)); and Title IV, Part A (Student Supports). As a requirement of the Elementary and Secondary Education Act (ESEA), Biggs USD continues to make any necessary adjustments and modifications to meet the ongoing legislative provisions of these programs.

Federal guidelines also require districts to inform local private nonprofit schools of their eligibility to participate with public schools in federal programs. Those participating private schools are not identified in this spring's data reporting.

Fiscal Impact: Refer to the attached summary

Education Impact : The Consolidated Application enables BUSD to access funding for teacher development and high-need students.

Recommendation:

Recommends that the Board approve the Consolidated Application for Spring Data Collection.

Current Submissions and Deadlines

Data collection forms that are listed below are open, available for editing, have upcoming deadlines, and/or are overdue to be certified. Data collection forms that have been certified, have had their deadlines pass, are open and available for editing can be found under the Data Entry Forms tab. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

11 Data Collection(s) found.

Fiscal Year 2024-25	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 24 Months	June 30, 2026	*Draft* ADyer, 5/18/2026 8:45 AM

Fiscal Year 2025-26	Deadline	Status
Title II, Part A Fiscal Year Expenditure Report, 12 Months	June 30, 2026	*Draft* ADyer, 5/18/2026 9:09 AM
Title III Immigrant YTD Expenditure Report, 12 Months	June 30, 2026	*Draft* ADyer, 5/18/2026 9:00 AM
Homeless Education Policy, Requirements, and Implementation	June 30, 2026	*Draft* ADyer, 5/18/2026 9:05 AM

Fiscal Year 2026-27	Deadline	Status
Protected Prayer Certification	June 30, 2026	*Draft* ADyer, 5/18/2026 9:10 AM
LCAP Federal Addendum Certification	June 30, 2026	*Draft* ADyer, 5/18/2026 9:10 AM
Application for Funding	June 30, 2026	*Draft* ADyer, 5/18/2026 9:12 AM
Nonprofit Private School Consultation	June 30, 2026	*Draft* ADyer, 5/18/2026 9:14 AM
Title III English Learner Student Program Subgrant Budget	June 30, 2026	*Draft* ADyer, 5/18/2026 9:20 AM
Title III Immigrant Student Program Subgrant Budget	June 30, 2026	*Draft* ADyer, 5/18/2026 9:21 AM
Substitute System for Time Accounting	June 30, 2026	*Draft* ADyer, 5/18/2026 9:22 AM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

Required fields are denoted with an asterisk (*).

2024–25 Title II, Part A allocation:	$25,152
* Transferred–in amount:	$0
* Transferred–out amount:	$0
2024–25 Total allocation:	$25,152
Professional Development Expenditures	
* Professional development for teachers:	$0
* Professional development for administrators:	$0
* Consulting/Professional services:	$0
* Induction programs:	$0
* Books and other supplies:	$0
* Dues and membership:	$0
* Travel and conferences:	$0
Personnel and Other Authorized Activities	
* Certificated personnel salaries:	$20,258
* Classified personnel salaries:	$0
* Employee benefits:	$4,894
* Developing or improving an evaluation system:	$0
* Recruitment activities:	$0
* Retention activities:	$0
* Class size reduction:	$0
Program Expenditures	
* Direct administrative costs:	$0
* Indirect costs:	$0

Title V, Part B Subpart 1 Alternative Fund Use Authority (AFUA):	$0
* Equitable services for nonprofit private schools:	$0
Total expenditures:	$25,152
2024–25 Unspent funds:	$0

Last Saved: Analyn Dyer (ADyer), 5/18/2026 8:45 AM, Draft

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

Required fields are denoted with an asterisk (*).

2025–26 Title II, Part A allocation:	$22,088
* Transferred–in amount:	$0
* Transferred–out amount:	$0
2025–26 Total allocation:	$22,088

Professional Development Expenditures

* Professional development for teachers:	$0
* Professional development for administrators:	$0
* Consulting/Professional services:	$0
* Induction programs:	$0
* Books and other supplies:	$0
* Dues and membership:	$0
* Travel and conferences:	$0

Personnel and Other Authorized Activities

* Certificated personnel salaries:	$17,862
* Classified personnel salaries:	$0
* Employee benefits:	$4,226
* Developing or improving an evaluation system:	$0
* Recruitment activities:	$0
* Retention activities:	$0
* Class size reduction:	$0

Program Expenditures

* Direct administrative costs:	$0
* Indirect costs:	$0

Title V, Part B Subpart 1 Alternative Fund Use Authority (AFUA):	$0
* Equitable services for nonprofit private schools:	$0
Total expenditures:	$22,088
2025–26 Unspent funds:	$0

Last Saved: Analyn Dyer (ADyer), 5/18/2026 9:09 AM, Draft

2025–26 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

Required fields are denoted with an asterisk (*).

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.
Refer to the Program Information link above for authorized Immigrant student program activities.
Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III immigrant student program allocation:	$1,023
* Transferred-in amount:	$0
2025–26 Total allocation:	$1,023
Object Code - Activity	
* 1000–1999 Certificated personnel salaries:	$0
* 2000–2999 Classified personnel salaries:	$0
* 3000–3999 Employee benefits:	$0
* 4000–4999 Books and supplies:	$1,023
* 5000–5999 Services and other operating expenditures:	$0
* Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount):	$0
* Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs):	$0
Total year-to-date expenditures:	$1,023
2025–26 Unspent funds:	$0

Last Saved: Analyn Dyer (ADyer), 5/18/2026 9:00 AM, Draft

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

Required fields are denoted with an asterisk (*).

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:
1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
b) Includes a dispute resolution process;
c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

* Homeless liaison first name:	Doug
* Homeless liaison last name:	Kaelin
* Homeless liaison title:	Superintendent
* Homeless liaison email address: (Format: abc@xyz.zyx)	dkaelin@biggs.org
* Homeless liaison telephone number: (Format: 999-999-9999)	530-868-1281
Homeless liaison telephone extension:	
* Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education: (Format: 0.00)	1

Homeless Liaison Training Information

* Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years:	○ No ◉ Yes

Has the homeless liaison provided training to the following personnel:

Principals and other school leaders:	○ No ◉ Yes

Attendance officers and registrars:	○ No ◉ Yes
Teachers and instructional assistants:	○ No ◉ Yes
School counselors:	○ No ◉ Yes

Homeless Education Policy and Requirements

* Does the LEA have a written homeless education policy:	○ No ◉ Yes
No policy comment: Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy:	04/19/2023 (ex. MM/DD/YYYY)
* Does the LEA meet the above federal requirements:	○ No ◉ Yes
Compliance comment: Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

* Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth:	○ No ◉ Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth:	○ No ◉ Yes
Is the housing questionnaire made available in paper form:	○ No ◉ Yes
Did your LEA administer the housing questionnaire to all student body during the school year:	○ No ◉ Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation:	$188,680
2025–26 Title I, Part A direct or indirect services to homeless children reservation:	$2,000
Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children:	$5,000
Homeless services provided: (Maximum 500 characters)	

No expenditures or encumbrances comment:
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)

Last Saved: Analyn Dyer (ADyer), 5/18/2026 9:05 AM, Draft

2026–27 Protected Prayer Certification

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

Required fields are denoted with an asterisk (*).

Protected Prayer Certification Statement

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

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

* The authorized representative agrees to the above statement:	○ No ◉ Yes
Authorized Representative's Full Name:	Doug Kaelin
Authorized Representative's Title:	Superintendent
Authorized Representative's Signature Date:	05/18/2026 (ex. MM/DD/YYYY)
Comment: If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification

Required fields are denoted with an asterisk (*).

Initial Application

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

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

Returning Application

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

County Office of Education (COE) or District: For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	(ex. MM/DD/YYYY)
Direct Funded Charter: Enter the adoption date of the current LCAP	(ex. MM/DD/YYYY)
* Authorized Representative's Full Name:	Doug Kaelin
* Authorized Representative's Title:	Superintendent

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2026–27 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

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

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

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

*** Title I, Part A (Basic Grant):** ESSA Sec. 1111 et seq. SACS 3010	○ No ◉ Yes
*** Title II, Part A (Supporting Effective Instruction):** ESEA Sec. 2104 SACS 4035	○ No ◉ Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA): Section 5211 of ESEA	○ No ◉ Yes
*** Title III English Learner:** ESEA Sec. 3102 SACS 4203	○ No ◉ Yes
*** Title III Immigrant:** ESEA Sec. 3102 SACS 4201	○ No ◉ Yes
*** Title IV, Part A (Student and School Support):** ESSA Sec. 4101 SACS 4127	○ No ◉ Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA): Section 5211 of ESEA	○ No ◉ Yes
Title V, Part B Subpart 1 Small, Rural School Achievement Grant:	○ No ◉ Yes

2026–27 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

Required fields are denoted with an asterisk (*).

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, English Learner; Title III, Immigrant; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes
Y1: meaningful consultation occurred
Y2: timely and meaningful consultation did not occur
Y3: the program design is not equitable with respect to eligible private school children
Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s): ◉ No ○ Yes
The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

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2026–27 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

Required fields are denoted with an asterisk (*).

Estimated Allocation Calculation

Estimated immigrant per student allocation:	$126.40
* Estimated immigrant student count:	9
Estimated immigrant student program allocation:	$1,138

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

* Authorized activities:	$1,138
* Direct administrative costs: (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
* Indirect costs: (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget:	$1,138

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2026–27 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

Required fields are denoted with an asterisk (*).

Estimated Allocation Calculation

Estimated English learner per student allocation:	$135.70
* Estimated English learner student count:	62
Estimated English learner student program allocation:	$8,413

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

* Professional development activities:	$1,413
* Program and other authorized activities:	$2,000
* English Proficiency and Academic Achievement:	$5,000
* Parent, family, and community engagement:	$0
* Direct administrative costs: (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
* Indirect costs: (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget:	$8,413

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CONSOLIDATED APPLICATION
Spring 2026

	2024-25			
	Awards	Spent	Balance/Carryover	Remarks
Title II	$ 25,152	$ 25,152.00	$ -	
	2025-26			
	Awards	Spent	Balance/Carryover	
Title I	$ 188,697	$ 188,697	$ -	
Title II	$ 22,088	$ 22,088	$ -	
Title III	$ 1,023	$ 1,023	$ -	

	2026-27			
	Awards/Budget	Spent	Balance/Budget	
Title I	$ 188,680		$ 188,680	Basic Grants
Title II	$ 22,088		$ 22,088	Teacher Quality
Title III	$ 1,138		$ 1,138	Immigrant Students
Title III	$ 8,413		$ 8,413	English Learners
	$ 220,319	**$ -**	**$ 220,319**	

Title I - 39 months before closing out, Title II- V - 27 months before closing out
All Categorical programs are closely monitored to avoid losing or returning the funds.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Biggs Elementary School	04614086002943	May 6, 2026	May 13, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Biggs Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Biggs High School -Biggs Unified	04614080430827	April 24, 2026	June 10, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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This plan is being used by Biggs High School -Biggs Unified for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....4
Other Needs....5
School and Student Performance Data....6
Student Enrollment....6
CAASPP Results....8
ELPAC Results....12
Student Population....15
Overall Performance....17
Academic Performance....19
Academic Engagement....28
Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
Goal 1....33
Goal 2....35
Goal 3....37
Goal 4....39
Goal 5....41
Budget Summary....43
Budget Summary....43
Other Federal, State, and Local Funds....43
Budgeted Funds and Expenditures in this Plan....44
Funds Budgeted to the School by Funding Source....44
Expenditures by Funding Source....44
Expenditures by Budget Reference....44
Expenditures by Budget Reference and Funding Source....44
Expenditures by Goal....44
School Site Council Membership....45
Recommendations and Assurances....46
Instructions....47
Appendix A: Plan Requirements....54

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 57
Appendix C: Select State and Federal Programs 60

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Biggs High School -Biggs Unified for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Biggs High School is committed to the idea that all students can learn and should have the opportunity to achieve academic, social emotional and co-curricular success. We provide a safe, student-centered, high quality education for all students. Biggs High School believes that high expectations for behavior and attendance lead to higher achievement academically and socially. We value cultural diversity, welcome community involvement and build partnerships with local businesses and higher education institutions to promote diverse learning opportunities for all of our students.

Educational Partner Involvement

How, when, and with whom did Biggs High School -Biggs Unified consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The various components of the Biggs High School Single Plan for Student Achievement are reviewed by BHS staff, BHS leadership team, School Site Council and our
English Language Acquisition Committee members. It is critical to gain feedback and insight from all of the above groups in order to best serve our students and families, so the process is extremely important in all focus group settings.
SSC and ELAC planning process
October 17, 2025 We held elections, went over the bi- laws, and set dates for the upcoming meetings. .
January 23, 2026 Input for the LCAP and SPSA. Improving scores, increasing parent engagement, providing after school tutoring
April 24,2026 approve the SPSA
Goals are in line with the district LCAP
Goal 1: Create conditions for college and career readiness
Goal 2: Plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.
Goal 3: Promote student engagement and a school culture conducive to learning

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There are no disaggregated results because if the small size of the school. Biggs High School is a Small Necessary High School as identifed in Ca Ed

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The high school is in RED for Math. The district is making a plan to deal with the low overall math scores. The district is adopting a new math program and policy regrading grading. Students will not move to new level of math with receividng an C or better grade

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

All students groups in math are two perfomance levels below. the team has been meeting to address the needs of all students

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The district is using MAPS data to track student improve in Math and ELA througout the school year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Biggs High School - Biggs Unified. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.55%	2.26%	1.24%	4	4	2
African American	2.55%	3.95%	3.11%	4	7	5
Asian	3.18%	2.82%	0.62%	5	5	1
Filipino	0%	%	%	0		
Hispanic/Latino	35.67%	35.59%	39.75%	56	63	64
Pacific Islander	0.64%	1.13%	%	1	2	
White	54.78%	53.67%	55.28%	86	95	89
Two or More Races	0.64%	0.56%	%	1	1	
Not Reported	0%	%	%	0		
			Total Enrollment	157	177	161

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	39	55	48
Grade 10	40	39	55
Grade 11	49	35	40
Grade 12	29	48	37
Total Enrollment	157	177	180

Conclusions based on this data:

1. Our enrollment has remain at the same level

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	12	8	8	7.6%	4.5%	5.0%
Fluent English Proficient (FEP)	26	36	34	16.6%	20.3%	21.1%
Reclassified Fluent English Proficient (RFEP)					4	

Conclusions based on this data:

1. Our English Learner numbers continue to decrease while our Fluent English Proficient numbers stay steady

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	51	32	39	50	32	39	50	32	39	98.0	100	100
All Grades	51	32	39	50	32	39	50	32	39	98.0	100	100

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2597.	2593.	2589.	28.00	18.75	12.82	24.00	37.50	41.03	28.00	25.00	30.77	20.00	18.75	15.38
All Grades	N/A	N/A	N/A	28.00	18.75	12.82	24.00	37.50	41.03	28.00	25.00	30.77	20.00	18.75	15.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.00	21.88	20.51	56.00	59.38	66.67	22.00	18.75	12.82
All Grades	22.00	21.88	20.51	56.00	59.38	66.67	22.00	18.75	12.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.00	15.63	20.51	52.00	59.38	56.41	22.00	25.00	23.08
All Grades	26.00	15.63	20.51	52.00	59.38	56.41	22.00	25.00	23.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.00	9.38	15.38	76.00	75.00	76.92	12.00	15.63	7.69
All Grades	12.00	9.38	15.38	76.00	75.00	76.92	12.00	15.63	7.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.00	18.75	12.82	68.00	71.88	79.49	6.00	9.38	7.69
All Grades	26.00	18.75	12.82	68.00	71.88	79.49	6.00	9.38	7.69

Conclusions based on this data:

1. Students have incresed the level of profences in ELA making large growth

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	51	32	39	50	32	39	50	32	39	98.0	100	100
All Grades	51	32	39	50	32	39	50	32	39	98.0	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2515.	2480.	2504.	4.00	3.13	2.56	8.00	6.25	7.69	24.00	15.63	28.21	64.00	75.00	61.54
All Grades	N/A	N/A	N/A	4.00	3.13	2.56	8.00	6.25	7.69	24.00	15.63	28.21	64.00	75.00	61.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.00	3.13	0.00	36.00	28.13	38.46	56.00	68.75	61.54
All Grades	8.00	3.13	0.00	36.00	28.13	38.46	56.00	68.75	61.54

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.00	3.13	5.13	60.00	59.38	58.97	38.00	37.50	35.90
All Grades	2.00	3.13	5.13	60.00	59.38	58.97	38.00	37.50	35.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.00	3.13	2.56	64.00	53.13	58.97	34.00	43.75	38.46
All Grades	2.00	3.13	2.56	64.00	53.13	58.97	34.00	43.75	38.46

Conclusions based on this data:

1. Students are not performing well on state test.
2. Staff need to address low scores for improvement

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	4	*	*
All Grades										10	8	8

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. The number of students being tested is to low to obtain data that draws growth

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
161	**64.6%**	**5%**	**0.0%**
Total Number of Students enrolled in Biggs High School -Biggs Unified.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	5%
Foster Youth	0	0.0%
Homeless	14	8.7%
Socioeconomically Disadvantaged	104	64.6%
Students with Disabilities	24	14.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	3.1%
American Indian	2	1.2%
Asian	1	0.6%
Filipino	0	0.0%
Hispanic	64	39.8%
Two or More Races	0	0.0%
Pacific Islander	0	0.0%
White	89	55.3%

Conclusions based on this data:

1. The numbers have remain study, the size of the school make using data diffcult

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress No Performance Color		
College/Career Orange		

Conclusions based on this data:

1. Student performance on the CAASPP Mathematics assessment needs to be a focus of BHS students, teachers and administration.
2. Graduation rate is above state level

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
11.6 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0.7 points	5 Students	2 Students
37 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	19.2 points above standard
	1 Student	Increased 23.8 points
		23 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 13.8 points below standard Declined 8.4 points 16 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 27.1 points above standard Declined 7.9 points 19 Students

Conclusions based on this data:

1. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
125.4 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 21.7 points	5 Students	2 Students
37 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	128.6 points below standard
	1 Student	Increased 35.9 points
		23 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 161.4 points below standard Increased 11.6 points 16 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 106.3 points below standard Increased 20 points 19 Students

Conclusions based on this data:

1. Student performance on the CAASPP Mathematics assessment needs to be a focus of BHS students, teachers and administration.
2. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
47.8 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 2.3 points	5 Students	2 Students
37 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	48.8 science points
	1 Student	Maintained 1.5 points
		23 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 40.1 science points Declined 2 points 16 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 52.4 science points Maintained -0.8 points 19 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 7 Students	Number Students: 7 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Our EL numbers have steadily decreased.
2. Implementation of Reclassification Ceremony have increased student effort, knowledge and awareness.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
Prepared 33.3%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained -1.4%	2 Students	2 Students
36 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 33.3%
	2 Students	Declined 3%
		27 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Prepared 45.5% Increased 8% 11 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Prepared 27.3% Declined 7.5% 22 Students

Conclusions based on this data:

1. College and Career Readiness has been a focus for all BHS students. Our diverse courses offerings, co-curricular opportunities, along with our community and higher education partnerships has increased our student's college and career readiness.
2. College and Career Readiness categories improved with data accuracy

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. BHS will continue to strive for a 100% graduation rate.
2. BHS implemented a course/credit recovery program (Winter Term) to promote increased graduation rates in the 2023-24 school years, the course continues

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 No Performance Color	 No Performance Color
94.4% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 1.2%	2 Students	2 Students
36 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	92.6% graduated
	2 Students	Declined 4.4%
		27 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 100% graduated Maintained 0% 11 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 90.9% graduated Maintained -0.4% 22 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
2.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 1.2%	8 Students	7 Students
173 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.8% suspended at least one day
1 Student	14 Students	Increased 1%
		110 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 3.8%	6 Students	2 Students
26 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	1.6% suspended at least one day
1 Student		Increased 1.6%
		64 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	2% suspended at least one day
	1 Student	Increased 1%
		99 Students

Conclusions based on this data:

1. A Restorative Justice Program has been added as an alternate to suspensions
2. BHSi s working with community and county support services to increase social emotional support for our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increased access to academic tutoring and intervention services for all students
After determining the needs of our school through the School Site Council, English Language Advisory Committee, and other stakeholders, it has been determined that there is need for academic
tutoring services for all students. The goal is to improve access to tutoring services during the 2025-2026 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student outcomes for all students, in all grades, and in all content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide the support to all English Language Learners and students with special needs in order to increase their academic success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide staff development to teachers of English Learners and students with special needs to improve effective classroom instruction.	All students at Biggs High School will have access to increased academic tutoring services duringthe 2025-2026school year.	
1.2	Teacher teams will meet to examine student data and make adjustments to the curriculum based on the data, particularly in regard to English Learners and students with special needs.	All	
1.3	Teachers will utilize common instructional strategies in all classrooms to enable students to connect existing knowledge, construct meaning, modify their own learning and be successful in a challenging, standard based curriculum. These instructional strategies will include literacy and writing strategies.	All	
1.4	Revise ELD curriculum to contribute to the mastery of ELA essential standards. Ensure ELL students in mainstream ELA class's master ELD standards.	All	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.5	Tutorial support by various content area teachers will continue to be provided for any student not meeting expectations. This support may be in the form of teacher tutorials, peer tutorials, or other opportunities.	All	
1.6	A variety of instructional strategies, including integration of technology, will be utilized by all teachers to actively engage All Learners in the learning process.	All	
1.7	Develop a school-wide writing program aimed at making all students proficient.	All	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have seen an increase in student performace

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

none

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase diverse course offering
Increase the number of students performing proficient and advanced on the California Standards Test and increase the number of students who improve at least one proficiency level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage parents, students, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support classroom learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase college and career readiness opportunities for all students

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Conduct a reading assessment of all incoming 9th graders to validate just where the individual reading levels are.	All 9th grade students	
2.2	Since all students are expected to read and understand grade-level appropriate materials in all content areas, common reading comprehension strategies will need to be utilized in all classrooms.		
2.3	Subject level pacing guides and alignment to standards have been done in some core subjects, they need completed in all subjects and will continue to be adjusted based upon student data.		
2.4	Subject level benchmark assessments will be administered every 4-6 weeks.		
2.5	Subject Teams will need to examine student data and make adjustments to the curriculum based on the data.		
2.6	All students are expected to write clear, coherent, and focused essays that convey a well-defined perspective and tightly reasoned argument.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Common writing strategies will be utilized in all classrooms.		
2.7	School-wide benchmark writing assessments will be administered every quarter throughout the school. All teachers will be responsible for assessing student writing.		
2.8	In order to motivate students to perform better on CST exams, Biggs will institute school-wide incentives for students performing proficient and advanced or improving a proficiency level.		
2.9	Staff Development will be provided to teachers in the areas of test taking strategies, Data Director, and the implementation of effective instructional strategies.		
2.10	Purchase EDI Book for all Teacher Tutorial support by various content area teachers will continue to be provided for any student not meeting expectations. This support may be in the form of teacher tutorials, peer tutorials, or other opportunities as designed by the staff to meet the specific needs of each student.		
2.11	Increase the implementation of the full model of research proven Essential Elements of Instruction.		
2.12	Increase the sharing of best practices through peer observation and dialogue.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The master schedule determines the availiable class selection

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

none

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Use data effectively so that all students will reach their highest academic potential through instruction in rigorous standards- based curriculum.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	All departments create and administer benchmark assessments throughout the year, analyzing the data gathered from those assessments, and adjusting instruction based on the data.	All Students	
3.2	Professional Learning Communities (team, course-alike, department) meet to analyze and evaluate student learning and make adjustments based on data.		
3.3	All staff will be expected to use a common protocol format to examine student data.		
3.4	Through Team meeting, staff members will meet and discuss student data and make decisions based on the data examined.		
3.5	There will be a school-wide staff development in the use of Data Director to support effective student instruction.		
3.6	Implement a multiyear written professional development plan that is founded in BHS critical areas of need.		
3.7	Develop methods of sharing data with all stakeholders		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.8	Biggs will provide early release Wednesday to allow time for effective data analysis.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Translate the Biggs ESLRs into identifiable student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All Departments will meet to identify specific student outcomes that relate to the Biggs ESLRs	All students	
4.2	Develop common rubrics for each ESLRs		
4.3	Publicize the Biggs ESLRs in all newsletters, web-page sites and communication to parents and other stakeholders		
4.4	Each Department will generate examples of student work that shows mastery of Biggs ESLR's based on common rubrics		
4.5	Create senior project		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase the number of students performing proficient and advanced on the California Standards Math Test and increase the number of students who improve at least one proficiency level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Work with feeder school to access students to insure proper placement of students in math classes	All students	
5.2	Develop Benchmark Assessments for Algebra 1 through Calculus, using similar question as CST		
5.3	Give Benchmark Test every 4-6 weeks, using data from test for focus re-teaching and review		
5.4	Post academic/vocabulary list in classroom for each level of math		
5.5	Review of pacing guides to ensure the CST blueprints are identified throughout the year		
5.6	Use of pacing guides to ensure all like courses are progressing at the same rate through material		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$24332.84
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Role
Doug Kaelin	School Principal
April Robinson	Classroom Teachers
Casey Morch	Other School Staff
Roxy Jones	Parent or Community Members
Alexis Wroten	Secondary Students

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/16/2024.

Attested:

	Principal, Doug Kaelin on 5-16-2025
	SSC Chairperson, Aderena Owens on 5-16-25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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Table of Contents

SPSA Title Page 1
Table of Contents....2
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
California School Dashboard (Dashboard) Indicators....5
Other Needs....8
School and Student Performance Data....9
Student Enrollment....9
CAASPP Results....12
ELPAC Results....18
Student Population....23
Overall Performance....25
Academic Performance....27
Academic Engagement....36
Conditions & Climate....40
Goals, Strategies, & Proposed Expenditures....43
Goal 1....43
Goal 2....47
Goal 3....49
Budget Summary....52
Budget Summary....52
Other Federal, State, and Local Funds....52
Budgeted Funds and Expenditures in this Plan....53
Funds Budgeted to the School by Funding Source....53
Expenditures by Funding Source....53
Expenditures by Budget Reference....53
Expenditures by Budget Reference and Funding Source....53
Expenditures by Goal....54
School Site Council Membership....56
Recommendations and Assurances....57
Instructions....58
Appendix A: Plan Requirements....65
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....68
Appendix C: Select State and Federal Programs....71

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Biggs Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

As a Title I Schoolwide Program, Biggs Elementary School Site Council (SSC) meets three times during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, the i-Ready program, and other standardized assessments along with multiple formative assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with BUSD LCAP goals. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The Biggs Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

How, when, and with whom did Biggs Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC and ELAC planning process

On October 12, 2025 We held elections, went over the bi- laws, and set dates for the upcoming meetings. .

January 27, 2026,we gathered Input for the LCAP and SPSA. Improving scores, increasing parent engagement, providing a counselor, more afterschool programs, and incentives for attendance and achievement.
March 24, 2026, SPSA emailed to SSC to view the proposed SPSA and ask questions and provide feedback.
May 6, 2026 the SSC approved the SPSA
May 8, 2026 the board approved the SPSA

Goals are in line with the district LCAP
Goal 1: Create conditions for college and career readiness
Goal 2: Plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes
Goal 3: Promote student engagement and a school culture conducive to learning

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We are in ATSI because 28.6% of homeless students were Chronically Absent on the 2025 California State Dashboard.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

School Climate – Suspension Rate

Biggs Elementary School's overall suspension rate is in the Red performance level at 6.9% indicating an ongoing need for targeted behavioral supports and interventions.(We do need to note that this was reduced from last year's red status by 3.7%)

Student groups in the red performance level include:

Students with Disabilities: 7.1% (orange)
English Learners (EL): 7.3% (orange)
Hispanic Students: 4.5%
Homeless Students: 11.1% (red)
Socioeconomically Disadvantaged (Low Income): 11% (red)
White Students: 14.4% (red)

Mathematics Achievement

Overall math performance is in the red performance level, with students performing 98 points below standard.

Student groups in the red performance level include:

Hispanic Students: 118.5 points below standard
Socioeconomically Disadvantaged (Low Income): 106 points below standard

English Language Development (ELD)

English Learner progress is in the Red performance level, with students performing 119.8 points below standard, indicating a critical need for strengthened ELD supports and instructional strategies.

English Language Arts (ELA)

ELA performance is in the Orange performance level, showing progress but still below standard.

Student group performance includes:

Hispanic Students: 66 points below standard
Socioeconomically Disadvantaged (Low Income): 66 points below standard
White Students: 51 points below standard

Chronic Absenteeism:
Biggs Elementary will reduce chronic absenteeism and improve student engagement by implementing proactive attendance supports, strengthening family partnerships, increasing student connectedness, and providing meaningful incentives for attendance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

GOAL 1: Academic Achievement (ELA, Math, ELD)
Focus: Improve student achievement for all students, with emphasis on English Learners, Low Income, Hispanic students, and Students with Disabilities.
Current Data:

Math: Red (98 points below standard)

ELD: Red (119.8 points below standard)

ELA: Orange (45.1 below standard)

Student Groups of Concern:

Hispanic, Low Income, English Learners

Key Actions:

Targeted ELA & Math intervention (Tier 1 & 2)

Strengthen Designated & Integrated ELD instruction

Ongoing data cycles (i-Ready, CAASPP)

Professional development for teachers

Small group instruction and support staff

Expected Outcomes:

Increase ELA performance toward Yellow

Reduce Math & ELD distance from standard (10–15 points)

Increase % of students meeting/exceeding standards

GOAL 2: Safe & Supportive School Climate

Focus: Reduce suspensions and improve student behavior and school climate.
Current Data:

Suspension Rate: Red (6.9%)

Disproportionate Impact:

Students with Disabilities, EL, Low Income, Homeless, White students

Key Actions:

Strengthen PBIS systems schoolwide

Implement SEL curriculum and supports

Use restorative practices & alternatives to suspension

Provide targeted behavior intervention (Tier 2 & 3)

Monitor discipline data regularly

Expected Outcomes:

Reduce suspension rate by 1–2%

Decrease subgroup disparities

Increase positive behavior and engagement

GOAL 3: Student Engagement & Family Involvement

Focus: Increase attendance, engagement, and family participation.
Current Need:

Strengthen student connection, motivation, and attendance

Increase family involvement and communication

Key Actions:

Student incentives & recognition programs

Expand family engagement events & communication

Administer student & parent surveys

Improve attendance supports and monitoring

Promote a positive, inclusive school culture

Expected Outcomes:

Improved attendance and reduced chronic absenteeism

Increased student engagement

Increased family participation

Overall Focus

Biggs Elementary will prioritize:

Equity for all student groups

Goal 3:Chronic Absenteeism

Baseline Data

African American Students: 29.8% chronically absent
Foster Youth: 30.6% chronically absent
Hispanic Students: 20.1% chronically absent
Socioeconomically Disadvantaged Students: 21.7% chronically absent

Desired Outcomes
Decrease chronic absenteeism rates for all identified subgroups by at least 3–5%.
Increase average daily attendance.
Improve student connectedness and positive school climate indicators.
Increase family awareness regarding the impact of attendance on academic achievement.

Action Plan Strategies
Tier 1: Schoolwide Prevention and Positive Attendance Culture
Continue and expand schoolwide attendance incentive programs (monthly recognition, classroom competitions, attendance rewards, field trips, assemblies).
Promote positive school climate through PBIS, restorative practices, student leadership opportunities, and engaging school activities.
Increase student engagement through hands-on instruction, relationship-building, and extracurricular opportunities.
Communicate attendance expectations regularly through newsletters, parent meetings, phone calls, and social media.
Tier 2: Early Intervention for At-Risk Students
Identify students approaching chronic absenteeism thresholds through monthly attendance monitoring.
Conduct parent outreach meetings to problem-solve barriers to attendance.
Implement Check-In/Check-Out or mentorship supports for students with attendance concerns.
Collaborate with counselors, wellness staff, and community agencies to support families experiencing hardship.
Tier 3: Intensive Support for Chronically Absent Students
Develop individualized attendance intervention plans for students with severe attendance concerns.
Conduct Student Attendance Review Team (SART) meetings as appropriate.
Partner with district support services, Foster Youth services, and outside agencies to address transportation, housing, mental health, or family needs.
Maintain frequent communication with families and monitor progress closely.

Monitoring and Evaluation
Attendance data will be reviewed monthly by the administration and intervention teams.
Chronic absenteeism rates will be monitored by subgroup to evaluate effectiveness of interventions.
Student participation in attendance incentive programs and engagement activities will be tracked.
Family outreach and intervention efforts will be documented and reviewed regularly.

This comprehensive approach is intended to improve attendance, strengthen relationships with families, increase student engagement, and create a school environment where students feel connected, supported, and motivated to attend school consistently.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Updated English Learner Progress (ELD) – Current Data

English Learner progress is currently in the Red performance level, with students performing 119.8 points below standard on the California Dashboard, indicating a significant need for strengthened supports in English Language Development.

While prior data reflected that 42.9% of English Learners were making progress toward English proficiency with zero students reclassified, the current Dashboard data shows that English Learners continue to demonstrate limited progress toward proficiency, and reclassification rates remain an area of concern.

English Learner progress remains a significant area of need, as indicated by the Red performance level on the California Dashboard (119.8 points below standard). The school will prioritize targeted instructional strategies, intervention supports, and professional development to accelerate English Learner progress toward proficiency and increase reclassification rates.

Biggs Elementary will reduce the distance from standard in English Language Development by at least 10–15 points, increase the percentage of English Learners making progress toward proficiency by 10 percentage points, and increase reclassification rates from 0 to at least 3–5 students. Progress will be monitored through ELPAC-aligned assessments, with 100% of English Learners receiving both designated and integrated ELD instruction and targeted intervention support as needed.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Biggs Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.3%	%	0.63%	1	2	2
African American	2.4%	1.88%	0.94%	8	6	3
Asian	4.2%	1.57%	2.19%	14	5	7
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	40.54%	43.57%	44.38%	135	139	142
Pacific Islander	0.3%	0%	0.31%	1	0	1
White	51.95%	52.66%	51.25%	173	168	164
Two or More Races	0.3%	0.31%	0.31%	1	1	1
Not Reported	0%	0%	0%	0	0	0
			Total Enrollment	333	319	320

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			22
Kindergarten	48	32	27
Grade 1	31	28	33
Grade 2	31	28	27
Grade3	33	29	22
Grade 4	31	39	22
Grade 5	34	32	39
Grade 6	29	43	29
Grade 7	45	35	47
Grade 8	51	42	48
Total Enrollment	333	319	309

Conclusions based on this data:

1. White and Hispanic students make up the majority of the student population
2. The school enrollment is declining

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	35	35	45	10.5%	11.0%	14.1%
Fluent English Proficient (FEP)	32	27	25	9.6%	8.5%	7.8%
Reclassified Fluent English Proficient (RFEP)				9.0%	0%	0%

Conclusions based on this data:

1. Lack of Reclassification Progress
No students were reclassified as Reclassified Fluent English Proficient (RFEP) during the 2024–2025 school year. This indicates a critical need to strengthen systems, instruction, and monitoring practices that support English Learners in meeting reclassification criteria.
Targeted attention to ELPAC performance, foundational literacy, and consistent progress monitoring is necessary.
Increasing English Learner Population
Limited movement toward reclassification

2. The percentage and total number of English Learners have increased compared to prior years. This trend reflects a growing need for:
Designated and Integrated ELD instruction
Structured language development opportunities across content areas
Additional instructional and intervention supports
Decline in Fluent English Proficient (FEP) Students
The decrease in Fluent English Proficient (FEP) students may reflect shifts in enrollment and demographics; however, it may also signal limited movement of students out of English Learner status. This trend should be monitored closely over time to determine underlying causes.

3. The absence of RFEP students and low reclassification rates indicate that English Learners are not progressing toward proficiency at expected rates.
This suggests a need to:
Strengthen alignment between ELD instruction and ELPAC expectations
Increase use of data to guide instruction and intervention
Provide targeted supports for Long-Term English Learners (LTELs)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33	27	23	32	25	23	32	25	23	97.0	92.6	100
Grade 4	28	36	30	26	34	29	26	34	29	92.9	94.4	96.7
Grade 5	36	29	36	36	29	35	36	29	35	100.0	100	97.2
Grade 6	31	46	30	31	46	30	31	46	30	100.0	100	100
Grade 7	41	35	48	41	34	47	41	34	47	100.0	97.1	97.9
Grade 8	50	40	43	50	40	42	50	40	42	100.0	100	97.7
All Grades	219	213	210	216	208	206	216	208	206	98.6	97.7	98.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2367.	2361.	2374.	0.00	4.00	17.39	31.25	20.00	4.35	21.88	28.00	26.09	46.88	48.00	52.17
Grade 4	2445.	2386.	2411.	23.08	2.94	6.90	3.85	8.82	17.24	42.31	26.47	20.69	30.77	61.76	55.17
Grade 5	2438.	2474.	2455.	5.56	13.79	8.57	22.22	17.24	25.71	19.44	27.59	22.86	52.78	41.38	42.86
Grade 6	2514.	2458.	2516.	12.90	4.35	13.33	29.03	17.39	23.33	29.03	21.74	40.00	29.03	56.52	23.33
Grade 7	2504.	2503.	2483.	2.44	2.94	4.26	31.71	26.47	23.40	26.83	29.41	21.28	39.02	41.18	51.06
Grade 8	2519.	2507.	2539.	4.00	5.00	9.52	22.00	20.00	35.71	40.00	35.00	26.19	34.00	40.00	28.57
All Grades	N/A	N/A	N/A	6.94	5.29	9.22	24.07	18.27	23.30	30.09	27.88	25.73	38.89	48.56	41.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.13	*	*	68.75	*	*	28.13	*	*
Grade 4	*	2.94	*	*	58.82	*	*	38.24	*
Grade 5	11.11	*	11.43	52.78	*	65.71	36.11	*	22.86
Grade 6	19.35	6.52	10.00	54.84	43.48	63.33	25.81	50.00	26.67
Grade 7	19.51	5.88	12.77	46.34	73.53	51.06	34.15	20.59	36.17
Grade 8	6.00	7.50	7.14	62.00	55.00	59.52	32.00	37.50	33.33
All Grades	12.04	6.73	10.19	58.33	58.65	59.22	29.63	34.62	30.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.00	*	*	50.00	*	*	50.00	*	*
Grade 4	*	2.94	*	*	41.18	*	*	55.88	*
Grade 5	0.00	*	8.57	61.11	*	54.29	38.89	*	37.14
Grade 6	12.90	6.52	20.00	54.84	36.96	56.67	32.26	56.52	23.33
Grade 7	7.32	2.94	4.26	56.10	55.88	57.45	36.59	41.18	38.30
Grade 8	6.00	7.50	16.67	56.00	50.00	59.52	38.00	42.50	23.81
All Grades	6.02	5.29	9.71	56.48	49.04	55.83	37.50	45.67	34.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0.00	*	*	84.38	*	*	15.63	*	*
Grade 4	*	5.88	*	*	67.65	*	*	26.47	*
Grade 5	11.11	*	5.71	72.22	*	77.14	16.67	*	17.14
Grade 6	9.68	10.87	6.67	77.42	60.87	80.00	12.90	28.26	13.33
Grade 7	9.76	8.82	8.51	73.17	67.65	78.72	17.07	23.53	12.77
Grade 8	8.00	7.50	7.14	76.00	72.50	73.81	16.00	20.00	19.05
All Grades	8.80	8.65	6.80	75.93	66.83	75.73	15.28	24.52	17.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.13	*	*	59.38	*	*	37.50	*	*
Grade 4	*	2.94	*	*	55.88	*	*	41.18	*
Grade 5	0.00	*	5.71	75.00	*	65.71	25.00	*	28.57
Grade 6	22.58	2.17	13.33	54.84	65.22	76.67	22.58	32.61	10.00
Grade 7	9.76	2.94	2.13	58.54	58.82	68.09	31.71	38.24	29.79
Grade 8	4.00	7.50	9.52	66.00	52.50	76.19	30.00	40.00	14.29
All Grades	6.94	4.33	6.31	64.35	61.06	69.90	28.70	34.62	23.79

Conclusions based on this data:

1. Conclusions Based on This Data
Overall participation rates remain strong, consistently meeting and exceeding the 95% participation requirement across all three years.

2. The 2024–2025 participation rate (98.1%) reflects a positive rebound from a slight dip in 2023–2024 (97.7%).

3. Most grade levels maintained high participation (97%–100%), demonstrating effective site-level testing systems and student accountability. Grade 3 showed notable improvement, increasing from 92.6% in 2023–2024 to 100% participation in 2024–2025.
Slight declines in Grades 5, 7, and 8 in 2024–2025 (ranging from 97.2%–97.9%) should be monitored, though they remain well above compliance thresholds.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33	27	23	32	25	23	32	25	23	97.0	92.6	100
Grade 4	28	36	30	26	34	29	26	34	29	92.9	94.4	96.7
Grade 5	36	29	36	36	29	35	36	29	35	100.0	100	97.2
Grade 6	31	46	30	31	46	30	31	46	30	100.0	100	100
Grade 7	41	35	48	41	34	48	41	34	48	100.0	97.1	100
Grade 8	50	40	43	50	40	43	50	40	43	100.0	100	100
All Grades	219	213	210	216	208	208	216	208	208	98.6	97.7	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2404.	2376.	2388.	6.25	4.00	8.70	31.25	12.00	21.74	25.00	36.00	34.78	37.50	48.00	34.78
Grade 4	2449.	2403.	2421.	11.54	2.94	6.90	19.23	5.88	13.79	38.46	41.18	37.93	30.77	50.00	41.38
Grade 5	2411.	2467.	2448.	2.78	10.34	0.00	5.56	10.34	8.57	16.67	34.48	42.86	75.00	44.83	48.57
Grade 6	2472.	2406.	2492.	3.23	2.17	13.33	19.35	8.70	13.33	29.03	8.70	30.00	48.39	80.43	43.33
Grade 7	2470.	2457.	2443.	2.44	2.94	4.17	14.63	5.88	6.25	26.83	26.47	27.08	56.10	64.71	62.50
Grade 8	2450.	2471.	2493.	4.00	5.00	9.30	6.00	7.50	2.33	20.00	22.50	30.23	70.00	65.00	58.14
All Grades	N/A	N/A	N/A	4.63	4.33	6.73	14.81	8.17	9.62	25.00	26.44	33.17	55.56	61.06	50.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	*	*	53.13	*	*	34.38	*	*
Grade 4	*	0.00	*	*	41.18	*	*	58.82	*
Grade 5	0.00	*	0.00	27.78	*	54.29	72.22	*	45.71
Grade 6	3.23	4.35	10.00	35.48	19.57	46.67	61.29	76.09	43.33
Grade 7	2.44	2.94	2.08	41.46	32.35	39.58	56.10	64.71	58.33
Grade 8	2.00	5.00	9.30	34.00	37.50	41.86	64.00	57.50	48.84
All Grades	5.56	5.29	6.73	37.96	32.69	45.19	56.48	62.02	48.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.75	*	*	50.00	*	*	31.25	*	*
Grade 4	*	2.94	*	*	47.06	*	*	50.00	*
Grade 5	2.78	*	0.00	33.33	*	57.14	63.89	*	42.86
Grade 6	9.68	0.00	13.33	45.16	39.13	46.67	45.16	60.87	40.00
Grade 7	4.88	2.94	4.17	51.22	44.12	41.67	43.90	52.94	54.17
Grade 8	2.00	10.00	4.65	54.00	45.00	58.14	44.00	45.00	37.21
All Grades	7.87	4.81	5.77	46.76	47.12	50.48	45.37	48.08	43.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.38	*	*	68.75	*	*	21.88	*	*
Grade 4	*	2.94	*	*	52.94	*	*	44.12	*
Grade 5	0.00	*	0.00	50.00	*	68.57	50.00	*	31.43
Grade 6	9.68	4.35	10.00	64.52	39.13	63.33	25.81	56.52	26.67
Grade 7	0.00	0.00	0.00	68.29	58.82	47.92	31.71	41.18	52.08
Grade 8	4.00	7.50	4.65	50.00	52.50	46.51	46.00	40.00	48.84
All Grades	5.09	4.81	4.81	59.72	50.96	56.73	35.19	44.23	38.46

Conclusions based on this data:

1. Overall math performance indicates that the majority of students are performing At or Below Standard, with a limited percentage of students reaching the Above Standard level. This suggests a need to strengthen core Tier 1 instruction and increase opportunities for rigor.

   The data suggests a need to strengthen student discourse and engagement in math, including opportunities for explaining thinking, justifying answers, and participating in structured academic conversations.
   Intervention systems may need refinement, as current supports are not yet accelerating enough students into proficiency.

2. The percentage of students scoring Above Standard remains relatively low, indicating that high-achieving students may not be consistently challenged or extended in their mathematical thinking.
A significant percentage of students continue to perform Below Standard, highlighting the need for targeted intervention, particularly in foundational skills and conceptual understanding.

3. There is variability across grade levels, suggesting inconsistency in instructional practices and the need for stronger alignment of curriculum, pacing, and instructional strategies across grades.
Upper grade levels show continued challenges in math proficiency, particularly with multi-step problem solving, reasoning, and application of mathematical concepts.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	5	7	6
1	*	*	*	*	*	*	*	*	*	*	4	6
2	*	*	*	*	*	*	*	*	*	*	4	4
3	*	*	*	*	*	*	*	*	*	5	4	*
4	*	*	*	*	*	*	*	*	*	5	5	4
5	*	*	*	*	*	*	*	*	*	*	4	5
6	*	*	*	*	*	*	*	*	*	6	*	4
7	*	*	*	*	*	*	*	*	*	4	5	5
8	*	*	*	*	*	*	*	*	*	*	*	7
All Grades										37	38	44

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.41	2.63	2.27	40.54	28.95	36.36	27.03	36.84	36.36	27.03	31.58	25.00	37	38	44

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.43	28.95	18.18	32.43	31.58	47.73	16.22	13.16	20.45	18.92	26.32	13.64	37	38	44

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.70	0.00	2.27	13.51	2.63	15.91	37.84	36.84	43.18	45.95	60.53	38.64	37	38	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.81	15.79	6.82	67.57	50.00	70.45	21.62	34.21	22.73	37	38	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.76	50.00	52.27	27.03	26.32	29.55	16.22	23.68	18.18	37	38	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.70	2.63	2.27	40.54	18.42	47.73	56.76	78.95	50.00	37	38	44

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.81	7.89	9.09	59.46	52.63	56.82	29.73	39.47	34.09	37	38	44

Conclusions based on this data:

1. English Learner proficiency levels indicate that a majority of students are not yet meeting English language proficiency, with many students performing at Levels 1–2. This highlights the need for intensified designated and integrated ELD instruction.
   There is limited movement of students toward higher proficiency levels (Levels 3–4), suggesting that current instructional practices may not be accelerating language acquisition at the desired rate.

   Long-term English Learners may be emerging as a concern, as students are not progressing through proficiency levels within expected timelines.
2. The lack of Reclassified Fluent English Proficient (RFEP) students aligns with ELPAC results, indicating that students are not reaching the proficiency thresholds required for reclassification.
   An increasing English Learner population (14.1%) adds to the instructional demand, requiring systematic support structures across all grade levels.
3. There may be inconsistencies in ELD implementation across classrooms, impacting student outcomes and contributing to uneven progress.

Oral language development (speaking and listening) and academic vocabulary remain key areas of need, which directly impact reading comprehension and overall academic success.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
319	**70%**	**14%**	**0.6%**
Total Number of Students enrolled in Biggs Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	45	14%
Foster Youth	2	0.6%
Homeless	32	10%
Socioeconomically Disadvantaged	223	70%
Students with Disabilities	51	15.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.9%
American Indian	2	0.6%
Asian	7	2.2%
Filipino	0	0.0%
Hispanic	142	44.4%
Two or More Races	1	0.3%
Pacific Islander	1	0.3%
White	164	51.3%

Conclusions based on this data:

1. Conclusions from Student Enrollment and Demographics

1. High Level of Socioeconomic Need
With approximately 70% of students identified as socioeconomically disadvantaged, a significant portion of the student population may experience barriers related to limited access to resources, enrichment opportunities, and academic support outside of school.
?? Conclusion: The school must prioritize equitable access to instruction, intervention, and enrichment, including targeted academic supports and strong Tier 1 instruction.

2. Continued Need for Strong English Learner Supports
With 14% of students classified as English Learners, there remains a consistent need for both designated and integrated ELD instruction across all grade levels.
?? Conclusion: Instructional practices must emphasize language development across content areas, including structured academic discourse, vocabulary development, and GLAD/TPT strategies.

3. Small but Important Foster Youth Population
Although less than 1% of students are identified as Foster Youth, these students often require intensive academic, behavioral, and social-emotional support.
?? Conclusion: Systems must remain in place to ensure individualized monitoring, case management, and trauma-informed practices.

2. 4. Overall Student Population Reflects Need for Tiered Support Systems
The combination of high socioeconomic need and a notable English Learner population indicates that many students may require additional academic and social-emotional supports.
?? Conclusion: The school should continue strengthening a Multi-Tiered System of Supports (MTSS), including:

Tier 1: Strong, engaging, standards-aligned core instruction
Tier 2: Targeted interventions (reading, math, language)
Tier 3: Intensive, individualized support

3. 5. Importance of Family Engagement and Communication
Given the demographics, particularly socioeconomic factors and language needs, family engagement is critical to student success.
?? Conclusion: The school should continue to:

Provide accessible communication (including Spanish when needed)
Offer family education opportunities
Build strong home-school partnerships

School and Student Performance Data

Overall Performance

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Overall Student Performance – Conclusions
Overall student performance indicates that the majority of students are performing at the “At or Near Standard” level, with a smaller percentage demonstrating mastery at the “Above Standard” level. This suggests that while core instruction is providing access to grade-level content, increased rigor and differentiation are needed to move more students into advanced proficiency.

Student participation rates on CAASPP assessments remain strong, consistently exceeding the 95% threshold, indicating effective systems for ensuring student engagement in state testing.
Performance trends across grade levels show variability, suggesting inconsistencies in instructional practices, pacing, and implementation of curriculum. Greater alignment and coherence across grade levels is needed to ensure equitable outcomes for all students.
A persistent group of students continues to perform Below Standard across content areas, indicating a need for more effective and timely intervention systems, including progress monitoring and targeted support.
Student engagement and academic discourse remain key leverage points, particularly in mathematics and literacy, where increased opportunities for student thinking, discussion, and explanation could accelerate achievement.

2. There has been modest improvement in English Language Arts, including a decrease in the percentage of students performing Below Standard and a slight increase in students performing Above Standard. However, growth remains incremental and not yet at desired levels.
Mathematics performance remains an area of concern, with a significant percentage of students performing Below Standard and limited movement into the Above Standard category. This indicates a need to strengthen both foundational skills and conceptual understanding in mathematics.

3. English Learner outcomes highlight a critical area for growth, as evidenced by an increasing EL population, low ELPAC proficiency levels, and the absence of students meeting reclassification criteria. This suggests that current ELD systems and supports need to be strengthened and consistently implemented.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
45.1 points below standard	70.8 points below standard	117.9 points below standard
Increased 13.8 points	Maintained 1.4 points	13 Students
194 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	101.5 points below standard	56 points below standard
1 Student	Declined 67.4 points	Increased 11 points
	17 Students	135 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
82.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 30.3 points	2 Students	3 Students
32 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	58.3 points below standard
4 Students		Increased 8.1 points
		84 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	31.2 points below standard
1 Student		Increased 19.9 points
		100 Students

Conclusions based on this data:

1. English Language Arts (ELA) Equity Report – Conclusions
Overall ELA performance remains in the “At or Near Standard” range, with only a small percentage of students achieving at the “Above Standard” level. This indicates that while most students are accessing grade-level content, accelerated growth is needed to reach higher levels of proficiency.
Achievement gaps persist among student groups, particularly for English Learners and other historically underserved populations, who are overrepresented in the “Below Standard” category.
English Learners continue to demonstrate the greatest need in ELA, with performance levels significantly below their English-only peers. This aligns with ELPAC data and the lack of reclassification, indicating a need for stronger language development supports embedded within ELA instruction.
Students with disabilities are also disproportionately represented in the Below Standard category, suggesting that additional differentiation, scaffolding, and targeted intervention are needed to support access to grade-level standards.

2. Longitudinal data suggests limited movement between performance levels, with many students remaining in the same achievement band from year to year. This indicates that current instructional and intervention practices may not be accelerating student growth at the desired rate.

3. Some grade levels demonstrate stronger outcomes than others, highlighting inconsistency in instructional practices and the need for greater vertical alignment and shared expectations across grade levels.
Strengths include stable overall performance and strong assessment participation, indicating that systems are in place; however, deeper instructional shifts are needed to improve outcomes for all student groups.

School and Student Performance Data

Academic Performance
Mathematics

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
82 points below standard	99.8 points below standard	153.4 points below standard
Increased 16.2 points	Increased 20 points	13 Students
195 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	95 points below standard	92 points below standard
1 Student	Declined 29.2 points	Increased 14 points
	19 Students	136 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
123.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 32.5 points	2 Students	3 Students
31 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	98 points below standard
4 Students		Increased 20.5 points
		86 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	65 points below standard
1 Student		Increased 15.9 points
		99 Students

Conclusions based on this data:

1. Mathematics – Dashboard Conclusions
Overall mathematics performance remains below desired levels, with a significant percentage of students performing in the “Below Standard” category. This indicates a continued need to strengthen core instruction and student mastery of grade-level standards.

   Growth trends suggest that while some students are making progress, overall movement between performance levels is modest, indicating that current instructional and intervention strategies are not accelerating learning at the rate needed.
   Upper grade levels continue to show greater challenges in mathematics performance, particularly in areas requiring multi-step problem solving, reasoning, and application of concepts.

2. The percentage of students achieving “Above Standard” remains limited, suggesting that opportunities for rigor, enrichment, and deeper mathematical thinking are not yet consistently embedded across classrooms.
   Achievement gaps persist among student groups, particularly for English Learners and students with disabilities, who are disproportionately represented in the Below Standard category.

3. Inconsistencies across grade levels suggest a need for stronger alignment in curriculum, pacing, and instructional practices, ensuring that all students receive equitable access to high-quality math instruction.
   Student engagement and mathematical discourse are key areas for improvement, as increasing opportunities for students to explain their thinking, justify solutions, and engage in collaborative problem-solving can positively impact achievement.

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
43.9 science points	40.7 science points	Fewer than 11 students - No Data for Privacy
Maintained -1.6 points	13 Students	7 Students
76 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	43.5 science points
	5 Students	Declined 3.1 points
		46 Students

Students with Disabilities	African American	American Indian
No Performance Color 37.1 science points 11 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	No Performance Color 43.1 science points Increased 2.7 points 34 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	Yellow 45.6 science points Declined 3.2 points 37 Students

Conclusions based on this data:

1. Science – Dashboard Conclusions
Overall science performance indicates that a majority of students are performing at or below standard, suggesting that students are not yet consistently mastering grade-level expectations in science.
The percentage of students achieving “Above Standard” is limited, indicating a need to increase rigor and provide more opportunities for deeper scientific thinking, inquiry, and application.

   Science performance reflects a need to strengthen literacy within content areas, as students must read, write, and communicate about scientific concepts using discipline-specific vocabulary and reasoning.
Inconsistencies across grade levels suggest variability in the implementation of science instruction, including the integration of Next Generation Science Standards (NGSS) practices such as inquiry, modeling, and evidence-based reasoning.

2. A significant proportion of students remain in the Below Standard category, highlighting the need for strengthened Tier 1 instruction as well as targeted intervention and support.
Achievement gaps are evident among student groups, particularly for English Learners and students with disabilities, who may require additional scaffolds to access complex scientific content and academic language.

3. Opportunities for hands-on, inquiry-based learning and student discourse may need to be expanded, as these are critical components of effective science instruction and student engagement.

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
41.7 making progress.	46.2 making progress.
Number Students: 36 Students	Number Students: 13 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.9%	44.4%	0%	41.7%

Conclusions based on this data:

1. English Learner Progress – Dashboard Conclusions
   Overall English Learner progress indicates that many students are not making sufficient annual progress toward English language proficiency, as reflected in Dashboard performance levels.
   The absence of students meeting reclassification criteria is a significant concern, indicating that current systems are not effectively moving students to full English proficiency.

2. A growing English Learner population (14.1%) increases the urgency for systematic and consistent ELD support, both in designated ELD time and across all content areas.
   Progress rates suggest that students may be stagnating across ELPAC levels, with limited movement from Levels 1–2 to Levels 3–4, which is necessary for reclassification.
   Long-term English Learners are likely emerging as a concern, as students are not progressing through proficiency levels within expected timelines.

3. Inconsistencies in the implementation of ELD instruction across classrooms may be impacting outcomes, indicating a need for stronger expectations, monitoring, and support for both designated and integrated ELD.

Academic language development remains a critical need, particularly in speaking, writing, and vocabulary development, which directly impacts success in ELA, math, and science.

School and Student Performance Data

Academic Performance
College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
3	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Orange	 No Performance Color
18.7% Chronically Absent	19.6% Chronically Absent	15.4% Chronically Absent
Increased 3.2	Increased 9.6	0
342 Students	46 Students	13 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	28.6% Chronically Absent	20.9% Chronically Absent
3 Students	Increased 5.7	Increased 2.6
	35 Students	244 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
26.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 1.3	4 Students	3 Students
69 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	17% Chronically Absent
6 Students		Increased 2.3
		153 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18.4% Chronically Absent
1 Student	1 Student	Increased 3.2
		174 Students

Conclusions based on this data:

1. 1. Chronic Absenteeism Remains a Significant Barrier

   Even with recent improvement, nearly 1 in 5 students are missing a substantial portion of school.
   ?? Conclusion: Chronic absenteeism continues to be a major barrier to academic achievement, particularly in literacy and math.

   2. Improvement Trend, But Not Yet Recovered

   Rates have declined for multiple years, but are still higher than pre-pandemic levels.
   ?? Conclusion: Current efforts are working, but sustained focus is needed to return to pre-pandemic attendance norms.

   5. Systemic Impact on School Performance

   When absenteeism reaches 20% or higher, it negatively impacts the entire learning environment—not just absent students.
   ?? Conclusion: Attendance must be treated as a schoolwide priority, not just an individual issue.
2. . Strong Link to Socioeconomic Status

   Schools with higher percentages of socioeconomically disadvantaged students have significantly higher absenteeism rates.
   ?? Conclusion: Given your ~70% SED population, Biggs Elementary is at elevated risk, requiring targeted supports.
3. Early Grades Are Critically Impacted

Chronic absenteeism is especially high in TK/K and primary grades, where attendance habits are formed.
?? Conclusion: Early intervention is essential to build long-term attendance habits.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	4	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
6.9% suspended at least one day	4.3% suspended at least one day	0% suspended at least one day
Declined 3.7%	Declined 3.1%	13 Students
347 Students	47 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Fewer than 11 students - No Data for Privacy	11.1% suspended at least one day	8.9% suspended at least one day
4 Students	Increased 3.3%	Declined 2.1%
	36 Students	248 Students

Students with Disabilities	African American	American Indian
 Orange 7.1% suspended at least one day Declined 8.7% 70 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students	 Yellow 4.5% suspended at least one day Declined 1.3% 154 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 Yellow 8.5% suspended at least one day Declined 6% 177 Students

Conclusions based on this data:

1. 1. Suspension Rates Reflect Behavioral and Engagement Needs

Suspension data is a key indicator of student behavior, engagement, and school climate.
Conclusion: Any elevated suspension rate suggests a need to strengthen proactive behavior systems, student engagement, and classroom management practices.

2. Disproportionate Impact on High-Need Student Groups

Across California, suspension rates are typically higher among:

Socioeconomically disadvantaged students
Students with disabilities
Certain student subgroups

Conclusion: Given Biggs Elementary's ~70% socioeconomically disadvantaged population, there is an increased likelihood that some students require additional behavioral, academic, and social-emotional supports.

3. Need for Strong Tier 1 Classroom Practices

Many suspensions stem from classroom-based behaviors that escalate over time.
Conclusion: Strengthening Tier 1 supports is essential, including:

Clear routines and procedures
High engagement strategies (TPTs, structured participation)

Consistent expectations aligned to PBIS

Importance of Early Intervention and Prevention

Behavior patterns that lead to suspension often begin in the primary grades.
Conclusion: Early identification and intervention (Tier 2 supports, behavior plans, check-ins) are critical to prevent escalation into suspendable offenses.

5. Opportunity to Strengthen Restorative Practices

Suspension removes students from instruction and does not always address the root cause of behavior.
Conclusion: Continued implementation of restorative practices can:
Reduce repeat behaviors
Build student accountability
Maintain instructional time

6. Impact on Academic Achievement

Students who are suspended miss valuable instructional time, which can directly impact:

ELA and Math performance
Long-term academic outcomes

Conclusion: Reducing suspensions is directly tied to improving overall student achievement.

7. Need for Consistent Systems and Staff Alignment

Inconsistent responses to behavior can contribute to higher suspension rates.
Conclusion: The school should ensure:

Clear behavior flowcharts aligned to Ed Code

Staff training on what is suspendable vs. classroom-managed

Consistent implementation of PBIS and restorative approaches

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

GOAL
Biggs Elementary School will increase student academic achievement and overall student success by providing high-quality, standards-aligned instruction, strengthening English Learner progress, improving student engagement and attendance, and fostering a positive, inclusive school climate that reduces behavioral incidents and supports the success of all student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 1: BES will provide conditions of learning to develop college and career ready students to promote to the next grade.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Ensure our teachers are properly qualified and credentialed as only 86% are fully credentialed.
2. Need a school counselor and are actively looking for a qualified candidate.
3. We are piloting math curriculum that is aligned with the new Math Framework as well as the state standards.
4. We are implementing Renaissance, Academic Vocabulary Toolkit, and writing support to help improve ELA achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Achievement (ELA) Increase the percentage of students meeting or exceeding standards in English Language Arts by 5–10 percentage points as measured by CAASPP.	A significant percentage of students are performing at the "Below Standard" level, with overall performance in the Orange/Yellow range, indicating a need for continued academic growth.	Increase the percentage of students meeting or exceeding standards, moving overall performance toward the Yellow/Green range, and reducing the number of students in the "Below Standard" category.
Current Status: Math: Orange (High percentage of students below standard)	Strengthen Tier 1 math instruction with a focus on conceptual understanding Increase use of student engagement strategies and math discourse Provide targeted interventions for students below grade level Use ongoing formative assessments and data cycles	Movement from Orange to Yellow/Green, with increased percentages of students meeting or exceeding standards
English Learner Progress	Current Status: Moderate progress (Yellow)	Actions: Implement designated and integrated ELD daily Provide GLAD professional development for staff Monitor EL progress using ELPAC data

		Increase opportunities for structured academic language practice
Chronic Absenteeism – Dashboard Indicator: Attendance Current Status: Orange/Red (Elevated absenteeism rates)	Actions: Implement school-wide attendance incentives and recognition systems Monitor attendance weekly and intervene early Strengthen family communication regarding attendance expectations Provide support for at-risk students and families	Movement from Orange/Red ? Yellow/Green, with a measurable decrease in chronic absenteeism

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	BUSD will hire and maintain fully credentialed and appropriately assigned teachers. All teachers TK-8 have multiple subject credentials. T	All students	70,727.22 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Salaries and benefits 169,024.04 LCFF 1000-1999: Certificated Personnel Salaries 11,465.17 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 4368.09 Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits 48,519.15 Title I 3000-3999: Employee Benefits 6364.74 Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	We will pilot and purchase new Math curriculum in grades TK-8 in order to provide curriculum in the most current California State Standards and the revised Math Framework.. We will maintain and provide supplementary curriculum as needed in Social Studies, Science. and ELD curriculum in grades TK-12 in current California State Standards.	All students	608.56 Title III Immigrant Education Program 4000-4999: Books And Supplies Curriculum 9848.51 LCFF 4000-4999: Books And Supplies 57,573.42 None Specified Learning Recovery Block Grant Fund 575.74 Title IV Part A: Student Support and Academic Enrichment
1.3	Fund a fulltime counselor with 15 extra days to provide students support at the elementary level.	Students who would benefit from counseling	7990 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor None Specified None Specified
1.4	Professional Development: provide professional development in math, ELA, history and science		1000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development 2491.78 Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures Other None Specified
1.5	New Teacher Support: Pay for new teachers induction program	All students	15,000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.6	Classified Staff: Provide paras to support classroom teachers and supervise recesses. We will also provide training for the paras to allow them to facilitate reading groups in the classrooms.	All students	40,010.07 LCFF - Supplemental None Specified 65,931.35 Title I 2000-2999: Classified Personnel Salaries
1.7	Family Literacy Night	All students	1000 LCFF - Supplemental
1.8	STEM Night: Provide an evening for families to introduce NGSS standards through exploration	All students	1000 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All of these actions were implemented. We provided professional development, did our best to hire fully credentialed teachers, provided a STEM night and a Family Literacy Night, provided new teachers with induction, provided para professionals as classroom support, and provided standards aligned instructional materials. Family Night will be improved moving forward. Free books will be provided and students will have access to the book fair. All of these actions were effective in helping create the optimal conditions for learning.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Will will improve Family Literacy Night by hosting it as a stand alone event where activities take place in the classrooms. In addition, we will be piloting new math and reading curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

BES will analyze data and provide plans and programs to maximize student outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: BUSD will plan programs, develop plans, and provide data from both summative and formative assessments that will maximize student outcomes.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Biggs Elementary has improved math scores by 17.6 points and ELA by 6.4 points but we strive for a more robust improvement. We will pilot math curriculum aligned with the new Math Framework to improve student math performance. Our PD is directed at best practices in math instruction. We also need to raise our ELD reclassification %.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student needs, and plan for appropriate interventions. ELA specialists and math specialists from our county office will help grade level teams and teachers analyzing the data to aid in learning recovery. This action provides for both a data coordinator and designated professional development focus.	All students, with an emphasis on ELD students	0 LCFF 5000-5999: Services And Other Operating Expenditures
2.2	K-8 grade will participate in a district wide benchmark schedule for Math and ELA. Tests will be given three times a year through i-Ready K-5 and MAPS 6-12. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet.	All students, with an emphasis on ELD students .	14,269.57 LCFF
2.3	Maintain an ELA/math intervention specialist K-5 to provide support to teachers in looking at data, coach teachers in both math and ELA best practices, and pull out struggling students for intervention.	All students, with an emphasis on ELD students	90,061 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.4	Students will receive designated and ELD services from a credentialled teacher 30 minutes daily. Teachers will be provided with professional development on ELD curriculum, designated and integrated ELD time. Resources and curriculum will be purchased to support ELD students. We will purchase additional curriculum for the middle school. Middle school and high school will get additional pull out support. This action should improve the CAASPP scores in ELA for ELD students districtwide and at Biggs Elementary, which is in the red on the California School Dashboard.	All students with an emphasis on ELD	3500 LCFF - Supplemental
2.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We added math coaching to our staff who modeled effective lesson instruction, and had four teachers attend PD that built their capacity to teach students to think critically and improve their number fluency.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to pilot additional math programs to ensure we make the decision to purchase the one that aligns with the new Math Framework and has staff buy-in. By the end of next year, we will have all our staff trained in effective math instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Biggs Unified School District (BUSD) will improve student engagement and foster a positive, inclusive school climate by reducing chronic absenteeism and increasing daily attendance through meaningful incentives, relationship-building, and targeted supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal # 3: Biggs Unified School District will promote student engagement and a school culture conducive to learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism rate: (18% of all students are chronically absent)
Average Daily Attendance (ADA): (93.82%)
Student survey data indicates:
Need for increased engagement opportunities
Desire for more positive incentives and recognition
Disproportionate absenteeism among:
Socioeconomically disadvantaged students
English Learners
Students with high behavioral needs

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	BES and RES will encourage family participation by hosting a STEAM Night and parent coffee meetings with the principals.	All students	1000 LCFF - Supplemental None Specified
3.2	Implement a schoolwide PBIS system that encourages and rewards positive behavior. We will work with BCOE to provide training to teachers and administrators on PBIS. Provide positive behavior incentives for students to support the proactive strategies defined in order to create and maintain a positive school environment. Incentives are given	.All students	600 LCFF - Supplemental None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	for positive behavior, attendance, and academic and personal achievement in order to support the continuum of positive behavior outlined in the Biggs Elementary Code of Conduct supported by all staff.		
3.3	Alternatives to suspensions: We will provide a reset room as an alternative to suspension. The reset room provides a place for students to reflect on their behavior, make restitution, and reset in order to be able to join their classmates. Accountability projects and a structured day will also be available to students in order to learn from their mistakes and repair relationships. This will help with our suspension day which is a RED for white students.We also added a Wellness Coach to our staff, funded by a grant through Victor Services.	All students	0 Other None Specified None Specified None Specified None Specified None Specified None Specified None Specified
3.4	SEL Curriculum: Purchase Wayfinder Curriculum and provide professional development in order to support social emotional learning. We hired a Wellness Coach through Victor Services.	All students	15,000 LCFF - Supplemental 3.5 $5000 LCFF funds
3.5	The admin for TK-5tth graders have implemented a new incentive to address absenteeism. Each day, each class that has perfect attendance is given a token by the admin who also announces it to the class with enthusiasm to encourage attendance. At the end of the month, the class with the most tokens gets a party of their choice (pizza, ice cream, donuts etc) We have seen an increase in attendance since making this change. Middle school students continue to get pizza once a month for all students who have 95% attendance for the month.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were pleased with the community response to the STEAM night. Our PBIS team noted improvement in overall teacher buy-in to the PBIS philosophy. We made great gains in reducing suspensions and using PBIS strategies and

alternative placements to address student behaviors. The staff also implemented weekly community circles with their classes to allow students to express conflicts, and learn new skills related to SEL. We utilized the Wellness Coach extensively on the four days she is on campus. She ran groups to help address bullying and other ongoing concerns.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to support teachers in addressing both SEL and mental health issues. We are previewing curriculum that supports both these areas of need. We also want to continue to promote and improve events that include families and the community. We also made slight adjustments in the incentives for our chronic absenteeism that have proved effective. These are located in the list of goals in this section.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$189278.37
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$637,931.91
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$114,450.50
Title I Part A: Basic Grants Low-Income and Neglected	$70,727.22
Title II Part A: Improving Teacher Quality	$15,833.26
Title III Immigrant Education Program	$608.56
Title IV Part A: Student Support and Academic Enrichment	$9,432.26

Subtotal of additional federal funds included for this school: $211,051.80

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$3.50
LCFF	$193,142.12
LCFF - Supplemental	$176,161.07
None Specified	$57,573.42
Other	$0.00

Subtotal of state or local funds included for this school: $426,880.11

Total of federal, state, and/or local funds for this school: $637,931.91

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	3.50
LCFF	193,142.12
LCFF - Supplemental	176,161.07
None Specified	57,573.42
Other	0.00
Title I	114,450.50
Title I Part A: Basic Grants Low-Income and Neglected	70,727.22
Title II Part A: Improving Teacher Quality	15,833.26
Title III Immigrant Education Program	608.56
Title IV Part A: Student Support and Academic Enrichment	9,432.26

Expenditures by Budget Reference

Budget Reference	Amount
	222,414.06
1000-1999: Certificated Personnel Salaries	265,571.17
2000-2999: Classified Personnel Salaries	65,931.35
3000-3999: Employee Benefits	52,887.24
4000-4999: Books And Supplies	10,457.07
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating Expenditures	3,491.78
None Specified	1,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		3.50
5000-5999: Services And Other Operating Expenditures		0.00
	LCFF	14,269.57
1000-1999: Certificated Personnel Salaries	LCFF	169,024.04
4000-4999: Books And Supplies	LCFF	9,848.51
5000-5999: Services And Other Operating Expenditures	LCFF	0.00
	LCFF - Supplemental	165,571.07
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,990.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,000.00
None Specified	LCFF - Supplemental	1,600.00
	None Specified	57,573.42
None Specified	Other	0.00
2000-2999: Classified Personnel Salaries	Title I	65,931.35
3000-3999: Employee Benefits	Title I	48,519.15
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	70,727.22
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,465.17
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	4,368.09
4000-4999: Books And Supplies	Title III Immigrant Education Program	608.56
	Title IV Part A: Student Support and Academic Enrichment	575.74
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	6,364.74
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	2,491.78

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	513,497.84
Goal 2	107,830.57
Goal 3	16,603.50
Goal 4	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

2 Other School Staff

7 Parent or Community Members

0 Secondary Students

Name of Members	Role
Beverly Landers	Principal
Holly Perkins	Classroom Teacher
Clara Callaway	Other School Staff
Megan Duarte	Classroom Teacher
Kassi Dunlap	Parent or Community Member
Kelly Lewis	Parent or Community Member
Brandi Mower	Parent or Community Member
Melanie McKiernan	Parent or Community Member
Natali Gonzales	Other School Staff
Emeleigh Martinez	Parent or Community Member
Brenda Wylie	Other School Staff
Natali Gonzalez	Other School Staff
Brenda Wylie	Parent or Community Member
Clara Callaway	Other School Staff
Rebecca Christy	Classroom Teacher Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Beverly Landers on May 8, 2026

SSC Chairperson, Holly Perkins on May 8, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

CSBA POLICY GUIDE SHEET
May 2026

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes and minor revisions have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 1240 - Volunteer Assistance

Policy updated to align with law the list of characteristics for which harassment of a volunteer is prohibited. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which provides that a volunteer who is over 18 years of age who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee is a mandated reporter and subject to the requirements of The Child Abuse and Neglect Reporting Act, including, but not limited to, notification, training and reporting requirements.

Administrative Regulation 1240 - Volunteer Assistance

Regulation updated in conjunction with the accompanying Board policy.

Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures

Regulation updated to more closely align with the California Department of Education's federal program monitoring instrument.

Exhibit (1) 1312.4 - Williams Uniform Complaint Procedures

Exhibit updated to clarify that the notice provided by the exhibit applies to all grade levels, including transitional kindergarten.

Exhibit (2) 1312.4 - Williams Uniform Complaint Procedures

Exhibit updated to clarify that the form provided by the exhibit applies to all grade levels, including transitional kindergarten.

Board Policy 2110 - Superintendent Responsibilities and Duties

Policy updated to expand the Governing Board's philosophical statement. Additionally, policy updated to reflect **NEW LAW (SB 827, 2025)**, which requires the Superintendent to receive specified training in ethics once every two years, with a specific timeline for Superintendents who begin service with the district after January 1, 2026.

Administrative Regulation 3517 - Facilities Inspection

Regulation updated to more closely align with code language. Additionally, regulation updated to, in regard to all-gender restrooms for student use, differentiate between the signage requirements and the requirements for the restroom itself. In addition, regulation updated to reflect **NEW LAW (AB 927, 2025)** which requires the County Superintendent of Schools to prioritize reviewing, within the first four weeks of the school year where practicable, schools for which the County Superintendent has received information from a survey, a complaint filed pursuant to specified state law, or any other reliable source, that a facility of a school poses an emergency or urgent threat to the health or safety of students or staff or is not in good repair, as specified.

Exhibit (1) 3517 - Facilities Inspection

Exhibit updated in conjunction with the accompanying administrative regulation.

NEW - Exhibit (2) 3517 - Facilities Inspection

New exhibit provides a notice regarding all-gender restrooms, which is required to be posted in a prominent and conspicuous location outside of at least one all-gender restroom.

Board Policy 4100 - Certificated Personnel

Policy updated for consistency, as appropriate, with Board Policy/Administrative Regulation 4200 - Classified Personnel and Board Policy 4300 -Administrative and Supervisory Personnel, including material related to professional development; the "filling" of certificated positions; clearly defined and communicated duties, responsibilities, and expectations for each certificated position; and employee responsibilities and performance evaluations. Additionally, policy updated to delete language regarding the availability and administration of policies, rules, and regulations related to certificated personnel, as being unnecessary due to its very general nature.

Board Policy 4111/4211/4311 - Recruitment and Selection

Policy updated to clarify that (1) recruitment and selection processes and procedures be consistent with applicable law, Board policy, and collective bargaining agreements and be designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and in compliance with applicable antidiscrimination laws, (2) recruitment and selection processes and procedures include the recruitment of a diverse pool of qualified applicants, consistent with applicable law, (3) job announcements are disseminated in a manner reasonably designed to reach a broad pool of qualified candidates, and (4) hiring procedures be developed and maintained to identify qualified candidates who meet district needs. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, policy updated to reflect the prohibition from requiring an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district.

Administrative Regulation 4112 - Appointment and Conditions of Employment

Regulation updated to reference case law, where the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), and (2) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, regulation updated to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment.

Administrative Regulation 4112.5/4212.5/4312.5 - Criminal Record Check

Regulation updated to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of

those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC.

Exhibit (1) 4112.5/4212.5/4312.5 - Criminal Record Check

Exhibit updated to align with the Department of Justice's current Employee Statement Form, "Conditions for Release of Criminal Offender Record Information."

Administrative Regulation 4112.6/4212.6/4312.6 - Personnel Files

Regulation updated to delete unnecessary cross reference to administrative regulation 3515.3 - District Police/Security Department. Additionally, regulation updated to expand material to include former employees. In addition, regulation updated to reflect **NEW LAW (AB 495, 2025)** which prohibits district staff, to the extent practicable, from disclosing or providing most personnel records in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement, and **NEW LAW (SB 513, 2025)** which (1) clarifies that personnel records relating to an employee's or former employee's performance include education and training records and (2) requires districts that maintain education and training records to ensure that those records include specified information, unless covered by a valid collective bargaining agreement which expressly provides for specified terms. Regulation also updated to delete an exception which does not apply to districts, related to when personnel records are made available for inspection. Additionally, regulation updated to create new section "Egregious Misconduct" which reflects **NEW LAW (SB 848, 2025)** requiring districts, (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, regulation updated to more closely align with law.

Board Policy 4112.9/4212.9/4312.9 - Employee Notifications

Policy updated in conjunction with the accompanying exhibit, which is reviewed and updated annually.

Exhibit (1) 4112.9/4212.9/4312.9 - Employee Notifications

Exhibit updated to reflect **NEW LAW (SB 98, 2025)** which requires the comprehensive school safety plan to include procedures specifically designed to notify district staff when the school confirms the presence of immigration enforcement on the school site, **NEW LAW (SB 568, 2025)** which updates the term from "auto-injectable epinephrine" to "emergency epinephrine delivery systems", and **NEW LAW (SB 848, 2025)** which requires volunteers to be notified of specified information related to their status as mandated reporters.

Board Policy 4200 - Classified Personnel

Policy updated for consistency, as appropriate, with Board Policy 4100 - Certificated Personnel and Board Policy 4300 - Administrative and Supervisory Personnel, including material related to professional development; the "filling" of classified positions; clearly defined and communicated duties, responsibilities, and expectations for each classified position; and employee responsibilities and performance evaluations.

Administrative Regulation 4200 - Classified Personnel

Regulation updated in conjunction with the accompanying Board policy.

Administrative Regulation 4212 - Appointment and Conditions of Employment

Regulation updated to reference case law, where the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (2) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to the Commission on Teacher Credentialing. In addition, regulation update to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment.

Board Policy 4300 - Administrative and Supervisory Personnel

Policy updated for consistency, as appropriate, with Board Policy 4100 - Certificated Personnel and Board Policy/Administrative Regulation 4200 - Classified Personnel, including material related to professional development; the selection, recommendation, and Governing Board ratification of qualified candidates for administrative and supervisory positions; defined and communicated duties, responsibilities, and expectations for each administrative and supervisory position; and employee responsibilities and evaluations. Additionally, policy updated to delete language regarding the adoption of policies related to administrative and supervisory personnel, insofar as the policies are needed to comply with law and describe terms of employment, as being unnecessary due to its very general nature. In addition, policy updated to reflect case law which held that a classified employee can only obtain senior management status if that employee is designated a senior manager by the Board.

Administrative Regulation 4300 - Administrative and Supervisory Personnel

Regulation updated to delete material related to collective bargaining since management employees do not have collective bargaining rights pursuant to the Educational Employment Relations Act.

Board Policy 5131.4 - Student Disturbances

Policy updated to add to the Governing Board's philosophical statement the recognition that student disturbances interfere with a positive school environment and interrupt learning, and to delete material related to requesting assistance from law enforcement as that material is covered in the development of a school's disturbance management plan (formerly disturbance response plan). Additionally, policy updated to expand material related to a school's disturbance management plan, including who the Superintendent or designee may consult with when developing the plan, and creating a list of items that the plan may include. In addition, policy updated to provide that discipline for students who participate in a disturbance be in accordance with specified discipline related policies.

Administrative Regulation 5131.4 - Student Disturbances

Regulation updated to delete headings as unnecessary, reorganize and clarify the list of prohibited activities for which a student involved or attempting to be involved in may be subject to discipline, and include the requirement that a middle or high school student be permitted one excused absence per school year due to participation in a civic or political event.

Board Policy 5141.4 - Child Abuse Prevention and Reporting

Policy updated to reflect that the Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which authorizes any instructional program on child abuse offered by the district to include, in addition to instruction on sexual abuse and human trafficking prevention, instruction on sexual assault,. In addition, policy updated to clarify that parent(s)/guardian(s) have the right to excuse their child from all or part of abuse, including sexual abuse, and human trafficking prevention education, and assessments related to that education, in accordance with law and Board policy. Policy also updated to reflect the requirement that districts that issue student identification cards for students in grades 7-12 have printed on them (1) the 988 Suicide and Crisis Lifeline, (2) the National Domestic Violence Hotline, and (3) as required by **NEW LAW (AB 727, 2025)** The Trevor Project's LGBTQ+ suicide hotline, and may have printed on them a quick response (QR) code that links to the county's mental health resources website.

Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting

Regulation updated to reflect **NEW LAW (SB 848, 2025)** which (1) adds to the definition of "mandated reporter" a Governing Board member, or volunteer who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee, (2) requires volunteers to be provided mandated reporter training within six weeks of commencing volunteer services, and (3) adds specified training and notice requirements.

DELETE - Board Policy 5141.7 - Sun Safety

Policy deleted as unnecessary, with content being moved to new Board Policy 5141.75 - Weather Safety.

NEW - Board Policy 5141.75 - Weather Safety

New policy addresses safety related to various forms of inclement weather, and reflects requirement for districts to, by July 1, 2026, develop, adopt, and implement weather protocols for extreme weather conditions. Additionally, policy reflects CDE's "Senate Bill 1248: Extreme Weather Guidelines," and incorporates content from former Board Policy 5141.7 - Sun Safety.

Board Policy 5142 - Safety

Policy updated to add to the Governing Board's philosophical statement that the Board recognizes the importance of student engagement and safe use of technology to a safe school environment. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which mandates districts to, by July 1, 2026, adopt written (1) policies that promote safe environments for student learning and engagement, with specified components related to professional boundaries, and (2) policies, plans, or specifications regarding school facilities that address classroom and nonclassroom environments to promote safe environments for learning and engagement that are easily supervised.

Administrative Regulation 5142 - Safety

Regulation updated to reflect **NEW LAW (AB 727, 2025)** which requires districts that issue student identification cards for students in grades 7-12 to have printed on them, in addition to other required safety and mental health resources, the Trevor Project's LGBTQ+ suicide hotline. Additionally, regulation updated to clarify that the Superintendent or designee may permit students to avoid overexposure to sun and extreme weather conditions in accordance with Board Policy 5141.75 - Weather Safety and Board Policy/Administrative Regulation 6142.7- Physical Education and Activity. In addition, regulation updated to add material related to a "personal transportation device," which includes, in addition to standard bicycles, scooters, skateboards, and roller skates, electric bicycles (e-bikes) and electric scooters (e-scooters), and requires that (1) students follow all laws and regulations regarding proper usage, speed limits, age, licensing, and equipment requirements, (2) personal transportation devices that do not meet legal standards for use on public roads or paths not be permitted on school campuses, (3) riding a personal transportation device is not permitted on school campus during the school day, and (4) while on campus, a personal transportation device should be walked to designated parking areas and secured.

Board Policy 5145.6 - Parent/Guardian Notifications

Policy updated in conjunction with the accompanying exhibit, which is reviewed and updated annually.

Exhibit (1) 5145.6 - Parent/Guardian Notifications

Exhibit updated to reflect (1) **NEW LAW (AB 495, 2025)** which requires the Governing Board to notify parents/guardians of, and post specified information in administrative buildings, related to response to immigration enforcement, (2) **NEW LAW (SB 715, 2025)** which has specified notification requirements related to discrimination, (3) the requirement to notify parents/guardians prior to administering any psychological test involving their child and the ability to opt-out, (4) the requirement to notify parents/guardians when a child is absent from school without permission, (5) **NEW LAW (SB 98, 2025)** which requires parents/guardians to be notified when that school confirms the presence of immigration enforcement on a school site, and (6) **NEW COURT DECISION (Mahmoud v. Taylor)** regarding the right to opt out of instructional content that substantially interferes with religious development.

Board Policy 5148 - Child Care and Development

Policy updated to reflect **NEW LAW (SB 568, 2025)** which requires the Superintendent or designee to make epinephrine delivery systems available at each child care program operated by or under contract with the district for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Additionally, policy updated to add section "Response to Immigration Enforcement" to reflect requirements of **NEW LAW (AB 495, 2025)** which requires districts that operate a child care and development program to (1) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (3) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Administrative Regulation 5148 - Child Care and Development

Regulation updated to reflect **NEW LAW (AB 753, 2025)** which permits the district to employ assistant teacher permitholders to assist in the care, development, and instruction of children, so long as the number of assistant teacher permitholders employed by the district at one site does not exceed 50 percent of the number of classrooms at that site, and the district does not assign more than one assistant teacher to each classroom. Additionally, regulation updated to specify that in addition to any other required training, at least one director or teacher at each child care and development center have at least 15 hours of health and safety training, including training in a pediatric first aid or pediatric cardiopulmonary resuscitation (CPR) course that includes instruction in the prevention and treatment of anaphylaxis, including the emergency use of epinephrine auto-injectors. In addition, regulation updated to reflect **NEW LAW (SB 120, 2025)** which specifies that if a family already receiving services adds an additional child to the family size and the family requests services for that child during the current eligibility period, the family's eligibility period be extended, as necessary, to ensure that the additional child receives at least 12 months of eligibility for services before a redetermination of eligibility. Regulation also updated to reflect **NEW LAW (SB 792, 2025)** which specifies that (1) a family receiving services pursuant to specified law may be exempt from family fees for up to 24 months, rather than the previous 12 months, (2) absences due to medical or educational appointments are considered excused, and (3) for purposes of reimbursement, the district may claim attendance for days that the district is required to hold a space for a child during the period that a family is assumed to have abandoned care or is engaging in the appeal process based on disenrollment for abandoning care. Additionally, regulation updated to reflect **NEW LAW (AB 495, 2025)** which requires districts that operate a child care and development program to (1) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (3) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to delete language related to concurrent enrollment of an early enrollment transitional kindergarten student in the district's California State Preschool Program (CSPP), as that language is no longer operative. Additionally, policy updated to add section "Response to Immigration Enforcement" to reflect **NEW LAW (AB 495, 2025)** which requires districts that offer a CSPP to (1) update their policies, by July 1, 2026, with language regarding responding to requests by immigration officials that is equivalent to the model policy language developed by the California Attorney General in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies, (3) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (4) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to delete definition and other material related to an "early enrollment child" to correspond with the deletion of such content in the accompanying Board policy.

Board Policy 7110 - Facilities Master Plan

Policy updated to clarify in the Governing Board's philosophical statement that long-range planning is important for carrying out the district's vision, mission, and goals. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which requires the Board to, by July 1, 2026, adopt written policies, plans or specifications for the design and construction of facilities, including furnishing of such facilities, that promote safe environments for learning and engagement.

Board Bylaw 9200 - Limits of Board Member Authority

Bylaw updated to clarify the Governing Board's expectations that individual Board members conduct themselves specifically in accordance with Board Bylaw 9000 - Role of the Board and Board Bylaw 9005 - Governance Standards. Additionally, bylaw updated to include that (1) individual Board members do not have the authority to direct staff or represent the Board or the district, (2) individual Board members do not have the authority to investigate, resolve, or otherwise actively engage with community members with respect to complaints, personnel or student matters, or legal issues, (3) any Board member who receives a communication regarding such a topic shall forward the communication to or otherwise inform the Superintendent or Board president, and (4) individual Board members are permitted to engage with community members, including responding to general inquiries or expressions of opinion so long as such engagement is consistent with Board policies and bylaws such as Board Bylaw 9010 - Public Statements and Board Bylaw 9012 - Board Member Electronic Communications. In addition, bylaw updated to provide additional limitations, procedures, and expectations related to instances when an individual Board member observes and/or volunteers in a school or classroom, including in the school or classroom in which the Board member's child is enrolled.

AGREEMENT FOR SPECIAL SERVICES BETWEEN LOCAL EDUCATION AGENCIES

This Agreement for Services ("Agreement") is made and entered into as of CLICK TO ENTER DATE OF AGREEMENT by and between the **Butte County Office of Education** ("BCOE") and **Biggs Unified School District** ("AGENCY"), (together, "Parties").

The terms of this Agreement are as follows:

1. **Purpose**. The duties, obligations and agreements to provide the services under this Agreement are set forth in the attached **Exhibit "A"** ("Services")**.**

2. **Term**. Services shall commence on July 1, 2026 and will continue until June 30, 2027, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **Payment**. Compensation shall be as set forth in **Exhibit "B"** as the proposed fee for Services.

4. **Termination**. Either party may, at any time, with or without reason, terminate this Agreement with a reasonable explanation. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.

5. **Additional Services**. In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.

6. **Indemnification**. The AGENCY agrees to indemnify, defend, and hold harmless BCOE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on BCOE arising out of the AGENCY's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of BCOE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless BCOE under this Agreement, the AGENCY shall reimburse BCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The AGENCY shall seek BCOE approval of any settlement that could adversely affect the BCOE, its officers, agents or employees.

   The BCOE agrees to indemnify, defend, and hold harmless AGENCY, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on AGENCY arising out of the BCOE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of AGENCY, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless AGENCY under this Agreement, the BCOE shall reimburse AGENCY for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The BCOE shall seek AGENCY approval of any settlement that could adversely affect the AGENCY, its officers, agents or employees.

7. **Insurance**. Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

8. **Anti-Discrimination**. It is the policy of the BCOE that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Program Region agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.

9. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

10. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

If to BCOE:	**If to AGENCY:**
Butte County Office of Education Attn: Stacey Malcolm 1859 Bird Street Oroville, CA 95965 Email: smalcolm@bcoe.org	Biggs Unified School District Attn: Doug Kaelin - Superintendent 300 B Street Biggs, CA 95917 Email: dkaelin@biggs.org

Any notice personally given or sent by email transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

12. **Assignment.** The obligations and/or interests of either party under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.

13. **Arbitration.** The Parties agree that should any controversy or claim arise out of or relating to this Agreement they will first seek to resolve the matter informally for a reasonable period of time not to exceed forty-five (45) days. If the dispute remains, it shall be subject to mediation with a mediator agreed to by both parties and paid for by both parties, absent an agreement otherwise. If after mediation there is no resolution of the dispute, the parties agree to resolve the dispute by binding arbitration administered by the American Arbitration Association ("AAA") in accordance with its Commercial Arbitration Rules, and judgment on an arbitrator's award may be entered in any court having jurisdiction thereof.

    a. The Parties shall select one arbitrator pursuant to the AAA's Commercial Arbitration Rules.

b. The arbitrator shall present a written, well-reasoned decision that includes the arbitrator's findings of fact and conclusions of law. The decision of the arbitrator shall be binding and conclusive on the Parties.

c. The arbitrator shall have no authority to award punitive or other damages not measured by the prevailing Party's actual damages, except as may be required by statute. The arbitrator shall have no authority to award equitable relief. Any arbitration award initiated under this clause shall be limited to monetary damages and shall include no injunction or direction to either Party other than the direction to pay a monetary amount. As determined by the arbitrator, the arbitrator shall award the prevailing Party, if any, all of its costs and fees. The term "costs and fees" includes all reasonable pre-award arbitration expenses, including arbitrator fees, administrative fees, witness fees, attorney's fees and costs, court costs, travel expenses, and out-of-pocket expenses such as photocopy and telephone expenses. The decision of the arbitrator is not reviewable, except to determine whether the arbitrator complied with sections (b) and (c) of this section.

14. **COVID-19 Acknowledgement.** AGENCY recognizes and understands that guidance on how to protect oneself from the COVID-19 virus and how to avoid spreading the virus to others, is available at https://www.cdc.gov/coronavirus/2019-ncov/index.html and through federal, local, and state recommendations and/or regulations. AGENCY understands that this guidance can change, and that AGENCY has a responsibility to stay abreast of the changing information found on these COVID-19 guidance resources. AGENCY is encouraged to follow their district's protocols and have enough school-appropriate cleaning supplies to continuously disinfect the equipment in accordance with California Department of Public Health (CDPH) guidance.

15. **California Law**. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.

16. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

17. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

19. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

20. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that

party or its legal representative drafted such provision, and this Agreement shall be construed as being jointly prepared by the Parties.

21. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.

22. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

23. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date(s) indicated below.

BCOE:	**AGENCY:**
Dated: _____	Dated: _____
BUTTE COUNTY OFFICE OF EDUCATION	BIGGS UNIFIED SCHOOL DISTRICT
Signed By: _____	Signed By: _____
Print Name: Mary Sakuma	Print Name: Doug Kaelin
Title: Superintendent	Title: Superintendent

Exhibit "A"
Scope of Services

The BCOE Expanded Learning Program is dedicated to supporting the districts and school sites where we currently provide after school program services through the After School Education and Safety Program (ASES) to expand existing programs to serve more students.

It is the intent that all local educational agencies offer all pupils in classroom-based instructional programs access to comprehensive after school and intersessional expanded learning opportunities.

Expanded Learning programs shall include all of the following: On schooldays, in-person after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time. In addition, for at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person Expanded Learning opportunities per day (summer enrichment).

Menu of Contract Services:

Site based Expanded Learning Programs will be provided each day that school is in session from the time the final school bells rings until 6:00 p.m.

Costs for Expanding Existing ASES Program

__1__ QTY $43,340 (does not include summer programming)
Baseline Classroom (Grades 1 – 6)
1 to 20 Staff to Student Ratio
Classified Staff

__1__ QTY $43,340 (does not include summer programming
Baseline Classroom (TK-K)
1 to 10 Staff to Student Ratio
Classified Staff

Costs includes: Staffing, Administrative Costs, Enrollment/Attendance Tracking Software, Curriculum/Resource Purchases, Program Plan Template and Other Related Expenses

Additional contract features may include bringing in outside entities to provide specific enrichment activities such as dance, art (cartooning, water colors, drama, etc), karate, music, etc. Costs for these services will be determined on a case by case basis upon request of the LEA.

Intersessional and/or Summer Enrichment Programs

Contract services below are for 30 non-schooldays, during intersessional periods and/or summer, no less than nine hours of in-person expanded learning opportunities per day. BCOE is available to support intersessional programming if staff are available to do so.

Please note that current ASES Summer Enrichment funding will be deducated from total contract cost.

Contract costs for districts partnering to provide summer school in the mornings (8:00 a.m. to 12 noon) and the BCOE Expanded Learning Program providing enrichment activities in the afternoons (12 noon to 5:00 p.m.) for a total of 30 days.

__1__ QTY $11,462 (12 noon to 5:00 p.m.)
Baseline Classroom (Grades 1-6)
1 to 20 Staff to Student Ratio
Classified Staff

__2__ QTY $11,462 (12 noon to 5:00 p.m.)
Baseline Classroom (Grades TK-K)
1 to 10 Staff to Student Ratio
Classified Staff

Additional contract features may include field trips and/or bringing in outside entities to provide specific enrichment activities such as dance, art specialties, karate, music, etc. Costs for these additional services will be determined on a case by case basis.

Additional costs are highlighted in Exhibit B (fee-for-services section).

District Responsibilities:

1. Snack/supper administration during the instructional school year. Breakfast, lunch and snack during summer enrichment
2. Sufficient space (classrooms, cafeteria, gym, etc.) to provide a safe and engaging program (one classroom/location for every 20 students being served)
3. Custodial services
4. Students who receive special accommodation during the regular day, such as one-on-one services, the administration of special medications, or the need for specialized medical treatment, will need to receive those same accommodations during after school and summer enrichment. The responsibility is the districts to provide trained staff to support the needs of their students. In certain circumstances, BCOE staff can be trained to administer insulin and EpiPen, for life-saving purposes only. Please note that this contract does not include funding to hire special education aids, health clerks, nurses, or other individuals to serve students with special needs. The aforementioned staff will need to be hired by the district to assure all students can safely participate in the district's Expanded Learning Opportunity Program. Student safety is our highest priority and with your ongoing support and collaboration we can successfully serve all district students, as required by the Expanded Learning Opportunities Program.
5. LEA will notify BCOE Expanded Learning Assistant Director, Stacey Malcolm at smalcolm@bcoe.org, of pending LEA annual audit dates via email upon notification from auditor. BCOE collaborates with 10 districts on their annual ELO-P audits and requires ample time to successfully schedule and support districts. Please note that last minute notification may limit BCOE's ability to successfully support a district.
6. Provision of a school nurse or health aid, during the 30 non-schooldays, during intersessional periods and/or summer enrichment.

Additional Contract Provisions:

1. BCOE will maintain ownership of curricula and technological devices procured with district funds to provide aforementioned services. Items purchased with district

funds will be used solely in that district and inventoried to meet audit and compliance guidelines.

2. BCOE will notify the LEA by the next working day following, and to submit a written report within seven days of, the occurrence of any health or safety related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision(c) pursuant to Education Code section 8433.4 (b).
3. BCOE will request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment pursuant to Education Code section 8433.4(d). Please note this information is requested/required on the student registration documentation.
4. The district will hold BCOE harmless for unforeseen issues (COVID, nation-wide staffing shortage, etc.) that prevent the successful implementation, and ongoing provision of all Expanded Learning legislative, audit, and compliance requirements.

Exhibit "B"
Fee for Services

2026 – 2027 Fiscal/School Year:

Service Type	Cost	Qty	$ Total
After School Expansion (Classified) Grades 1 – 6/1 to 20 ratio	$43,340	1	$ 43,340
After School Expansion (Classified) Grades TK – K/1 to 10 ratio	$43,340	1	$ 43,340
Summer Enrichment (12 Noon – 5:00 p.m.) Grades 1 – 6/Classified/1 to 20 ratio	$11,462	1	$ 11,462
Summer Enrichment (12 Noon – 5:00 p.m.) Grades TK – K/Classified/1 to 10 ratio	$11,462	2	$ 22,924
Annual ELO-P Staff Support Fee (per site) (No charge for Richvale)	$10,819	1	$ 10,819
ASES Summer Program Rebate ($8,300/site) (Biggs and Richvale)	$ 8,300	2	$ -16,600
BCOE Indirect Cost (9.27%)	$ 9,781		$ 9,781
Total Contract Amount:			$ 125,066

With District approval, contract totals can be adjusted should additional students wish to participate in the program. BCOE will conduct a budget review in February to determine if a contract budget revision is necessary and to revise future invoicing should BCOE determine it will not utilize all proposed contract dollars.

District payment structure will replicate that of the California Department of Education's After School Education and Safety Program (ASES):

Percentage of Total Contract Amount Due to BCOE Fiscal Department:

65% Due within 30 days of signed contract.

25% Due on or before February 1st of contract year.

10% Due on or before June 1st of contract year.

Current After School Education and Safety Program (ASES) Funding in the Biggs Unified School District:

ASES provides after school funding to serve:

49 - Students Per Day from Biggs Elementary/Middle
20 - Students Per Day from Richvale

AGREEMENT FOR SPECIAL SERVICES
Butte County Count Play Explore (CPE) Professional Learning Cohort
Butte County Office of Education
And
Biggs Unified School District

1) **General**
This Agreement for Special Services ("Agreement") is entered into between Butte County Office of Education ("BCOE") and Biggs Unified School District ("District") as partners in the Butte County Count Play Explore (CPE) Professional Learning Cohort as of April 1, 2026.

2) **Purpose**
Butte County Office of Education (BCOE), in cooperation with Fresno County Superintendent of Schools and the AIMS Center for Math and Science Education, was awarded a grant in support of the Two-Year CPE Professional Learning and Coaching Cohort.

This funding is intended to provide professional learning and coaching opportunities for individuals working with children birth through 3rd grade who are interested in strengthening their skills in early mathematics and science (including computer science) education. The initiative will deliver resources, communications and professional learning that will improve immediate and long-term mathematical and science outcomes for children.

The purpose of this Agreement is to establish a formal relationship to distribute funding between BCOE and the District and to set forth the operative conditions and fiscal responsibilities that govern this partnership.

A) **Responsibilities**

BCOE agrees to the following:

1. Define participation criteria: Priority will be given to individuals employed in a district or licensed child care facility within the attendance boundaries of Gridley, Manzanita, and Palermo School Districts or employed by Butte County Office of Education. Individuals must provide care and/or education to children birth to third grade in Butte County;
2. Facilitate four professional learning sessions;
3. Facilitate five, one-hour virtual group technical assistance (TA) / coaching sessions with CPE facilitators;
4. Establish and maintain accurate records and reports;
5. Process payment to District for stipends to participating teachers after the completion of trainings and coaching sessions in the amount of $1,250 per participating teacher. See Exhibit A "Participant List";
6. Provide instructional materials related to each training topic provided to support application of concepts;
7. Provide a completion certificate for each participating teacher;
8. Provide final confirmation of stipend amounts by May 22, 2026

District agrees to the following:

1. Issue a one thousand two hundred fifty dollar ($1,250) stipend, inclusive of benefits, to each participating teacher that completes their training and coaching obligations.
    i. professional development trainings (4) and coaching sessions (5).

4) Other Conditions

Any and all products developed by BCOE and/or via the Program are the exclusive property of BCOE. District, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the written permission of BCOE.

5) Relationship of the Parties

Each party enters into this Agreement as, and shall continue to be, independent agencies. Under no circumstances shall the District, or any District employee or contractor (collectively, the "District Parties") be considered an employee of BCOE within the meaning of any federal, state, or local law or regulation including, but not limited to, laws or regulations governing unemployment insurance, old age benefits, workers' compensation, industrial illness or accident coverage, taxes, or labor and employment in general. Under no circumstances shall District Parties look to BCOE as an employer. District Parties shall not be entitled to any benefits accorded to BCOE employees, including, without limitation, workers' compensation, disability insurance, vacation or sick pay.

6) Term

The effective date of this Agreement is **April 1, 2026.** This Agreement will be in effect until **June 30, 2026.** The terms of this Agreement shall remain in force unless mutually amended. Either party may terminate this Agreement upon written notice no later than thirty (30) days prior to the effective date.

7) Indemnification

District shall and does hereby indemnify, defend, and hold harmless BCOE, and BCOE's officers, employees, agents and representatives from and against any and all claims, demands, losses, costs, expenses, obligations, liabilities and damages, including, without limitation, interest, penalties, and reasonable attorney fees and costs, that BCOE may incur or suffer and that rise from, or are related to any breach or failure of District to perform any of the representations, warranties and agreements contained in this Agreement.

8) California Law

This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

9) Rules and Regulations

All rules and regulations of each party's Governing Board and all federal, state, and local laws, ordinances and regulations are to be observed strictly by staff members providing services pursuant to this Agreement.

10) Notice

Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile or electronic transmission, addressed as follows:

If to BCOE

Butte County Office of Education
ATTN: Michelle Lucero
1870 Bird Street
Oroville, CA 95965
(530) 532-5763
EMAIL: mlucero@bcoe.org

If to District

Biggs Unified School District
ATTN: Doug Kaelin
300 B Street
Biggs, Ca 95917
Phone: (530) 868-1281
EMAIL: dkaelin@biggs.org

11) Entire Agreement of Parties

This Agreement constitutes the entire agreement between the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument by both parties.

SIGNATURES ON FOLLOWING PAGE

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date indicated below.

BCOE:

Dated: 4/8/2026

Butte County Count Play Explore (CPE) Professional Learning Cohort

SIGNATURE

Mary Sakuma
PRINT NAME

Superintendent
PRINT TITLE

Biggs Unified School District:

Dated: 3/25/2026

SIGNATURE OF AUTHORIZED DISTRICT OFFICIAL

Doug Keeler
PRINT NAME

Superintendent BUSD
PRINT TITLE

Exhibit A
Participant List

First Name	Last Name	Site/Program work location:
Holly	Perkins	Biggs Elementary
Megan	Duarte	Biggs Elementary



CalStateTEACH | California State University Teacher Preparation Program

California State University's CalStateTEACH Program
Memorandum of Understanding and Agreement
For the Employment of University Students Who Have an Intern Credential

This agreement is between the Biggs Unified School District ("District") and the California State University's CalStateTEACH Program ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Internship Program through which University students who hold an intern credential from the California Commission on Teacher Credentialing ("Paid Interns") will gain experience in the public school setting. This agreement does not apply to unpaid service learning placements that are part of a credentialing program.

RECITALS

CalStateTEACH operates a program for the education and training of candidates pursuing a California Preliminary Multiple Subject Teaching Credential with English Learner Authorization (ELA) and is accredited by the California Commission on Teacher Credentialing (CTC) with approval to offer intern options in these programs.

The District is authorized under Education Code 44320 et seq., to cooperate with institutions of higher education in providing training and experience to credential candidates who hold an intern credential ("Paid Intern").

One or more District employees who are credentialed, experienced faculty members at a District high school, middle school, or elementary school have agreed to be responsible for a class or classes assigned to a credential candidate and may be referred to below as mentor teachers.

University employs one or more experienced credentialed teachers, administrators, or faculty who have agreed to provide direct classroom supervision and support to credential candidates and mentor teachers. Such individuals may be referred to below as university supervisors.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning May, 21 2026 and ending April 30 2026, unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

CTC REQUIREMENTS FOR SUPPORT AND SUPERVISION OF INTERN TEACHERS

In 2013, the California Commission on Teacher Credentialing (CTC) adopted policies that specify the number of hours of general support and supervision, as well as additional specific English learner support and supervision, which must be provided to Paid Interns. The regulations

CalStateTEACH | California State University Teacher Preparation Program

California State University's CalStateTEACH Program
Memorandum of Understanding and Agreement to
Provide Student Teacher Placements to University Students

This agreement is between the Biggs Unified School District ("District") and the California State University's CalStateTEACH Program ("University"), who may be referred to collectively as the parties. This Agreement describes and confirms the expectations and responsibilities of the Parties regarding the Student Teaching Program through which University students enrolled in a credentialing program ("Student Teachers") will gain experience in the public school setting.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of 3 years beginning May 21, 2026 and ending April 30, 2029, unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. The District will provide the Student Teachers with supervised clinical experience. The District's Designated Supervisor(s) will hold an appropriate degree, credential, or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Supervisor will provide the Student Teacher with at least two hours of face-to-face supervision per week for the duration of the student teacher placement. Supervision may be shared among more than one qualified District staff member.
2. The District will designate a member of its staff to participate with the University's designee in planning, implementing, and coordinating the Student Teaching Program.
3. The District will maintain complete records and reports on each Student Teacher's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in the Student Teaching Program any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University student participant.
5. After the District accepts the assignment of a Student Teacher, the District may terminate the student teaching placement for "good cause." "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify the University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion, that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section. District will immediately notify University, if District knows or suspects any professional or ethical or legal violations. University will cooperate with District in any investigation concerning the reported violation.
6. District shall, on any day when a Student Teacher is receiving training at its facilities, arrange for the Student Teacher to receive any necessary emergency health care or first

aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care, or other health care to any Student Teacher.

7. The District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". The District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. The District to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable governmental directives are modified, changed or updated, the District will take the steps to comply with the modified, changed, or updated guidelines or directives. If at any time the District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify Dr. Nan Barker (Regional Director).

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Student Teacher.
2. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
3. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
4. University will guarantee that Student Teachers and university supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
5. University will instruct Student Teachers in state laws regarding child abuse reporting, sexual harassment, and professional conduct.
6. University supervisors will conduct systematic and regular observations of Student Teachers' performances in the District's classrooms.
7. University will be responsible for ensuring that Student Teachers have appropriate insurance coverage.

MENTOR TEACHER RESPONSIBILITIES

1. Hold an appropriate California credential (Multiple Subject)
2. Have completed three years of successful teaching experience.
3. Have the English Language Authorization, expertise, and experience working with English learners.
4. Model balanced and comprehensive reading/language arts instruction; effectively teach the state-adopted core curriculum; and model instruction based on the state-adopted academic content standards.
    a. Phonics and structured reading development
    b. Incorporation of California Dyslexia Guidelines
    c. Incorporation of elements of California Comprehensive Plan
5. Participate in mentor teacher training.

6. Allow Field Experience Participants opportunities to work with classroom students.

STUDENT TEACHER RESPONSIBILITIES

1. Provide the District with the following documentation:
    a. a copy of the letter from the University assigning the student to the District.
    b. a background check fingerprint clearance report.
    c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Student Teacher.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as a Student Teacher.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the student teacher program. The discussion, transmission, or narration in any form by Student Teachers of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the student teacher program is forbidden except as a necessary part of the practical student teacher experience. Otherwise, Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the student teacher experience with University, its employees, agents or others.

STATUS OF DISTRICT AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only, and Student Teachers are not considered employees of the District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of the University to provide notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering Student Teachers, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty-Five Million Dollars ($25,000,000) in aggregate throughout the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the

effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Student Teacher or University employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the student teacher placement sites. University shall provide written notice to each Student Teacher regarding the lack of coverage of Workers' Compensation insurance by the District.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree

to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.

5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this 20th date of May, 2026.

Doug Kee

School District Designee

Brian Cotham, Director of Procurement and Support Services
California State University's CalStateTEACH

(California Education Code §44321; 5 Cal. Code Reg. § 80033) were approved and made part of law effective 2014.

Under the approved regulations, the University and District must ensure:

- A minimum of 144 hours per year (**72 hours per semester**) of support/mentoring and supervision must be provided to each Paid Intern including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem- solving regarding students, curriculum, and development of effective teaching methodologies.
- **A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.**
- The District must identify a mentor or other designated individual who meets the Commission's specified criteria prior to a Paid Intern assuming daily teaching responsibilities.
- An additional 45 hours per year (23 hours per semester} of support/mentoring and supervision specific to meeting the needs of English learners is required for a Paid Intern who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Cross-cultural, Language and Academic Development (CLAD) Certificate. The additional hours of support can be provided by the credential program and/or the district employed mentor. The individual(s)providing this support must hold a valid California Teaching Credential with a valid English Learner Authorization or Cross-cultural Language and Academic Development (CLAD) Certificate.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. Prior to the Paid Intern's first day as teacher of record, provide each Paid Intern with a certified, experienced district-employed mentor/liaison who will work collaboratively with the University Supervisor to support the Paid Intern in achieving competency in the Teaching Performance Expectations. District will provide documentation of appropriate credentialing of district-employed supervisor as needed.
2. Identify a District-employed supervisor who serves as an evaluator for the Paid Intern.
3. Model balanced and comprehensive reading/language arts instruction; effectively teach the state-adopted core curriculum; and model instruction based on the state-adopted academic content standards:
    a. Phonics and structured reading development
    b. Incorporation of California Dyslexia Guidelines
    c. Incorporation of elements of California Comprehensive Plan
4. Provide new teacher orientation, on-going support and other clinical/ professional experiences for Paid Interns teaching in the District's schools under the supervision of a district-employed mentor/liaison.
5. Provide release time for participation in district group/regional group meetings and professional development activities including time to observe other exemplar teachers teaching in their classrooms.
6. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by a Paid Intern. University will

cooperate with District in any investigation concerning the reported violation.

7. District will instruct intern in school policies regarding child abuse reporting, sexual harassment, and professional conduct.
8. The District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". The District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state and local governmental directives regarding COVID-19. The District to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable governmental directives are modified, changed, or updated, the District will take the steps to comply with the modified, changed, or updated guidelines or directives. If at any time the District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the CalStateTEACH Regional Director.

UNIVERSITY DUTIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the intern.
2. University will guarantee that Paid Interns have met California Commission for Teacher Credentialing (CTC) requirements for an intern credential (Certificate of Clearance, basic skills competence, subject matter competence, negative tuberculosis test, U.S. Constitution) and University requirements (satisfactory completion of course work that meets the CTC pre-service requirement, a copy of the district offer of employment) prior to recommending the candidate for an intern credential.
3. University will confer regularly with District and site administration and district-employed mentor/liaison through meetings, telephone calls, and/or e-mail.
4. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Paid Intern in the school. District will cooperate with the University in any investigation concerning the reported violation.
5. University will guarantee that the Paid Intern and university supervisors have appropriate TB and fingerprinting clearance.
6. University will instruct Paid Interns in state laws regarding child abuse reporting, sexual harassment, and professional conduct.
7. University supervisors will conduct systematic and regular observations of Paid Interns' performances in the District's classrooms.
8. University supervisors will confer regularly with district-employed mentor/liaison and with the site administration through meetings, telephone calls, and/or e-mail.

UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED MENTOR/LIAISON RESPONSIBILITIES

1. Collaborate to ensure that the Paid Intern receives a minimum of two hours of support/mentoring and supervision every five instructional days.
2. Collaborate to ensure that the Paid Intern receives specific support and supervision in addressing the needs of English Language Learners.
3. Use the list of activities that satisfy CTC support and supervision requirements to assist the Paid Intern in identifying and participating in a broad range of experiences to support his/her growth as a teacher.
4. Assist the Paid Intern in creating networks with faculty, staff, and administrators who

can provide additional support.

PAID INTERN RESPONSIBILITIES

1. Document required hours weekly.
2. Have the required hours verified by both the University Supervisor and District-employed mentor/liaison to ensure that he/she is receiving the required support/mentoring and supervision.

DISTRICT DISCRETION

It is at the sole discretion of the District to hire a University candidate for a Paid Intern position and to terminate the assignment in accordance with District policies and procedures. The District will notify the University of any Review that could result in termination. The University will notify the CTC to withdraw the intern credential of a Paid Intern who is terminated by the District.

LIABILITY INSURANCE

The University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than $1 million per loss and damage to property of others up to $5,000 per incident), with extended reporting period of three (3) years, covering Student Teachers, and naming District as an additional named insured under such insurance policy or policies. Further, University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars ($5,000,000) per occurrence and Twenty Million Dollars ($20,000,000) in aggregate throughout the course of this Agreement.

Further, University shall provide written notice that should any of the above described policies be canceled before the expiration thereof, notice will be delivered in accordance with the policy provisions.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The University is permissibly self-insured through the State of California for automobile liability.

The District shall maintain automobile liability, general liability, workers' compensation and errors and omissions liability coverages for themselves and their respective employees. Errors or omissions liability coverage shall include coverage for negligence relating to alleged sexual misconduct and shall be on an occurrence basis. Automobile liability coverage must apply to owned, non-owned and hired automobiles. The required coverage may be provided by way of adequately documented individual or pooled self-insurance.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University, and such coverages shall be primary to any coverages maintained by the District. Limits of liability for each type of liability coverage shall be at least $1 million per claim per occurrence/ $2 million aggregate.

District shall maintain workers' compensation coverage applicable to its employees, including Paid Interns.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall

be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.

7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.

Signed this 20th date of MAY, 2026.

Doug Kaelin, Biggs Unified
School District Designee

Brian Cotham, Director of Procurement and Support Services
California State University's CalStateTEACH

Acellus Quote

ACELLUS EDUCATIONAL SERVICES | 11025 N. Ambassador Drive, Kansas City MO 64153

Date: 05/29/2026
Proposal Valid Through: 06/28/2026
Proposal Number: 1054668

Contact Information	
Biggs Unified School District Edit 300 B Street Biggs, CA 95917	**Contact**: Mr. Doug Kaelin, Superintendent Edit **Phone**: 530-868-1281 **Email**: dkaelin@biggs.org

QTY	DESCRIPTION	PRICE	EXTENDED PRICE
260	Acellus Gold Monthly Student License • Valid for the 2026/27 School Year • Additional students added to Acellus will be billed at the rate of $79/student/month through the volume discount	$ 79.00	$ 20,540.00
		Balance to be Paid:	**$ 20,540.00**

☐ Click here to indicate that you have read and agree to the Standard Purchase and License Terms.

ACCEPTED BY:

NAME: | TITLE: | EMAIL:

PO NUMBER: (Optional)

Accept this Proposal

Biggs Unified School District

Field Trip Request Approval Form

Proposed Activity: FFA Officer retreat

Date of Request: 5/28/2026 School: BHS

Date of Field Trip: July 24-26th 2026

A complete itinerary of the trip including a breakdown of activities by hours, housing arrangements(s) including phone number(s) and address(es), and an explanation of the educational purpose(s) of this trip must be included with this request. The Field trip request form must be received by the principal 30 days prior to the trip. All out-of-state and overnight trips need Biggs Unified Board of Trustees approval. Out-of-state and overnight trips must be submitted one week prior to a regular Board meeting.

Name of Staff Member/Position Making the Request: Lilly Baker

Class, Grade or Organization Making the Request: FFA

Destination: Fort Bragg, CA

Number of Students Involved in this Activity: 6 Cost Per Student: $0

Funding Source: FFA, General Cost to District: $0

Was Trip Budgeted: ☑ yes ☐ no

Adult Chaperones (including teachers): Lilly Baker, Stephen Boyes

Attach a list of all Adult Chaperones: Include name and cell telephone number
(Reminder: All chaperones need fingerprint clearance before chaperoning a trip.)

Purpose and relationship of trip to class activities: Planning out school year

Educational Standard(s) to be realized through trip:

Signature of Staff Member Making the Request:

x Lilly B. Baker

Cafeteria Information:

Will student miss scheduled lunch at school site: YES ☐ NO ☒

Sack lunches needed: YES ☐ NO ☒ Number needed_____

*If trip is approved you will need to contact cafeteria director.

Travel Information

All Means of Transportation (check all that apply):

- ☐ Personal Car(s)
- ☐ Rental Vehicle(s)
- ☐ Charter Bus
- ☐ Air
- ☐ Bus(es) * Number _____
- ☑ 1 Van
- ☑ 1 Truck

(School approval of this form signifies that proper car insurance documents are on file with the school.)

*If trip is approved you will need to schedule a bus.

Itinerary

Departure:_____ Return:_____

Date: 7/24 Time: TBD Date: 7/26 Time: TBD

Departure Location: BHS Return Location: BHS

A current roster of students must be submitted to the site office on the day of the trip prior to leaving the school.

☑ Approved ☐ Denied

Principal's Signature

☑ Approved ☐ Denied

Superintendent or Designee Signature

Once the trip is approved, a copy of the completed, signed form must be sent to the cafeteria director and bus dispatcher, at least two weeks prior to the trip or with Superintendent Approval.

Board Approval Date:_____
(For overnight/Out-of-State)

Biggs Unified School District

Addendum to Superintendent's Contract

July 1, 2026

1. Employment Duties and Obligations

For the 2026 - 2027 school year, the Superintendent shall take on all the duties and obligations of the High School Principal. In said capacity, Superintendent/Principal shall do and perform all services, acts, or things necessary or advisable, to manage and conduct the business of the District and Biggs High School.

2. Term

The term of the Agreement shall commence on July 1, 2026 and terminate on June 30, 2027, unless terminated earlier pursuant to the provisions of the Agreement, or unless extended as provided herein or as provided by law.

3. (Salary)

District shall pay Superintendent a stipend equal to 50% of Step 1 on the High School Principal salary schedule. The salary shall be paid in twelve (12) equal monthly installments on the last regular business day of each calendar month.

All other terms and conditions of the Superintendents contract remain the same.

_____	_____
Doug Kaelin	Board President
_____	_____
Date:	Date:

BIGGS UNIFIED SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR BES and RCA PRINCIPAL WITH SPECIAL PROJECTS

PREAMBLE

The following is an agreement between the Governing Board of the Biggs Unified School District, hereinafter referred to as "District" and Tracey McPeters, hereinafter referred to as "Principal".

RECITALS

I. Term of Contract

The term of this contract shall be from July 1, 2026 and ending June 30, 2027, subject to the terms and conditions hereinafter set forth.

II. Salary

The Principal shall be placed on Range A Step 8 of the attached Management Salary Schedule for a TK - 8 Principal upon verification of proper credentials on file with the District Office.

III. Duties and Responsibilities

1. The Principal shall serve as the Principal of Richvale Charter Academy and Biggs Elementary School and Special Projects under the direct supervision of the Superintendent.

2. The Principal shall render 215 days of service to the Biggs Unified School District during the term of this agreement.

3. All powers and duties that may be delegated to her lawfully by the Superintendent are to be performed and executed by her in accordance with the policies and rules and regulations adopted by the Governing Board.

4. The Principal shall have on file in the Office of the County Superintendent of Schools any and all certificates required by law to be filed in order to hold the position of Principal.

IV. Evaluation

The Superintendent will evaluate the performance of the Principal. A goal setting conference will be held by October 15th and final evaluation will be completed 30 days prior to the end of the each school year.

V. Fringe Benefits

The Principal shall be entitled to receive at least all health, welfare and fringe benefits of employment as are provided other certificated employees of the School District including medical, dental, and vision coverage. The Principal must select a Medical Plan offered by the Butte School Self-Funded Program along with a Dental and Vision Plan.

Dues of Professional Associations

The District shall pay for the membership dues in the Association of California School Administrators

(ACSA) and Butte County Administrators Association (BCAA).

VI. Travel and Incidental Professional Expense Allowance

The Principal shall receive a stipend of $150 per month for travel. That mileage will be included as part of her annual salary and divided into 12 equal payments. The Principal shall be reimbursed for all reasonable expenses incurred in the performance of her duties upon showing proof of purchase. The rate for purchases shall not exceed the actual cost.

VII. Sick Leave

The Principal shall be entitled to one day of fully paid sick leave for each month of service. Unused sick leave shall accumulate from year to year.

VIII. General Provisions

This agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations, and policies as hereby made a part of the terms and conditions of this agreement as though fully set forth herein.

The terms of this agreement are subject to change by mutual agreement of the parties.

In witness herein, we affix our signatures to this agreement as the full and complete understanding of the relationship between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

SUPERINTENDENT Doug Koelzer Date 6/2/2020

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment as Principal of Richvale Charter Academy and Biggs Elementary School and Special Projects.

Date of acceptance: _____ _____

Principal

2026-2027 CERTIFICATED MANAGEMENT SALARY SCHEDULE

	A High School Principal and TK-8 Principal - 215	B High School Vice Principal - 210	C K-8 Principal (Moved to Range A 9/7/17) - 215	D Elementary Principal TK-6 (not currently in use) - 205	E Psychologist - 195 (8 hour day)	F Licensed Speech Therapist - 184 (8 hour day)	G Dean of Students / Elementary TK-8 Vice Principal - 205
1	$96,174.00	$92,283.00		$79,572.00	$80,081.00	$83,253.00	$91,540.00
2	$98,580.00	$93,885.00		$81,562.00	$82,084.00	$85,334.00	$93,830.00
3	$101,043.00	$96,232.00		$83,601.00	$84,135.00	$87,468.00	$96,174.00
4	$103,569.00	$98,638.00		$85,691.00	$86,239.00	$89,654.00	$98,580.00
5	$106,159.00	$101,105.00		$87,834.00	$88,395.00	$91,895.00	$101,043.00
6	$108,813.00	$103,632.00		$90,030.00	$90,605.00	$94,193.00	$103,569.00
7	$111,533.00	$106,221.00		$92,281.00	$92,870.00	$96,547.00	$106,159.00
8	$114,321.00	$108,878.00		$94,587.00	$95,192.00	$98,961.00	$108,813.00
9	$117,180.00	$111,600.00		$96,952.00	$97,571.00	$101,435.00	$111,533.00
10	$120,110.00	$114,390.00		$99,375.00	$100,011.00	$103,971.00	$114,321.00
11	$121,310.00	$115,534.00		$100,370.00	$101,011.00	$105,011.00	$115,464.00
12	$122,523.00	$116,689.00		$101,373.00	$102,021.00	$106,060.00	$117,774.00
13	$127,424.00	$118,966.00		$103,351.00	$104,011.00	$108,130.00	$120,129.00
14	$128,698.00	$120,155.00		$104,385.00	$105,050.00	$109,211.00	$122,532.00
15	$129,985.00	$121,357.00		$105,428.00	$106,102.00	$110,303.00	$124,983.00
16	$132,522.00	$123,725.00		$107,485.00	$108,172.00	$112,455.00	$127,483.00
17	$133,816.00	$124,961.00		$108,559.00	$109,253.00	$113,579.00	
18	$135,185.00	$126,210.00		$109,645.00	$110,346.00	$114,716.00	
19	$137,823.00	$128,673.00		$111,783.00	$112,498.00	$116,953.00	

Effective: 07/01/2026
Board Approved: 04/08/2026

Principal: Masters Required
Doctorate - $1,800

BIGGS UNIFIED SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR BIGGS ELEMENTARY SCHOOL/RICHVALE CHARTER ACADEMY
TK-8th GRADE VICE PRINCIPAL

PREAMBLE

The following is an agreement between the Governing Board of the Biggs Unified School District, hereinafter referred to as "District" and Ricardo Galicia, hereinafter referred to as "Vice Principal".

RECITALS

I. Term of Contract

The term of this contract shall be from July 1, 2026 to June 30, 2027, subject to the terms and conditions hereinafter set forth.

II. Salary

The Vice Principal shall be placed on Range G Step 1 of the attached Management Salary Schedule for a TK - 8 Vice Principal upon verification of proper credentials on file with the District Office.

III. Duties and Responsibilities

1. The Vice Principal shall serve under the direct supervision of the TK-8th Grade Principal and the Superintendent.

2. The Vice Principal shall render 205 days of service to the Biggs Unified School District during the term of this agreement.

3. All powers and duties that may be delegated to him lawfully by the Principal and/or Superintendent are to be performed and executed by him in accordance with the policies and rules and regulations adopted by the Governing Board.

4. The Vice Principal shall have on file in the Office of the County Superintendent of Schools any and all certificates required by law to be filed in order to hold the position of Vice Principal.

IV. Evaluation

The TK-8th Grade Principal will evaluate the performance of the Vice Principal. A goal setting conference will be held by August 15th and final evaluation will be completed 30 days prior to the end of the each school year.

V. Fringe Benefits

The Vice Principal shall be entitled to receive at least all health, welfare and fringe benefits of employment as are provided other certificated employees of the School District including medical, dental, and vision coverage.

VI. Travel and Incidental Professional Expense Allowance

The Vice Principal shall receive a stipend of $150 per month for travel. That mileage will be included as part of his annual salary and divided into 12 equal payments. The Vice Principal shall be reimbursed for all reasonable expenses incurred in the performance of his duties upon showing proof of purchase. The rate for purchases shall not exceed the actual cost.

VII. Sick Leave

The Vice Principal shall be entitled to one day of fully paid sick leave for each month of service. Unused sick leave shall accumulate from year to year.

VIII. General Provisions

This agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations, and policies as hereby made a part of the terms and conditions of this agreement as though fully set forth herein.

The terms of this agreement are subject to change by mutual agreement of the parties.

In witness herein, we affix our signatures to this agreement as the full and complete understanding of the relationship between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

SUPERINTENDENT Doug Koehn Date 6-2-2020

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment as TK-8th Grade Vice Principal of Biggs Elementary School and Richvale Charter Academy.

Date of acceptance: _____

_____
Vice Principal

2026-2027 CERTIFICATED MANAGEMENT SALARY SCHEDULE

	A High School Principal and TK-8 Principal - 215	B High School Vice Principal - 210	C K-8 Principal (Moved to Range A 9/7/17) - 215	D Elementary Principal TK-6 (not currently in use) - 205	E Psychologist - 195 (8 hour day)	F Licensed Speech Therapist - 184 (8 hour day)	G Dean of Students / Elementary TK-8 Vice Principal - 205
1	$96,174.00	$92,283.00		$79,572.00	$80,081.00	$83,253.00	$91,540.00
2	$98,580.00	$93,885.00		$81,562.00	$82,084.00	$85,334.00	$93,830.00
3	$101,043.00	$96,232.00		$83,601.00	$84,135.00	$87,468.00	$96,174.00
4	$103,569.00	$98,638.00		$85,691.00	$86,239.00	$89,654.00	$98,580.00
5	$106,159.00	$101,105.00		$87,834.00	$88,395.00	$91,895.00	$101,043.00
6	$108,813.00	$103,632.00		$90,030.00	$90,605.00	$94,193.00	$103,569.00
7	$111,533.00	$106,221.00		$92,281.00	$92,870.00	$96,547.00	$106,159.00
8	$114,321.00	$108,878.00		$94,587.00	$95,192.00	$98,961.00	$108,813.00
9	$117,180.00	$111,600.00		$96,952.00	$97,571.00	$101,435.00	$111,533.00
10	$120,110.00	$114,390.00		$99,375.00	$100,011.00	$103,971.00	$114,321.00
11	$121,310.00	$115,534.00		$100,370.00	$101,011.00	$105,011.00	$115,464.00
12	$122,523.00	$116,689.00		$101,373.00	$102,021.00	$106,060.00	$117,774.00
13	$127,424.00	$118,966.00		$103,351.00	$104,011.00	$108,130.00	$120,129.00
14	$128,698.00	$120,155.00		$104,385.00	$105,050.00	$109,211.00	$122,532.00
15	$129,985.00	$121,357.00		$105,428.00	$106,102.00	$110,303.00	$124,983.00
16	$132,522.00	$123,725.00		$107,485.00	$108,172.00	$112,455.00	$127,483.00
17	$133,816.00	$124,961.00		$108,559.00	$109,253.00	$113,579.00	
18	$135,185.00	$126,210.00		$109,645.00	$110,346.00	$114,716.00	
19	$137,823.00	$128,673.00		$111,783.00	$112,498.00	$116,953.00	

Effective: 07/01/2026
Board Approved: 04/08/2026

Principal: Masters Required
Doctorate - $1,800

BIGGS UNIFIED SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR SPEECH THERAPIST

PREAMBLE

The following is an agreement between the Governing Board of the Biggs Unified School District, hereinafter referred to as "District" and ***Melissa Green***, hereinafter referred to as "Speech Therapist".

RECITALS

I. Term of Contract

The term of this contract shall be from **July 1, 2026** to **June 30, 2027**, subject to the terms and conditions hereinafter set forth.

II. Salary

The Speech Therapist shall continue on the attached Management Salary Schedule for a Speech Therapist, with written verification of proper credentials on file with the District Office.

III. Fringe Benefits

The Speech Therapist shall be entitled to receive at least all health, welfare and fringe benefits of employment as are provided other certificated employees of the School District including medical, dental, and vision coverage. The Speech Therapist must select a Medical Plan offered by the Butte School Self-Funded Program along with a Dental and Vision Plan.

Dues of Professional Associations – The District shall pay for the membership to the American Speech Language and Hearing Association (ASHA) and the State License to the California Board of Education or other Associations associated with Speech Therapy.

IV. Duties and Responsibilities

1. The Speech Therapist shall serve as the School Speech Therapist for all Biggs Schools under the direct supervision of the Superintendent.

2. The Speech Therapist shall render 184 ***8-hour*** days of service to the Biggs Unified School District during the term of this agreement.

3. All powers and duties which may be delegated to her lawfully by the Superintendent are to be performed and executed by her in accordance with the policies and rules and regulations adopted by the Governing Board.

4. The Speech Therapist shall have on file in the Office of the County Superintendent of Schools any and all certificates required by law to be filed in order to hold the position of Speech Therapist.

V. Evaluation

The Superintendent will evaluate the performance of the Speech Therapist. A goal setting conference will be held by October 15th and final evaluation will be completed 30 days prior to the end of the term of this contract.

VI. Sick Leave

The Speech Therapist shall be entitled to one day of fully paid sick leave for each month of service. Unused sick leave shall accumulate from year to year.

VII. General Provisions

This agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations, and policies as hereby made a part of the terms and conditions of this agreement as though fully set forth herein.

The terms of this agreement are subject to change by mutual agreement of the parties.

In witness herein, we affix our signatures to this agreement as the full and complete understanding of the relationship between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

SUPERINTENDENT Doug Koelin Date 6/2/2026

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment as Speech Therapist of Biggs Unified School District.

Date of acceptance: _____ _____

Speech Therapist

2026-2027 CERTIFICATED MANAGEMENT SALARY SCHEDULE

	A High School Principal and TK-8 Principal - 215	B High School Vice Principal - 210	C K-8 Principal (Moved to Range A 9/7/17) - 215	D Elementary Principal TK-6 (not currently in use) - 205	E Psychologist - 195 (8 hour day)	F Licensed Speech Therapist - 184 (8 hour day)	G Dean of Students / Elementary TK-8 Vice Principal - 205
1	$96,174.00	$92,283.00		$79,572.00	$80,081.00	$83,253.00	$91,540.00
2	$98,580.00	$93,885.00		$81,562.00	$82,084.00	$85,334.00	$93,830.00
3	$101,043.00	$96,232.00		$83,601.00	$84,135.00	$87,468.00	$96,174.00
4	$103,569.00	$98,638.00		$85,691.00	$86,239.00	$89,654.00	$98,580.00
5	$106,159.00	$101,105.00		$87,834.00	$88,395.00	$91,895.00	$101,043.00
6	$108,813.00	$103,632.00		$90,030.00	$90,605.00	$94,193.00	$103,569.00
7	$111,533.00	$106,221.00		$92,281.00	$92,870.00	$96,547.00	$106,159.00
8	$114,321.00	$108,878.00		$94,587.00	$95,192.00	$98,961.00	$108,813.00
9	$117,180.00	$111,600.00		$96,952.00	$97,571.00	$101,435.00	$111,533.00
10	$120,110.00	$114,390.00		$99,375.00	$100,011.00	$103,971.00	$114,321.00
11	$121,310.00	$115,534.00		$100,370.00	$101,011.00	$105,011.00	$115,464.00
12	$122,523.00	$116,689.00		$101,373.00	$102,021.00	$106,060.00	$117,774.00
13	$127,424.00	$118,966.00		$103,351.00	$104,011.00	$108,130.00	$120,129.00
14	$128,698.00	$120,155.00		$104,385.00	$105,050.00	$109,211.00	$122,532.00
15	$129,985.00	$121,357.00		$105,428.00	$106,102.00	$110,303.00	$124,983.00
16	$132,522.00	$123,725.00		$107,485.00	$108,172.00	$112,455.00	$127,483.00
17	$133,816.00	$124,961.00		$108,559.00	$109,253.00	$113,579.00	
18	$135,185.00	$126,210.00		$109,645.00	$110,346.00	$114,716.00	
19	$137,823.00	$128,673.00		$111,783.00	$112,498.00	$116,953.00	

Effective: 07/01/2026
Board Approved: 04/08/2026

Principal: Masters Required
Doctorate - $1,800