



**Flournoy Union
Elementary School District**

PO Box 2260; 15850 Paskenta Rd. Flournoy, CA 96029

www.flournoyschool.org 530-833-5331; 530-833-5332 fax

**BOARD MEETING AGENDA
Tuesday, May 19, 2026 at 6:15 pm**

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, May 19, 2026 at 6:15 pm
TYPE: Regular Board Meeting
LOCATION: Flournoy School District, Building 1

BOARD MEETING AGENDA POSTED: 05/15/2026 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER Cathy Tobin , at _____ p.m.

Roll call

- Cathy Bjornestad-Tobin
- Tyson Freund
- Nicole Durant
- Bryson Schenk
- Laila Souza

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items. (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on Items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

**2. CLOSED SESSION *Closed Session agenda items are confidential in accordance with Californis Law*
NONE**

PUBLIC SESSION

3. PLEDGE OF ALLEGIANCE

Recognize staff present:

- Rachel Davis, Superintendent
- Melinda Flournoy, Business Manager
- Heather Flournoy, Teacher
- Cody Weston, Custodian
- Mei Vance, Instructional Aide
- Thalia Souza, Instructional Aide
- Maria Herrera, Cook/Manager

4. APPROVAL OF AGENDA

____/____/____

11. Consider approval of the revised 2025 Prop 28 Arts and Music School Site Grant Plan

___ / ___ / ___

Motion/Second Ayes/Noes / Abstain

9. **DISCUSSION ON NEXT BOARD MEETING**

1. Next meeting date: Tuesday, May 19, 2026, 6:15 PM
2. Possible items for action/discussion
 - 2026/27 LCAP/Budget Public Hearing
 - 2026/27 LCAP/Budget Adoption
 - 26/27 Authorized Signatures
 - Statement of Reserves
 - Resolution 26/27 EPA (Education Protection Account)

10. **FURTHER COMMENTS**

1. From members of the Board of Education
2. From the Superintendent **Cathy Tobin** - Adjournment at _____ p.m.



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Elementary School District

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BOARD MEETING MINUTES

Tuesday, March 17, 2026 at 6:15 pm

MISSION STATEMENT: The Mission of Flournoy Elementary School is to provide academic excellence, responsible citizens, and a lifelong desire for learning in a safe environment.

DATE: Tuesday, March 17, 2026 at 6:15 pm
TYPE: Regular Board Meeting
LOCATION: Flournoy School District, Building 1

BOARD MEETING AGENDA POSTED: 03/13/2026 Flournoy School, Flournoy Store and Paskenta Store

1. PUBLIC MEETING CALL TO ORDER BY PRESIDING OFFICER Cathy Tobin , at 6:20 p.m.

Roll call

- ~~Cathy Bjornestad Tobin~~
- Tyson Freund
- ~~Nicole Durant~~
- ~~Bryson Schenk~~
- Vacancy

PUBLIC COMMENT PERTAINING TO AGENDA

Comments on Closed Session Agenda Items, (below). Any person wishing to speak to any item on the Closed Session Agenda will be granted three minutes to make a presentation.

Comments from the Floor: At this time, any person wishing to speak to any item not on the Agenda will be granted three minutes to make a presentation. No action may be taken at this meeting on items addressed during these comments.

Comments on Agenda Items: At this time, any person wishing to speak to any item on the Agenda will be granted three minutes to make a presentation.

**2. CLOSED SESSION *Closed Session agenda items are confidential in accordance with California Law*
NONE**

PUBLIC SESSION

3. PLEDGE OF ALLEGIANCE

Recognize staff present:

- ~~Rachel Davis, Superintendent~~
- ~~Melinda Flournoy, Business Manager~~
- Heather Flournoy, Teacher
- Cody Weston, Custodian
- Mei Vance, Instructional Aide
- Thalia Souza, Instructional Aide
- Maria Herrera, Cook/Manager

4. APPROVAL OF AGENDA

BS - / ND - 3 - / 0 - / 0 -

- Information Only: Budget/Local Control Accountability Plan (LCAP) Public Hearing Planning Form dates.
- Appoint new board member

10. FURTHER COMMENTS

1. From members of the Board of Education
2. From the Superintendent

Cathy Tobin ▸ Adjournment at _____ p.m.

Checks Dated 03/01/2026 through 03/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40299793	03/04/2026	CDW Government, Inc.	01-5800	ERATE NETWORK ELECTRONICS		4,704.42
40299794	03/04/2026	Coastal Business Systems Inc.	01-5600	COPIER		587.19
40299795	03/04/2026	J.M. Distributing Dairy Prod.	13-4700	MILK FOR LUNCHES		382.20
40299796	03/04/2026	Pacific Gas & Electric Co	01-5503	ELECTRIC		639.94
40299797	03/04/2026	TCSIG	76-9513	HEALTH INSURANCE PREMIUMS	6,647.00	
			76-9522	HEALTH INSURANCE PREMIUMS	1,188.00	
			76-9552	HEALTH INSURANCE PREMIUMS	315.00	
			76-9553	HEALTH INSURANCE PREMIUMS	96.00	
40299798	03/04/2026	Tehama Co Dept of Education	01-5800	2025-2026 INTERNET SERVICES	8,950.00	8,246.00
				2025/2026 DATA TRANSMISSION SERVICES	9,000.00	
40299799	03/04/2026	US Bank	01-4300	2ND QTR LAN SUPPORT 25/26	262.50	18,212.50
40300614	03/18/2026	Calif. Dept. of Ed Cde Press	13-4700	MAINT, CLASS,CAFETERIA	5,909.81	
40300615	03/18/2026	California Safety Company	13-4700	MAINT, CLASS,CAFETERIA	1,058.13	6,967.94
40300616	03/18/2026	CDW Government, Inc.	01-5507	COMMODITIES		70.20
40300617	03/18/2026	FGL Environmental	01-4300	MONTHLY BURGIFIRE MONITORING		230.00
40300618	03/18/2026	Glenn Co. Office of Ed	01-5502	TEACHER COMPUTER		1,205.84
40300619	03/18/2026	GOLD STAR FOODS, INC	01-8096	DRINKING WATER MONITORING		44.00
40300620	03/18/2026	Green Waste	13-4700	25-26 WM FINCH P1 PROPERTY TAXES		499.50
40300621	03/18/2026	JACK SCHREDER & ASSOCIATES INC	01-5506	CAFETERIA FOOD		958.13
			01-5800	GABAGE	1,588.75	349.10
				JANUARY 2026 SCHOOL FACILITY PROGRAM		
40300622	03/18/2026	NORTH STATE WATER TREATMENT	25-6200	2026 DEVELOPER FEE JUSTIFICATION STUDY	2,478.00	4,066.75
40300623	03/18/2026	Pacific Gas & Electric Co.	01-5502	ROUTINE WATER SAMPLING		350.00
			01-5503	ELECTRIC	1,313.91	
40300624	03/18/2026	ProPacific Fresh	13-4700	ELKINS ELECTRIC	61.88	1,375.79
40300625	03/18/2026	McCoy's Hardware & Farm Supply	01-4300	CAFETERIA FOOD		537.91
40300626	03/18/2026	Tehama Co Dept of Education	01-5800	MAINTENANCE SUPPLIES		21.52
				2025-26 SSC MEMBERSHIP		473.00
Total Number of Checks					20	49,921.73

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	15	36,191.16

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Checks Dated 03/01/2026 through 03/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
13	CAFETERIA SPEC REV	5	3,006.57
25	CAPITAL FACILITIES	1	2,478.00
76	WARRANT/PASS-THRU	1	8,246.00
Total Number of Checks		20	49,921.73
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			49,921.73

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40301346	04/01/2026	Coastal Business Systems Inc.	01-5600	COPIER LEASE		925.78
40301347	04/01/2026	FGL Environmental	01-5502	DRINKING WATER MONITORING		44.00
40301348	04/01/2026	J.M. Distributing Dairy Prod.	13-4700	MILK FOR LUNCHES		484.78
40301349	04/01/2026	JACK SCHREDER & ASSOCIATES INC	01-5800	FEBRUARY SCHOOL FACILITIES PROGRAM		410.00
40301350	04/01/2026	North State Electric & Pump	01-5600	BAKER TANK RENTAL FEB16-MAR 15 2026	2,000.00	
40301351	04/01/2026	Pacific Gas & Electric Co	01-5503	BAKER TANK RENTAL JAN 16-FEB 15 2026	2,000.00	4,000.00
40301352	04/01/2026	McCoy's Hardware & Farm Supply	01-4300	ELECTRIC		472.28
40301353	04/01/2026	Triple R Gas	Cancelled	SPRING LAWN SUPPLIES		277.96
40301354	04/01/2026	Cancelled on 04/14/2026, Cancel Register # AP04152026 US-Bank	01-4300	PROPANE		2,236.21 *
40302344	04/20/2026	California Safety Company	13-4700	CLASS/MAINT/CAFE SUPPLIES	294.99	
40302345	04/20/2026	CSM Consulting	01-5507	CLASS/MAINT/CAFE SUPPLIES	626.24	921.23
40302346	04/20/2026	GOLD STAR FOODS, INC	01-5800	MONTHLY FIRE & BURG MONITORING		230.00
40302347	04/20/2026	Green Waste	13-4700	E-RATE JAN-MARCH 2026		350.00
40302348	04/20/2026	NORTH STATE WATER TREATMENT	01-5506	CAFETERIA FOOD		845.99
40302349	04/20/2026	Pacific Gas & Electric Co	01-5502	GARBAGE		349.10
40302350	04/20/2026	TCSIG	01-5503	ROUTINE WATER SAMPLING	1,334.35	370.00
40302351	04/20/2026	Tehama Co Dept of Education	76-9513	ELECTRIC BILL	10.15	
40302352	04/20/2026	Woods Pest Control	76-9522	ELKINS ELECTRIC	48.73	1,393.23
			76-9552	APRIL HEALTH INSURANCE PREMIUMS	4,953.00	
			76-9552	APRIL HEALTH INSURANCE PREMIUMS	1,188.00	
			76-9553	APRIL HEALTH INSURANCE PREMIUMS	209.00	
			01-5800	APRIL HEALTH INSURANCE PREMIUMS	62.00	6,412.00
			01-5505	AERIES CLOUD HOSTING CONFIGURATION	100.00	2,000.00
				ELKINS PEST CONTROL	185.00	
				FLOURNOY PEST CONTROL		285.00
Total Number of Checks					18	22,007.56

Cancel	Count	Amount
	1	2,236.21
Net Issue		19,771.35

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	14	11,402.94
13	CAFETERIA SPEC REV	3	1,957.01
76	WARRANT/PASS-THRU	1	6,412.00
Total Number of Checks		17	19,771.35
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			19,771.35

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Quarterly Report on Williams Uniform Complaints
Education Code 35186(d)

District: Flournoy Union Elementary School District 

Person completing this form: Melinda Flournoy Title: Business Manager

Quarterly Report Submission Date: April 2026
Month Year


Date for information to be reported publicly at governing board meeting: 04/21/26

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Rachel Davis 
Print Name of District Superintendent

Rachel Davis
Signature of District Superintendent

5/19/2026
Date

**Employment Agreement
between
Flournoy Union Elementary School District
and
Superintendent**

This agreement is made and entered into this **Nineteenth Day of May 2026** between Flournoy Union Elementary School District, hereafter "District", and Rachel Davis, hereafter "Superintendent".

1) Term

- a) The District hereby employs Rachel Davis as Superintendent of the Flournoy Union Elementary School District for a term of one year commencing **July 1, 2026** and ending **June 30, 2027**.
- b) The Superintendent accepts such employment and agrees to efficiently and effectively perform all the duties and responsibilities of a school superintendent described herein and under the law during the term(s) of the agreement.

2) Compensation

- a) Superintendent annual stipend for the **2026-2027** school year shall be composed of the following and increase annually by 3.5%:
 - i) an administrator stipend of Twenty-One Thousand Seven Hundred Dollars \$23,283.00
- b) Said stipend shall be payable in eleven (11) equal monthly payments beginning August 31, 2026. The district will provide all health, pension, and welfare benefits provided to certificated employees.
- c) The Superintendent will work hours, receive leave, and follow other working conditions granted to certificated employees unless otherwise addressed herein.
- d) The Governing Board reserves the right to increase the annual stipend of the Superintendent, with the consent of the Superintendent. Any adjustment to the stipend made during the term of this agreement shall be in the form of an amendment.

3) Professional Duties

- a) The Superintendent and the Governing Board agree that the teaching of students is the primary responsibility of the Superintendent/Teacher. The Superintendent/Teacher will teach one class. The Governing Board will allow for the Superintendent/Teacher to prioritize District administrative needs with teaching responsibilities, placing teaching first.
- b) The Superintendent shall be the chief administrative officer of the district as prescribed by the district policies and applicable law. The Governing Board shall be responsible for establishing District policies. The Governing Board here with delegates to the Superintendent all powers and duties necessary or convenient to the efficient management and administration of the District, to the full extent permitted by law. The Superintendent shall have authority to organize and arrange the staff, including instruction, business, and operational affairs, which in his judgment best serves the District. The responsibility of observation and evaluation of personnel is vested in the Superintendent. Employment of new personnel will be recommended by the

option to terminate this Agreement effective June 30 of any year during the term of the Agreement. If the Governing Board elects the option to terminate the Agreement, it shall pay the Superintendent the current stipend remaining in said Agreement up to, but not exceed, six (6) months. Payments due under this section shall be paid not later than June 30 of the applicable year. Such settlement shall not include non-cash items, except that the District shall contribute to the Superintendent's insurance benefits for the same limited duration period.

b) If the Superintendent is offered a position elsewhere during the term of this contract, the Superintendent will work with the Governing Board to provide a smooth transition and will assist the District in hiring a replacement.

9) General Provisions

a) Governing Law

This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California.

b) Entire Agreement

This agreement contains the entire agreement and understanding between parties. It supersedes and replaces any prior agreement between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, expressed or implied, not contained in the Agreement.

c) Amendment

This agreement may be amended at any time during the term of the Agreement. However, such amendment shall be in writing and is only effective with the mutual consent of the Superintendent/Teacher and the Governing Board.

d) Severability

If any provision of the Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

Approved this **Nineteenth Day of May 2026** in Flournoy, California by following vote:

Ayes: —

Noes: —

Abstention: —

Absent: —

Signed: Rachel Davis Date: 5/19/26
Rachel Davis

Signed: _____ Date: _____
Board President

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California Department of Education

Flournoy Union Elementary (52 71530 0000000)

Consolidated Application

Status: Certified
Saved by: Melinda Flournoy
Date: 5/15/2026 1:27 PM

2026-27 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 <https://www.cde.ca.gov/fg/aa/co/ca26assurancesdoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Rachel Davis
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/18/2026

X

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

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.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	Yes
Authorized Representative's Full Name	Rachel Davis
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/18/2026
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)	

X

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2026-27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

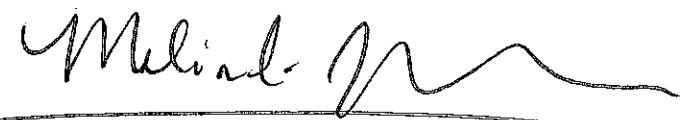
To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and 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	09/30/2025
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Melinda Flourney
Authorized Representative's Title	Business Manager

x 

5/18/2024

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2026-27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

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	Yes
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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	Yes
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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	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	Yes

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2026-27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant	
ESSA Sec. 5211 SACS 5810	Yes

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2026-27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026-27 Request for authorization	
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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School Districts calling Governing Board Elections must file by July 3, 2026
School Districts calling Measure Elections must file by August 7, 2026

Resolution No. 25/26-4

Resolution Ordering Election, Requesting County Elections to Conduct the Election,
Requesting Consolidation of the Election, and Specifications of the Election Order

Flournoy Elementary School District
Name of School District (exactly as it will appear on the ballot)

WHEREAS, pursuant to Education Code Section 5322, whenever a school district election is ordered, the governing board of the district or the board or officer authorized to make such designations shall, concurrently with or after the order of election, but not less than 123 days prior to the date set for the election in the case of an election for governing board members, or at least 88 days prior to the date of the election in the case of an election on a measure, including a bond measure, by resolution delivered to the county superintendent of schools and the officer conducting the election specify the date of the election and the purpose of the election;

WHEREAS, pursuant to Elections Code Section 10002, the governing body of any city or district may by resolution request the Board of Supervisors of the county to permit the county elections official to render specified services to the city or district relating to the conduct of an election;

WHEREAS, the resolution of the governing body of the city or district shall specify the services requested; and

WHEREAS, pursuant to Elections Code Section 10400, whenever two or more elections, including bond elections, of any legislative or congressional district, public district, city, county, or other political subdivision are called to be held on the same day, in the same territory, or in territory that is in part the same, they may be consolidated upon the order of the governing body or bodies or officer or officers calling the elections; and

WHEREAS, pursuant to Elections Code Section 10403, whenever an election called by a district, city or other political subdivision for the submission of any question, proposition, or office to be filled is to be consolidated with a statewide election, and the question, proposition, or office to be filled is to appear upon the same ballot as that provided for that statewide election, the district, city or other political subdivision shall, at least 88 days prior to the date of the election, file with the board of supervisors, and a copy with the elections official, a resolution of its governing board requesting the consolidation, and setting forth the exact form of any question, proposition, or office to be voted upon at the election, as it is to appear on the ballot. Upon such request, the Board of Supervisors may order the consolidation; and

WHEREAS, the resolution requesting the consolidation shall be adopted and filed at the same time as the adoption of the ordinance, resolution, or order calling the election; and

WHEREAS, pursuant to Education Code Section 5342 and Elections Code Section 10400, such election for school districts may be either completely or partially consolidated;

WHEREAS, various district, county, and statewide and other political subdivision elections have been or may be called to be held on **November 3, 2026**.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED THAT the Governing Board/Board of Trustees of the Flournoy Elementary School District District hereby orders an election to be called and consolidated with any and all elections also called to be held on **November 3, 2026** insofar as said elections are to be held in the same territory or in territory that is in part the same as the territory of the School District request to the Board of Supervisors of the County of Tehama to order such consolidation under Elections Code Section 10400; and

BE IT FURTHER RESOLVED AND ORDERED that said School Board hereby requests the Board of Supervisors to permit the Tehama County Elections Department to provide any and all services necessary for conducting the election; and

BE IT FURTHER RESOLVED AND ORDERED that pursuant to Education Code Section 5322, the authority for the specifications of the election order, the governing body of the Flournoy Elementary School District hereby orders an election to be held with the following specifications:

- The election shall be held on **Tuesday, November 3, 2026**

Check the following that apply:

- BE IT FURTHER RESOLVED AND ORDERED** that the Tehama County Elections Department conduct the election for the following **Office(s)** on the **November 3, 2026** ballot:

Seats Open	Office	Term of Office	District/Division (if applicable)
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No election will be held if there are an insufficient number of nominees.

The qualifications of a nominee for an elective officer of the school district are as follows (i.e. a registered voter in the district, trustee area, etc.)

- The Candidate's Statement of Qualifications shall be limited to () **200 words** or () **400 words** and will be paid for by the () **district** or () **candidate**.

Date of last map change: _____

A current map showing the boundaries within the County of the school district and the divisions of the school district, if any, is attached.

BE IT FURTHER RESOLVED AND ORDERED that the Tehama County Elections Department conduct the election for the following **Measure(s)** on the **November 3, 2026** ballot:

(insert 75-word ballot question here or attach if more than one)

BE IT FURTHER RESOLVED AND ORDERED that the Tehama County Elections Department is requested to: [Check one of the following]

- Print the attached measure text exactly as filed in the Voter's Information Pamphlet section of the Sample Ballot for the November 3, 2026 election. Cost of printing and distribution of the measure text will be paid for by the district.
- Not to print the measure text in the Voter's Information Pamphlet of the Sample Ballot but send a copy to voters upon request at the cost of said district.

BE IT FURTHER RESOLVED AND ORDERED that the Tehama County Elections Department is ordered that in the event of a tie vote; the candidate will be selected by (Ed. Code 5016(b)):

- Run-off election By lot

PASSED AND ADOPTED by the Flournoy Elementary School District District,
County of Tehama, State of California, this _____ day of _____, 2026, by the following vote:

AYES:

NOES: 0

ABSTENTIONS: 0

ABSENT:

Attested: Melinda [Signature]
Secretary

Chairperson

**The Flournoy J.U.S.D.
Premium Reduction Plan**

Plan Document

Effective Date of Plan
07/01/2026

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Section 1 Definitions

- 1.0 Definitions** - The following definitions shall be used in reference to this document. (All definitions and Plan elements are designed to conform with the August 6, 2007 Proposed Regulations.)
- 1.1 "Affiliated Companies"** - means another entity as described in the Code (Section 414(b), (c), (m) or (o)) that receives the Employer's consent to participate in the Plan.
- 1.2 "Benefits Account"** - means an administrative account established to track a Participant's pre-tax contributions and payments for Plan Benefits.
- 1.3 "COBRA"** - means the Consolidated Omnibus Budget Reconciliation Act of 1985 and its amendments.
- 1.4 "Code"** - means the Internal Revenue Code of 1986 and its amendments.
- 1.5 "Component Plan"** - means any one of the following plans in effect during the Plan Year:
- a) One or more eligible Accident and Health Plans;
 - b) A Group Life Insurance Plan (This Plan is limited to \$50,000 of group life insurance on the life of the employee only. The cost of coverage exceeding the \$50,000 limit shall be included in the Employee's gross income. Excess life insurance costs will be calculated using Table 1 shown in Section 11.1 and will be treated as taxable income); and
 - c) Accidental Death and Dismemberment (AD&D) Plan.
- 1.6 "Contributions"** - means Employee (and/or Employer) funds used to pay Benefit Costs.
- 1.7 "Dependent"** - means all legally married opposite (and same) sex spouses regardless of state of residence, related child or other individual who is defined as a dependent in Section 152 of the Code. Dependents may receive benefits through the Plan but they cannot be Participants in the Plan. Dependents experiencing a "qualifying event" (under COBRA) who elect continuation coverage will retain their "Dependent" status.
- 1.8 "Effective Date"** - means the first day that Benefits can be received under the Plan. The Flournoy J.U.S.D. Premium Reduction Plan's Effective Date is 07/01/2026.
- 1.9 "Eligible Employee" (or just "Employee")** - means any employee of the Employer meeting the enrollment regulations of the Component Plan. Employees may be common law employees, leased employees described in Section 414(n) and full-time life insurance salesmen [as defined in section 7701(a)(20)]. Self-employed individuals are not treated as employees for purposes of Section 125. Sole proprietors, partners, directors of corporations and two-percent (or more) shareholders of an S corporation are not considered to be Employees under Section 125 and may not participate in the Plan.
- 1.10 "Employer"** - means Flournoy J.U.S.D. and Affiliated Companies.
- 1.11 "Enrollment Form"** - means a copy of the Premium Reduction Plan Enrollment Form (to be completed by an Eligible Employee and submitted to the Plan Administrator in a timely fashion).
- 1.12 "Enrollment Period"** - means the time frame established by the Employer in which the Eligible Employee may submit an Enrollment Form to the Plan Administrator.
- 1.13 "Entry Date"** - means the first day the Participant is enrolled on the Plan.
- 1.14 "ERISA"** - means the Employee Retirement Income Security Act of 1974 and its amendments.
- 1.15 "FMLA"** - means the Family Medical Leave Act of 1993, as amended from time to time.
- 1.16 "Highly Compensated Individual"** - means an Employee described in Code Section 125(e)(2).
- 1.17 "Highly Compensated Participant"** - means a Participant described in Code Section 125(e)(1).
- 1.18 "HIPAA"** - means the Health Insurance Portability and Accountability Act of 1996, as amended.
- 1.19 "HSA"** - means a Health Savings Account established under Code Section 233 so Employees enrolled in a HDHP may contribute pre-tax contributions to an individual account maintained by the Employee with a qualified trustee/custodian.
- 1.20 "HDHP"** - means a High Deductible Health Plan as detailed under Section 223 of the Code.
- 1.21 "Key Employee"** - means an Employee described in Code Section 414(i)(1).
- 1.22 "Open Enrollment"** - means a designed time frame established by the Employer allowing Employees to select Component Plans.
- 1.23 "Participant"** - means an Eligible Employee who has satisfied the Waiting Period and completed and submitted the appropriate Enrollment Form to the Plan Administrator prior to the Employee's Entry Date.
- 1.24 "Plan"** - means The Flournoy J.U.S.D. Premium Reduction Plan (PRP) adopted by the Employer exclusively for the benefit of Eligible Employees. The Plan is a written document that complies with the requirements as set forth in Section 125 of the Code. The Plan offers Employees a choice between cash (which is a taxable benefit) and an eligible Component Plan (a nontaxable benefit). The Plan will not permit deferral of compensation, employee roll-overs or plan benefits from one year to another [except for elective contributions towards a 401(k) plan, contributions to a Health Savings Account (HSA) and elective paid time-off].

- 1.25 "Plan Administrator" - means Flournoy J.U.S.D. or other Employer appointed committee/organization to administer the Plan.
- 1.26 "Plan Year" - means the twelve consecutive month period commencing on the Effective Date and anniversaries thereof. Only in the case of a "valid business purposes" may the Plan have fewer than twelve months (referred to as a "Short Plan Year")
- 1.27 "Qualified Beneficiary" - means a Participant within the meaning of Section 4980B(g).
- 1.28 "Salary Reduction Agreement" - means the Employee's authorization for the Employer to reduce the Employee's compensation to pay for Benefits provided under the Plan.
- 1.29 "USERRA" - means the Uniformed Services Employment and Reemployment Rights Act of 1994, as amended from time to time.
- 1.30 "Waiting Period" - means the 1 month time frame commencing from the date of hire to the Employee's Entry Date into the Plan.

Section 2 Purpose of the Plan

2.1 Purpose of the Plan - The Flournoy J.U.S.D. Premium Reduction Plan is adopted by Flournoy J.U.S.D. to be effective 07/01/2026. The purpose of the Plan is to offer Employees the choice of selecting between taxable cash and nontaxable Component Plan benefits whereby the Employee directs the Employer to reduce the amount of compensation (otherwise payable to them) to purchase coverage under a Component Plan. Flournoy J.U.S.D. intends that the Plan qualify as a "cafeteria plan" as described under Section 125 of the Code. Benefits received by Eligible Employees electing to participate in the Plan shall be eligible for exclusion from the Employee's income for federal income tax purposes. Employees electing not to enroll in the Flournoy J.U.S.D. Premium Reduction Plan will pay for coverage under a Component Plan on an after-tax basis through payroll deduction.

Section 3 Benefits of the Plan

3.1 Benefits of the Plan - Eligible Employees enrolling in the Flournoy J.U.S.D. Premium Reduction Plan may reduce their annual compensation (by an amount not to exceed their contribution toward applicable coverage), establishing a Benefit Account for which the Employer will use to pay for coverage under Component Plans in which the Employee has enrolled. The account funds used to pay for coverage shall be excluded from the Participating Employee's income for federal tax purposes. The Employee's annual salary reduction may only be changed in the event that there is a significant change with respect to a Component Plan [as provided in the applicable regulations issued under Code Section 125] or the Employee or enrolled Dependent experiences a "Change in Life Status" (as defined in Section 7.1).

3.2 Benefit Account - The Employer will create administrative accounts for each Participant and debit the accounts by the designated Pay Period Reduction on each scheduled pay period. Based upon payment terms and conditions with the Component Plans, payments will be made to the plan or its insurer on behalf of the Participant (except as otherwise provided in the Component Plan). If there are insufficient funds available in a Participant's Benefit Account, the Employer shall obtain funds through the standard post-tax payroll deduction method.

3.3 Benefit Cost - At the beginning of each Plan Year, the Employer will determine the costs for each Component Plan (known as an "Employee Contribution") and its different tier structures. Eligible Employees will have the option of enrolling in any or all of the Component Plans in accordance with their terms. The total Employee Benefit Cost (or annual reduction) will be based upon the total annual Employee Contribution for each selected Component Plan.

3.4 Maximum Benefit - The Plan's Employee Maximum Benefit will be the sum of the highest price rating tier structure for each Component Plan. The Employee Maximum Benefit may vary with each Plan Year based upon the Component Plans being offered. If a Component Plan is added, deleted or experiences a change in Benefit Cost, the Plan's Employee Maximum Benefit will be altered using the same formula as previously stated.

3.5 Minimum Benefit - Eligible Employees may elect to initially enroll in the Plan (prior to their Entry Date for the Plan Year) and designate a Salary Reduction of \$0.00. No benefits will be available for the Participating Employee and the Participating Employee shall have the ability to change his Annual Salary Reduction prior to his Plan Entry Date.

3.6 Deferred Compensation - In general, the Plan shall not offer benefits that defer compensation or operate to defer compensation. Benefits may not be carried over to a later Plan Year or used in one Plan Year to purchase benefits to be provided in a later Plan Year. However, there are some allowable exceptions that will not be construed as "deferred compensation" under this Plan and are as follows:

- a) A short-term or long-term disability policy paying benefits over more than one Plan Year;
- b) Reasonable premium rebates or policy dividends;
- c) Certain two-year lock-in vision and dental policies;
- d) Salary reduction contributions in the last month of a Plan Year used to pay Accident and Health insurance premiums for the first month of the following Plan Year; and
- e) Allocation of experience gains (forfeitures) among Participants.

Section 4 Plan Eligibility

4.1 Plan Eligibility - All participants in the Plan must be Employees of Flornoy J.U.S.D.. Employees become eligible to participate in the Plan upon meeting the appropriate following criteria and submitting an Enrollment Form in a timely fashion.

- a) Newly-hired Employees are eligible to participate in the Plan after meeting the 1 month Plan Waiting Period.
- b) Active Employees (those that have already met the waiting period) are eligible to participate in the Plan on the first day of the Plan Year.
- c) Former Employees who's employment was terminated (either voluntary or involuntary) and are subsequently rehired within thirty days (from date employment is terminated) shall not have to meet the Plan Waiting Period. If the Employee is rehired within the same Plan Year, such Employee shall not be entitled to file a new Enrollment Form for such Plan Year but instead shall be reinstated as of the date of reemployment the same coverage under the Component Plans as was in effect at the time he ceased to be a Participant. Former Employees rehired after thirty days shall need to meet the requirements of a newly-hired employee [describe in 4.1(a)].
- d) Employees electing to take an unpaid leave of absence under FMLA who returns to work may be eligible to participate without meeting the Plan Waiting Period. If the Employee elects to participate in the Plan and insurance premiums are due for any or all time while on FMLA leave, the Employer has the right to deduct the amount for applicable premiums on an after-tax basis from the Employee's income, subject to Section 6.4.
- e) Employees who are absent on account of military service covered by USERRA shall not have to meet the Plan Waiting Period upon their reemployment.

4.2 Plan Entry Date - Employee's Plan Entry Date will be the first day after meeting the Plan Eligibility requirements in section 4.1. Annual Salary Reduction will begin on the first pay period after eligibility into the Plan (or the date the Company can reasonably make the reduction from the payroll system).

4.3 HIPAA Portability - Notwithstanding any other provisions in Section 4, any Employee considered eligible under the Health Insurance Portability and Accountability Act of 1996 shall be eligible to enroll in the Plan and have a Plan Entry Date determined by the Plan Administrator.

Section 5 Plan Participation

5.1 - Plan Participation - Employees become Plan Participants by completing (and signing) the appropriate Enrollment Form and submitting it to the Plan Administrator prior to the Employee's Plan Entry Date (or within thirty (30) working days after the Employee's Plan Entry Date if the Plan Entry Date is immediate upon hire, rehire, return from FMLA leave or return from

military service covered by USERRA). The Enrollment Form shall include the elected Annual Salary Reduction Agreement authorizing the Employer to withhold the designated amount from the Participant's compensation. Prior to the first day of any new Plan Year, Employees must submit a completed Enrollment Form designating a Salary Reduction Amount for the new Plan Year. If the Employee does not submit a completed Enrollment Form in the time frame explained above, he will be ineligible until the next Plan Year to enroll in the Plan.

5.2 Term of Participation - Employees meeting the Plan Participation requirements shall remain covered by the Plan until the earliest of the following

- a) The last day of the Plan Year;
- b) The day after the death of the Employee;
- c) The day of separation of employment (voluntary or involuntary);
- d) The day the Participant ceases to be an Eligible Employee;
- e) The first day of a new Plan Year whereby Plan Participation requirements are not met;
- f) The day the Participant who experienced a Change in Life Status revokes participation under the Plan;
- g) The day the Participant ceases to be covered by the Component Plan(s);
- h) The day the Participant fails to make a contribution (unless the Participant is on an unpaid FMLA Leave and the Employer has elected to apply Section 6.5(c)); or
- i) The day the Floumoy J.U.S.D. Premium Reduction Plan terminates.

Section 6 Plan Contributions

6.1 Plan Contributions - Participants agree to reduce their annual salary (through a Salary Reduction Agreement found on the Enrollment Form) by a specified amount to pay for their portion of premiums for Component Plans in which they enroll. The Employer shall inform the Employees of the Plan Contributions (or Benefit Costs) necessary to enroll in the premium-based Component Plan(s) prior to the Effective Date of the Plan (or the Participant's Entry Date for Employees enrolling at times other than the first day of the Plan Year). Provided the Component Plan premiums remain constant, the Employer agrees to fund the remaining balance of premiums (represented by the total premium cost less the Participant's contribution) due to the carriers.

Participant Plan Contributions will be credited into the Participant's Benefit Account in equal amounts throughout the Plan Year, subject to the Participant's termination of coverage.

6.2 Funding the Plan - All amounts payable under the Plan shall be paid from the general assets of Floumoy J.U.S.D.. No Participant (or other person) shall have any claim against, right to, or interest in any fund, account or asset of the Employer from which Plan payments are made.

6.3 Change in Insurance Premium - If during a Plan Year, any of the Component Plans increase or decrease premiums, Participant's Plan Contributions will automatically be altered by the Employer to an amount associated with the premium change. In the event of a premium increase or significant change in elected coverage within the meaning of Code Section 125 and regulations issued there under, Participant may modify his Annual Salary Reduction in a manner consistent with Section 7.1. The Plan Administrator shall make the determination as to whether the change represents a "significant" change.

6.4 Revocation/Modification of Plan Contributions - After the Participant's Plan Entry Date, Participants shall not be allowed to revoke or modify their Plan Contributions unless one or more of the following occurs during the Plan Year.

- a) The Employee, his spouse or his Dependent experiences a Change in Life Status;
- b) An increase in the premium or a significant change in the coverage under a Component Plan or a plan covered the Employee, his spouse or his Dependent;
- c) If the Company adds, removes or experiences a change in premium costs of a Component Plan; or
- d) Prior to the Participant's Plan Entry Date, the Participant shall be eligible to revoke or modify Plan Contributions;
- e) Employees enrolled in the HSA may increase, decrease or revoke Contributions at anytime; or
- f) For non-calendar Plan Year's beginning in 2013, Employees may revoke or start his/her Contribution towards a Plan Component a maximum of one time per Plan Year (known as the "transition rule").

Any change to Plan Contributions requires the Participant to complete a new Enrollment Form and Salary Reduction Agreement.

6.5 Nonstandard Plan Contributions - If Participants who are entitled to continuation coverage under a Component Plan are absent from employment on account of military services covered by USERRA or take an unpaid leave of absence under FMLA, they shall be able to revoke or modify Plan Contributions. Participants may elect to continue in the Plan to the extent permitted under the Component Plans, provided the appropriate regulation criteria are met and contributions are made in one of the following methods. Participant Plan Contributions may change to accommodate any Plan Contributions being made by the Employer (plus applicable administration fees).

- a) Prepayment Method - Participants may prepay Plan Contributions. The Employer shall not make prepayments mandatory for the Participant to remain in the Plan.
- b) Pay-As-You-Go Method - The Employer shall allow Participants to make Plan Contributions on a monthly basis or in an agreed upon (and written) voluntary scheduled method between the Participant and the Plan Administrator.
- c) Catch-Up Method - For Participants taking a FMLA leave of absence, the Employer may make Plan Contributions for the Participant and recoup them upon the Participant's return to work in accordance with the applicable regulations under Code Section 125.

6.6 Nondiscrimination - The Plan shall not discriminate in favor of Highly Compensated Individuals as to eligibility or Highly Compensated Participants as to contributions and benefits under the Plan. In addition, the Plan shall not provide Key Employees over twenty-five percent (25%) of the total annual benefits provided by the Plan. The Plan Administrator may exclude Highly Compensated Individuals, Highly Compensated Participants or Key Employees from participation in the Plan, limit the Plan Contributions made by such employees or other such actions to maintain the integrity of the Plan.

6.6 Excess Plan Contributions - In the event Participants over-estimates Plan Contributions (by having Plan Contribution greater than Benefits received) and do not experience a Change in Life Status, each Participant shall forfeit his Excess Plan Contributions. The Plan Administrator shall utilize such funds for Plan administration expenses. If Excess Plan Contributions still remain after paying Plan administration expenses, the Plan Administrator shall utilize funds (in compliance with the Code) to benefit all Participants, equally and uniformly.

Section 7 Change in Life Status

7.1 Change in Election - A Participant may change his annual Salary Reduction Amount during a Plan Year if the Employee or enrolled Dependent experiences a Change in Life Status or the plan covering him experiences an increase in premium or a significant change in coverage. If one (or more) of those events occur, the Participant (or Dependent) may revoke or alter their Annual Salary Reduction Amount by completing a Change in Life Status Form and submitting it to the Plan Administrator within a timely fashion. One or more of the following events constitutes a Change in Life Status:

- a) Employee gets married, divorced, legally separated or his marriage is annulled
- b) Adoption, birth or death of a Dependent child;
- c) Death of the Employee or his spouse;
- d) Employee, spouse or Dependent becomes newly employed or unemployed;
- e) Employee, spouse or Dependent's employment goes from part-time to full-time or full-time to part-time;
- f) Dependent child becomes (or ceases to be) an eligible "Dependent" under a Component Plan;
- g) Employee or spouse has a judgment, decree or order resulting from a divorce, legal separation, annulment or custody change regarding health coverage of a child. Any Qualified Medical Child Support Order (QMCSO) must state the recipient covered by the order and which Component Plan;
- h) A significant change in the spouse's or Dependent's health care coverage attributable to the spouse's or Dependent's employment;
- i) Any change between an hourly paid and a salaried position or between a non-bargaining unit position and a bargaining unit position;
- j) An Employee's, spouse's or Dependent's move to a work location outside the service area of the Component Plan in which the Employee was enrolled prior to the move;

- k) A change in the spouse's or Dependent's employment status including a change attributable to a strike or lockout, or the commencement of or return from an unpaid leave of absence;
- l) Employee's hours are reduced to under 30 (on the average) per week and is still eligible for the group plan;
- m) Revocation Due to Enrollment in a Qualified Health Plan (QHP);
- n) Employee, spouse or Dependent becomes entitled to Medicare; or
- o) During Open Enrollment, Employees may change his/her elections for the new Plan Year.

Any change in an Employee's existing election must be consistent with the Change in Life Status or increase in premium or change in coverage (referred to as the "general consistency requirement."). A change in election must be made no later than thirty (30) days after the date of the Change in Life Status. The Plan Administrator shall determine whether a Change in Life Status has occurred and whether a Participant's change in coverage is consistent with such Change in Life Status.

Section 8 Plan Administration

8.1 Plan Administrator - The Plan Administrator shall be responsible for the administration of the Plan having all rights, powers and duties as set forth in the Plan. The Plan Administrator may delegate any of its duties under this Plan.

8.2 Plan Administration - The following describes the administration duties (but not limited in scope) of the Plan Administrator.

- a) Determine Participant Plan Contribution Amounts on an annual basis (or upon a premium change or significant change in coverage);
- b) Distribute Plan Communications (i.e. Plan Document Summaries, Enrollment Forms, Plan Change/Law Changes and/or other material related to the Plan) to Employees and Participants;
- c) To interpret the Plan in its discretion including resolving claim ambiguities, inconsistencies or omissions. The determination of the Plan Administrator shall be binding and conclusive upon all Participants.
- d) The Plan Administrator is hereby authorized and empowered, in its sole and absolute discretion, to promulgate any uniform rules, regulations and schedules of general applicability and to adopt such forms as the Plan Administrator deems necessary in order to carry out the purpose of the Plan;
- e) Review Plan testing to determine if the Plan favors Highly Compensated Individuals, Participants or Key Employees; and
- f) To hire any agent, accountant, attorney or other qualified individual to assist with the interpretation of the Plan and/or assist with the proper administration. Fees for these services shall be paid by the Employer or with Excess Plan Contributions.

8.3 Denial of Benefits - Claims under the Plan shall be filed in writing with the Plan Administrator. Claims must be submitted within a 0 month period following the end of the Plan Year in which the event occurred. Claims submitted more than 0 months after the end of the Plan Year (or end of the grace period, if any) in which the event giving rise to the claim occurred shall be deemed untimely.

If benefits are denied under the Plan, Participants may submit (in writing) a description of the situation to the Plan Administrator for review. The Plan Administrator shall submit in writing, within sixty (60) days upon receipt of the claim, a decision as to whether benefits will be provided or denied. The Plan Administrator's explanation as to why benefits were denied may reference Sections of this Plan Document and other related material.

If benefits are denied, the Participant may request from the Administrator (in writing) within sixty days, a full and fair review of their claim. (If special circumstances apply, the Plan Administrator may extend the sixty day request). Upon receipt, the Plan Administrator shall establish a hearing date. At that time, the Plan Administrator shall hear the Participant's claim followed by rendering a decision. This judgment shall be construed as the final decision and binding for both parties. The Member Committee's decision shall be in writing and sent to the Employee within sixty days of the hearing. All rulings shall apply uniformly to similarly situated Participants and not discriminate in any fashion.

Claims relating to benefits provided by a Component Plan shall not constitute claims under this Plan. Such claims shall be filed and processed in accordance with the claims procedure and claims review procedures set forth in such Component Plan.

8.4 Indemnity - The Employer shall agree to indemnify and hold harmless (to the extent permitted by law) any employed, hired, contracted individual or software provider to assist with the implementation and administration of the Plan. In addition, the Employer agrees to pay for any costs of defense or other legal fees.

8.5 Effect of Administrative Mistake - If a mistake is made in regards to Eligibility, Participation, payments, benefits paid or any other procedure that jeopardizes the validity of the Plan, the Plan Administrator will take the necessary action (while maintaining Section 125 compliance) to attempt to correct the mistake.

Section 9 Miscellaneous

9.1 Amendment and Termination - The Employer may amend the Plan at anytime, retroactively if necessary, to maintain the Plan's compliance under the Code, its amendments or other regulations affecting the Plan. The Employer may also terminate the Plan at anytime, provided that no amendment, suspension or termination of the Plan may be made which would reduce or eliminate any accrued benefits (arising from incurred but unpaid claims) of Participants or their covered Dependents existing prior to the effective date of such termination.

9.2 No Employment Contract - The Plan shall not be deemed a contract of employment between the Employer and Participant. The Plan provides benefits to Participants but shall not guarantee or imply a Participant's continued employment. The Employer may terminate employment at anytime regardless of the effect the termination may have on the Participant or the Plan.

9.3 Nonassignability - Participants may not assign, sell or transfer benefits of the Plan to another Employee, Participant or any other individual.

9.4 Facility of Payment - If the Plan Administrator deems a Participant, spouse or other Dependent incapable of receiving benefits, the Plan Administrator shall direct the Employer to provide benefits to a designated (or at the Plan Administrator's discretion if not designated) individual. Any such facility of payment shall be made in accordance with the terms of the Plan and Code.

9.5 Required Information - Participants shall provide the Plan Administrator all information relative to the efficient operation of the Plan. The Plan Administrator shall not be required to seek or investigate for Participant information that is needed for the correct administration of the Plan. The Plan Administrator shall have the right to request additional information from a Participant or covered Dependent if there are any ambiguities or inconsistencies with a claim or an elected benefit.

9.6 Assumed Compliance - The Employer believes that the Plan is in compliance with the Code and other related legislation or court decisions. The Plan has not been submitted to the governing bodies for approval, therefore shall not guarantee the Participant's reduced tax liability. Participants enrolling in the Plan shall assume any tax consequences upon the Plan being deemed invalid or in noncompliance. If the Plan is deemed invalid or in noncompliance, the Employer shall either terminate the Plan or take the appropriate actions to regain compliance.

9.7 Plan Funds - The Employer shall not utilize or divert Participant Contributions for purposes other than the intended use of the benefits described under the Plan. Excess Plan Contributions may be used for general Plan administrative expenses but cannot be used to reimburse a Participant without a substantiated claim. Excess Plan Contributions shall remain part of the Plan and managed in a manner that benefits all Participants of the Plan.

9.8 Severability - If any provision under the Plan is deemed invalid or in noncompliance with the Code, it shall not affect the remaining provisions and the Plan shall continue as if the invalid provision was never part of the Plan.

9.9 Certain Conflicts - Notwithstanding any other provision of this Plan, to the extent any provision herein conflicts with any provision set forth in a Component Plan, the provision of such plan will control.

9.10 Construction - The masculine gender, where appearing in the Plan, shall include the feminine gender, and vice versa, and the singular may include the plural, unless the context clearly indicates to the contrary. The term "delivered to the Plan

Administrator," as used in the Plan, shall include delivery to a person or persons designated by the Plan Administrator for the disbursement and receipt of administrative forms. Delivery shall be deemed to have occurred only when the form or other communication is actually received. Headings and subheadings are for the purpose of reference only and are not to be considered in the construction of the Plan.

9.11 Applicable Laws - The Plan shall be construed and enforced according to the laws of the State of California to the extent not preempted by Federal law.

Section 10
Adoption of the Plan

10.1 Adoption of the Plan - The Flournoy J.U.S.D. Premium Reduction Plan is adopted by Flournoy J.U.S.D. for the purpose as stated in Section 2.1 to be effective 07/01/2026 and provide benefits to Eligible Employees in a nondiscriminatory manner. This document is executed at _____ on the _____ day of _____, _____.

Authorized Employer Representative's Signature

Print Name

Title

Witnessed By:

Witness Signature

Print Name

11.1

**TABLE I. – IRS UNIFORM PREMIUMS
FOR \$1,000 OF GROUP-TERM LIFE
INSURANCE PROTECTION**

Monthly cost per \$1,000 of life insurance benefit

Under 25	\$0.05
25 to 2906
30 to 3408
35 to 3909
40 to 4410
45 to 4915
50 to 5423
55 to 5943
60 to 6466
65 to 69	1.27
70 and above	2.06

11.2

**TABLE 2 - HEALTH SAVINGS ACCOUNT MAXIMUMS
(Maximum Allowable Contributions Per Year Per Coverage Type)**

<u>Year</u>	<u>Single</u>	<u>Family</u>	<u>Catch-up</u>
2005	\$2,650	\$5,250	\$600
2006	2,700	5,450	700
2007	2,850	5,650	800
2008	2,900	5,800	900
2009	3,000	5,950	1,000
2010	3,050	6,150	1,000
2011	3,050	6,150	1,000
2012	3,100	6,250	1,000
2013	3,250	6,450	1,000
2014	3,300	6,550	1,000
2015	3,350	6,650	1,000
2016	3,350	6,750	1,000
2017	3,400	6,750	1,000
2018	3,450	6,900	1,000
2019	3,500	7,000	1,000

12.0 Amendments

**Flournoy Elementary School District
BUSINESS MANAGER SALARY SCHEDULE
2026-2027**

ANNUAL SALARY

Step		Step
1	59,311	1
2	60,794	2
3	62,314	3
4	63,872	4
5	65,469	5
6	67,106	6
7	68,784	7
8	70,504	8
9	72,267	9
10	74,074	10
11	75,926	11
12	77,824	12
13	79,770	13
14	81,764	14
15	83,808	15
16	85,903	16
17	88,051	17
18	90,252	18
19	92,508	19
20	94,821	20

Salary schedule has 2.5% increase between steps.
Beginning salary placement shall be determined by the board of trustees.

APPROVED BY THE FLOURNOY SCHOOL BOARD OF TRUSTEES ON:05/19/2026 Effective 07/01/26

Signature of Board Clerk



**CERTIFICATED SALARY SCHEDULE
2026-2027**

Yrs in Pos.	A BA + 30	B BA + 45	C BA + 60	Yrs in Pos.
1	44,250	45,578	46,945	1
2	45,356	46,717	48,119	2
3	46,490	47,885	49,322	3
4	47,652	49,083	50,555	4
5	48,844	50,310	51,818	5
6	50,065	51,567	53,114	6
7	51,316	52,857	54,442	7
8	52,599	54,178	55,803	8
9	53,914	55,532	57,198	9
10	55,262	56,921	58,628	10
11	56,644	58,344	60,094	11
12	58,060	59,802	61,596	12
13	59,511	61,297	63,136	13
14	60,999	62,830	64,714	14
15	62,524	64,401	66,332	15
16	64,087	66,011	67,990	16
17	65,689	67,661	69,690	17
18	67,332	69,352	71,432	18
19	69,015	71,086	73,218	19
20	70,740	72,863	75,049	20
21	72,509	74,685	76,925	21
22	74,321	76,552	78,848	22
23	76,180	78,466	80,819	23
24	78,084	80,427	82,840	24
25	80,036	82,438	84,911	25
26	82,037	84,499	87,033	26
27	84,088	86,612	89,209	27
28	86,190	88,777	91,439	28
29	88,345	90,996	93,725	29
30	90,554	93,271	96,069	30

3% increase between columns and 2.5% between steps
Salary Schedule is based on 185 work days for 7.5 hours per day
Health benefits capped at \$10,000 per fiscal year
10 Sick days per year accrued and are transferable, 7 personal necessity days
Initial placement on the salary schedule to be determined by the school district board of trustees

Column advancement

Certificated employees planning column advancement in the succeeding year please notify the District Office prior to September 1 of the school year in order for training credit on the salary schedule to be granted for that school year, except that study successfully completed during the summer session immediately preceding the beginning of the school year may be verified by a document signed by the teacher of the course pending receipt of an official transcript covering the course.

Approved by the Flournoy School Board of Trustees: 05/19/2026 effective 07/01/26

Signature of Board Clerk: _____



Flournoy Union
 Elementary School District
 Rachel Davis, Superintendent

PO Box 2260; 15850 Paskenta Rd.
 Flournoy, CA 96029
 www.flournoyschool.org
 530-833-5331; 530-833-5332 fax

CUSTODIAL / MAINTENANCE SALARY SCHEDULE

STEP	RATE
1	\$ 18.00
2	\$ 18.36
3	\$ 18.73
4	19.10
5	\$ 19.48
6	\$ 19.87
7	\$ 20.27
8	\$ 20.68
9	\$ 21.09
10	\$ 21.51
11	\$ 21.94
12	\$ 22.38
13	\$ 22.83
14	\$ 23.28
15	\$ 23.75
16	\$ 24.23
17	\$ 24.71
18	\$ 25.20
19	\$ 25.71
20	\$ 26.22

2% increase between steps. 229 work days per year
 12 vacation days (to be scheduled), 11 holidays, 12 sick days per year which are carried forward. 7 days of sick leave may be used for personal necessity each year.
 Medical, dental, vision paid up to the district cap of \$10,000.00 per year.
APPROVED BY THE FLOURNOY SCHOOL BOARD OF TRUSTEES ON: 05/19/26,
 effective 07/01/26

 Signature of Board Clerk

(The USDA and Flournoy School District are equal opportunity providers and employers)



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<i>Year</i>	<i>Paraprofessional</i>	<i>Special Needs Paraprofessional</i>	
1	18.00	19.00	2% Increase
2	18.36	19.38	
3	18.73	19.77	
4	19.10	20.16	
5-7	20.15	21.27	5.5% Increase
8-10	21.26	22.44	
11-13	22.43	23.68	
14-16	23.66	24.98	
17-19	24.97	26.35	
20-22	26.34	27.80	
23-25	27.79	29.33	
26-28	29.32	30.94	
29-31	30.93	32.65	
32-34	32.63	34.44	

2% increase between steps/years 1-4 5.5% at 5-34 steps/years.

182 work days per year

Vacation days paid monthly, 9 holidays, 12 sick days per year which are carried forward. 7 days of sick leave may be used for personal necessity each year.

Medical, dental, vision paid up to the district cap of \$10,000.00 per year.

APPROVED BY THE FLOURNOY SCHOOL BOARD OF TRUSTEES ON: 05/19/26,
 effective 07/01/26

 Signature of Board Clerk

(The USDA and Flournoy School District are equal opportunity providers and employers)

RESOLUTION FISCAL YEAR 2025/2026

YEAR END CLOSING RESOLUTION
EDUCATION CODE 42601

WHEREAS, the Flourney Elementary School District Board of Trustees wishes to allow the County Superintendent of Schools to identify and make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, if needed, to balance the district before year-end closing.

And, WHEREAS, the Flourney Elementary School District wishes to allow the County Superintendent of Schools to balance any expenditure classifications of the budget of the district for the 2024-2025 school year as necessary to permit the payment of obligations of the district incurred during that school year.

BE IT HEREBY RESOLVED, that the Flourney Elementary School District gives consent to the County Superintendent of Schools to identify and make the necessary transfers and notify the district.

PASSED AND ADOPTED by said Governing Board on the 19 day of May, 2026 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Date: _____

Clerk, Board of Trustees

CERTIFICATION:

I Rachel Davis, certify that the foregoing is a correct copy of a resolution passed and adopted by the Flourney Elementary School District on May 19, 2026

Superintendent/Administrator



Tehama County Department of Education

Jared Caylor
Tehama County
Superintendent of
Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

April 15, 2026

Rachel Davis, District Superintendent
Board of Trustees
Flournoy Union Elementary School District

RE: Approval of 2025/2026 2nd Interim Report

We would like to thank you for your timely submission of the 2025/26 2nd Interim report. Our office has completed its review in compliance with the provisions of Education Code 42127 and 42131(a)(2). The Code requires the County Superintendent to approve or disapprove Interim Reports after:

Examining the report to determine whether it complies with the standards and criteria established pursuant to Section 33127.

Determining whether the 2nd Interim budget will allow the district to meet its financial obligations during the fiscal year and is consistent with a financial plan that will enable the district to satisfy its multi-year financial commitments.

Based on our review, we are satisfied that the 2nd interim report accurately reflects the financial status of the district and is consistent with the state's Criteria and Standards. We therefore concur with the district's positive certification. A complete listing of any technical corrections and recommendations has been sent directly to your chief business official.

Multi-Year Projections

Each LEA faces its own particular set of educational challenges, and there is no "one size fits all" plan. Similarly, each LEA faces its own particular set of financial risk factors based on current reserve levels, enrollment trends, bargaining agreements, degree of revenue volatility and various other local and statewide factors.

LEAs should consider building in contingencies for emerging and fixed expenditure obligations such as increasing employer contributions to employee retirement systems, the minimum wage increase, impacts of the Affordable Care Act, rising costs of health insurance, funding other post-employment benefits (OPEB) programs, or future facility needs, to name a few examples.

Rachel Davis, District Superintendent
Board of Trustees
Flournoy Union Elementary School District
Page 2

Deficit Spending

The district's budget reflects deficit spending in the budget and/or subsequent years. Failure to minimize deficit spending could jeopardize the financial standing of the district, including its ability to meet the state recommended minimum reserve for economic uncertainties. As of 2nd interim the district is meeting its reserve for economic uncertainty and currently projects having a 90% spendable unrestricted ending fund balance at year three.

The attached trend analysis of the 2nd interim budget to prior year actuals is provided for your assistance and will provide you with important comparative data for budgetary consideration. The comparative data will highlight trends in revenue and expenditure growth or decline, deficit spending patterns, and a final accounting for the ending fund balance.

We would like to express our gratitude to you and your staff for your cooperation and assistance during our financial reviews. If our office can be of further assistance, please contact Shannon Hayes at 530-528-7376.

Sincerely,



JARED CAYLOR
Tehama County Superintendent of Schools

cc: Melinda Flournoy, Business Manager

Enclosure: Trend Analysis

Trend Analysis
Flournoy Union Elementary School District
General Fund Unrestricted/Restricted

	Actuals 15/16	Actuals 16/17	Actuals 17/18	Actuals 18/19	Actuals 19/20	Actuals 20/21	Actuals 21/22	Actuals 22/23	Actuals 23/24	Actuals 24/25	2nd Interim 25/26
Total Revenue	\$419,393	\$357,605	\$368,274	\$468,461	\$500,432	\$643,540	\$806,131	\$1,062,805	\$1,076,355	\$943,221	\$921,801
Total Expenditures	\$326,966	\$327,232	\$369,615	\$419,928	\$484,701	\$589,880	\$581,691	\$763,709	\$945,510	\$899,177	\$1,064,388
Excess (Deficiency) of Revenue & Expense	\$92,428	\$30,373	-\$1,342	\$48,533	\$15,732	\$53,660	\$224,440	\$299,096	\$130,845	\$44,044	-\$142,587
Total Other Financing Sources/Uses						Elkins Transfer Incl. \$202,637	-\$9,841	-\$2,066	\$0		
Change in Fund Balance	-\$8,493	-\$7,994	-\$7,508	-\$7,706	-\$10,500	\$202,637				-\$38,630	\$0
Beginning Balance	\$83,935	\$22,379	-\$8,850	\$40,827	\$5,232	\$256,297	\$214,599	\$297,030	\$130,845	\$5,414	-\$142,587
Audit Adjustment	\$268,282	\$352,217	\$374,596	\$365,746	\$406,573	\$411,805	\$668,102	\$882,702	\$1,179,731	\$1,310,576	\$1,315,990
Ending Balance	\$352,217	\$374,596	\$365,746	\$406,573	\$411,805	\$668,102	\$882,701	\$1,179,732	\$1,310,576	\$1,315,990	\$1,173,403
Components of Ending Fund Balance											
Restricted/Reserved 9711 - 9740	\$15,556	\$15,002	\$15,798	\$17,920	\$5,550	\$1,500	\$119,853	\$265,962	\$180,144	\$1,500	\$11,645
Committed 9760	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Assigned 9780	\$190,205	\$0	\$282,948	\$321,654	\$183,508	\$0	\$687,848	\$838,770	\$0	\$0	\$0
Reserve for Economic Uncertainty 9789	\$66,000	\$66,000	\$67,000	\$67,000	\$69,000	\$71,000	\$75,000	\$75,000	\$0	\$109,124	\$1,073,758
Unassigned/Unappropriated 9790	\$80,456	\$293,594	\$0	\$0	\$153,746	\$572,525	\$0	\$0	\$1,130,432	\$1,205,366	\$88,000
2-BEDS - Oct Enrollment	22	21	26	35	30	42	47	45	39	32	30
2-2 ADA (Projection for 25/26)	21.79	21.88	26.70	34.17	29.18	37.75	41.79	44.38	35.05	29.98	32.79
	99.05%	104.19%	102.69%	97.63%	97.27%	89.88%	88.91%	98.62%	89.87%	93.69%	109.30%

2025/2026 Parent/Community Engagement Survey

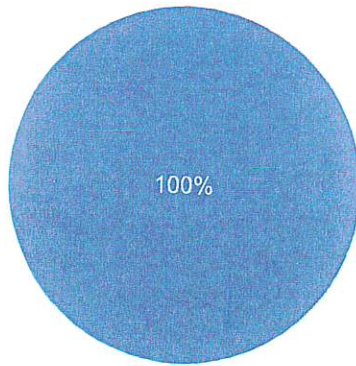
6 responses

[Publish analytics](#)

What is your relationship to our school/district?

6 responses

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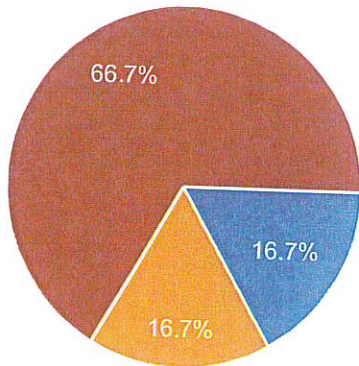


- I am a parent, guardian, or caregiver.
- I am a community member living within the school/district boundaries.
- Option 3

What grade(s) are your child(ren) enrolled in? Check at that apply.

6 responses

[Copy](#)

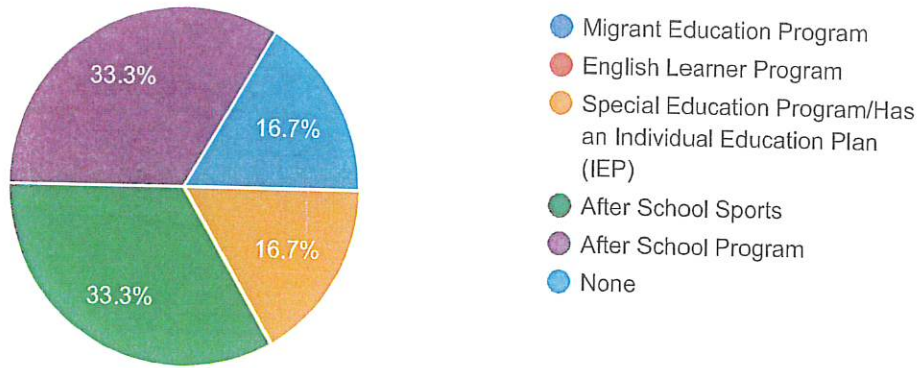


- Transition Kindergarten (TK)
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

What additional programs, if any, does your child participate in?

Copy

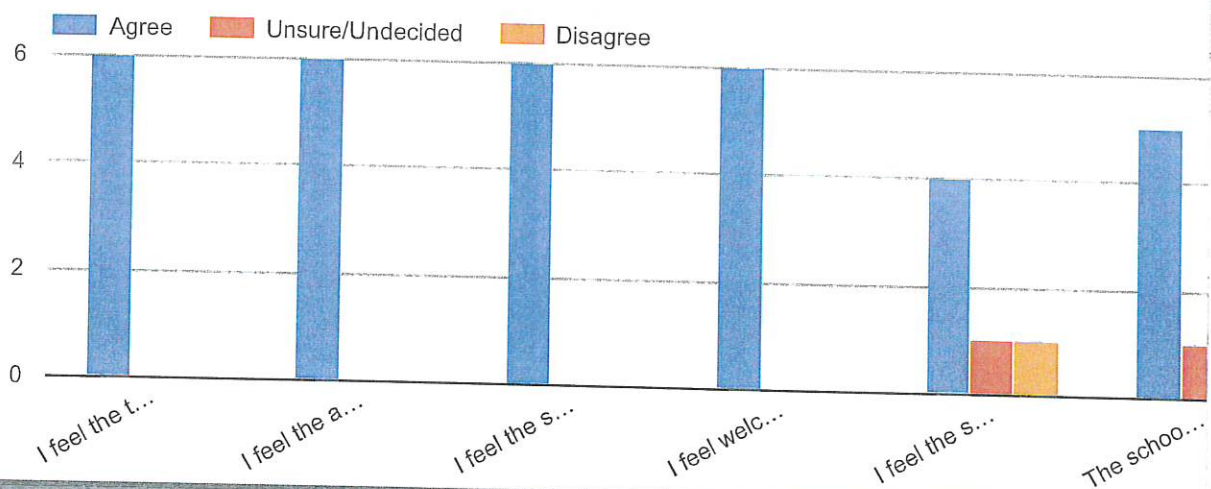
6 responses



Section 1: Building Relationships Between School Staff and Families

Respond to each of the following:

Copy



What are the school's strengths in establishing a positive relationship with your family?

4 responses

The school runs as one big family

I love how staff greet students and parents at the gate in the mornings.

Being consistent

Make us feel like family

What are ways the school can improve in building a positive relationship with your family?

3 responses

Doing great. No suggestions

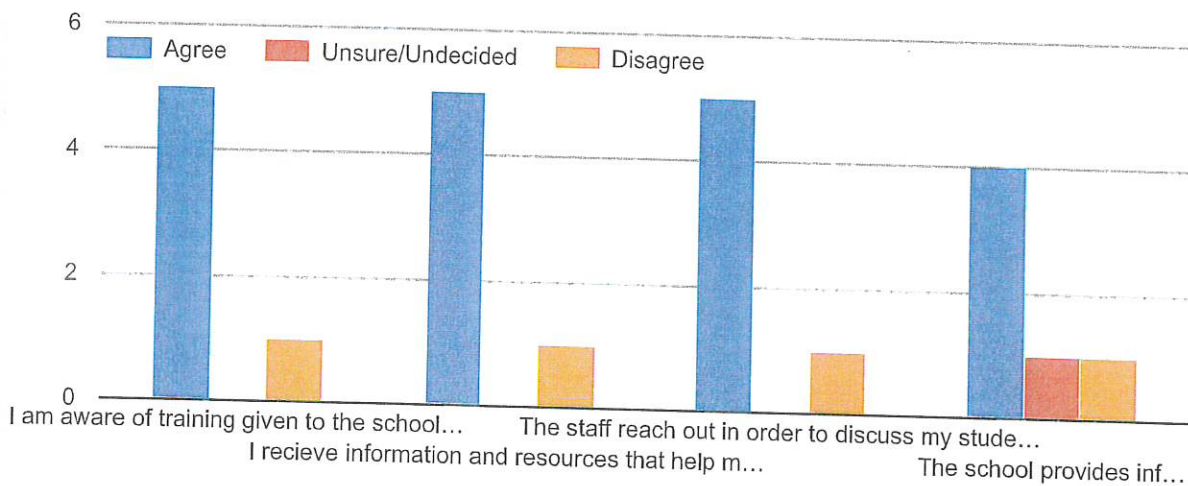
Unknown

Na

Section 2: Building Partnerships for Student Outcomes and Success.

Respond to each of the following:

 Copy



What are the school's strength in supporting my families ability to help the learning of my child(ren)?

2 responses

parent conferences, back to school night, automated phone messages, informational flyers, greeting parents/students at drop-off and pick-up

The teachers are there

What are ways the school can improve in supporting my families ability to help the learning of my child(ren)?

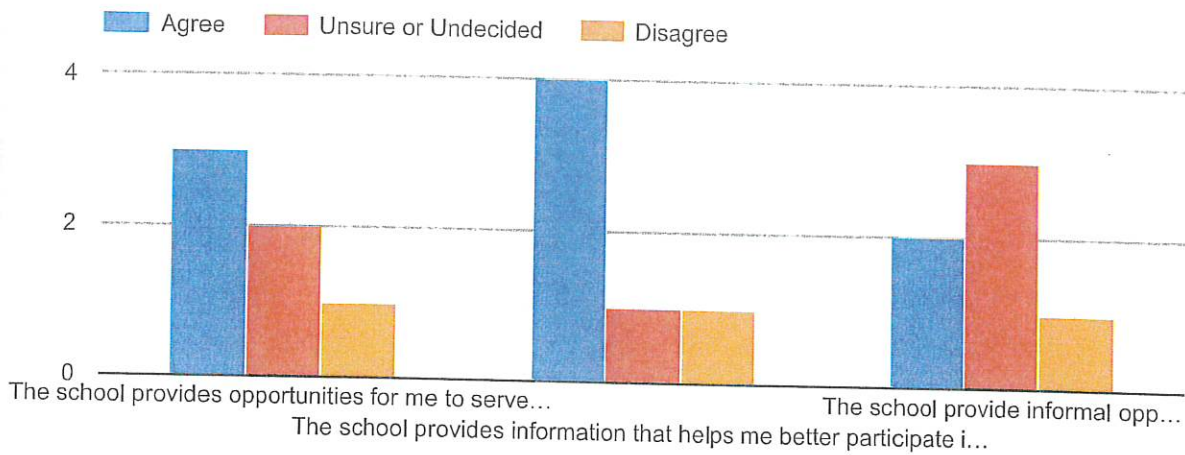
1 response

Talk with parents when issues arise the first time instead of waiting til the 4th or 5th time

Section 3; Seeking Input for Decision-Making



Please respond to the following:



What are the school's strengths involving families in the decision-making processes related to school success?

3 responses

They take the input of the families into consideration when making decisions about the school

Informing parents about board meetings, LCAP

Other than joining the school board i dont know

What are ways the school can improve supporting the involvement of families in the decision-making processes?

2 responses

Maybe let parents who aren't in the district be on the board as long as they have a student enrolled in the school

When parents are asked for feed back about curriculum but teachers dont seem to listen. It's explained away as county school program

Is there anything else you would like to share with us? Or any questions that you would like addressed?

1 response

Why is civics about our constitution and the history of America taught? And where's science or biology?





DISTRICT PERFORMANCE OVERVIEW

Flourney Union Elementary

Explore the performance of Flourney Union Elementary under California's Accountability System.

District Details

Address: 15850 Paskenta Road Flourney, CA 96029-2260
 Website: www.flournoyschool.org
 Grades Served: K-8

8.10

Student Population

Explore additional information about this district's student population.

32 ENROLLMENT **62.5% SOCIOECONOMICALLY DISADVANTAGED** **0.0% ENGLISH LEARNERS** **0.0% FOSTER YOUTH**

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

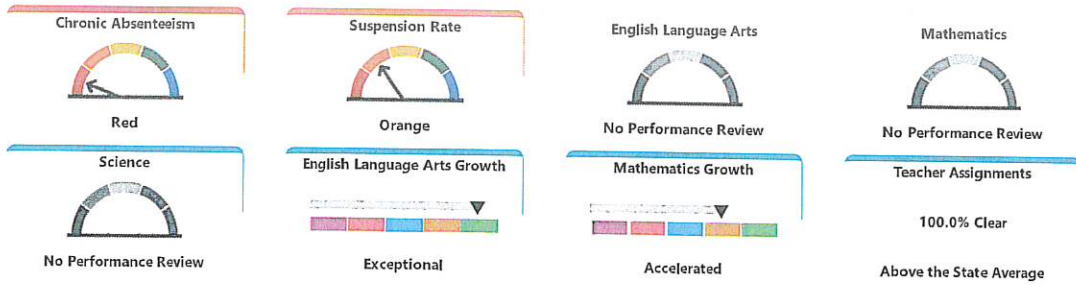
STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Performance Color Scale

lowest to highest



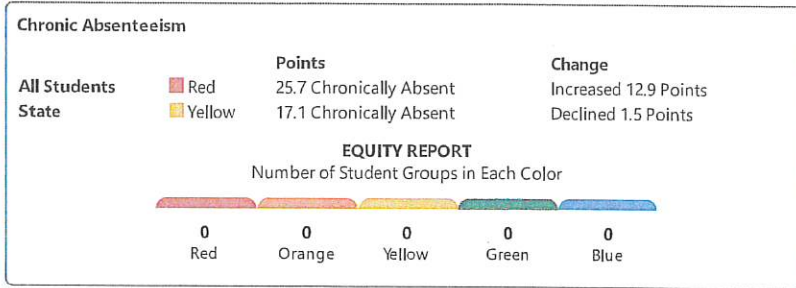
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts				Mathematics			
	Points	Change		Points	Change		
All Students	Gray 8.1 Above Standard	Increased 41.7 Points		All Students	Gray 49.1 Below Standard	Increased 40.2 Points	
State	Yellow 8.1 Below Standard	Increased 5.1 Points		State	Yellow 42.4 Below Standard	Increased 5.2 Points	
EQUITY REPORT				EQUITY REPORT			
Number of Student Groups in Each Color				Number of Student Groups in Each Color			
0	0	0	0	0	0	0	0
Red	Orange	Yellow	Green	Red	Orange	Yellow	Green
0	0	0	0	0	0	0	0
Blue				Blue			

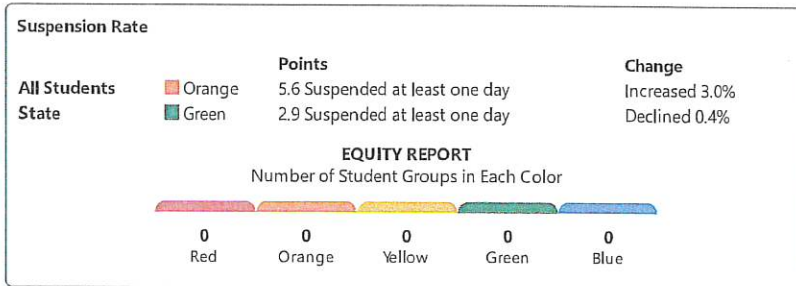
Academic Engagement

See information that shows how well schools are engaging students in their learning.



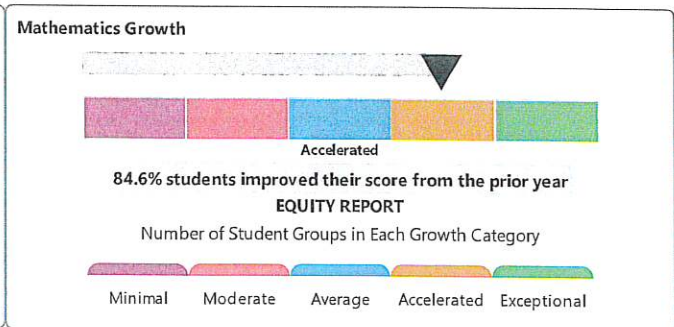
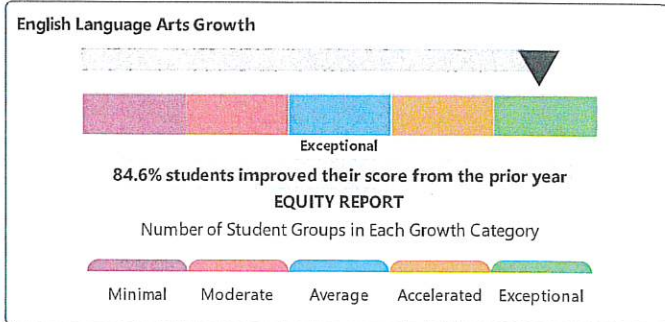
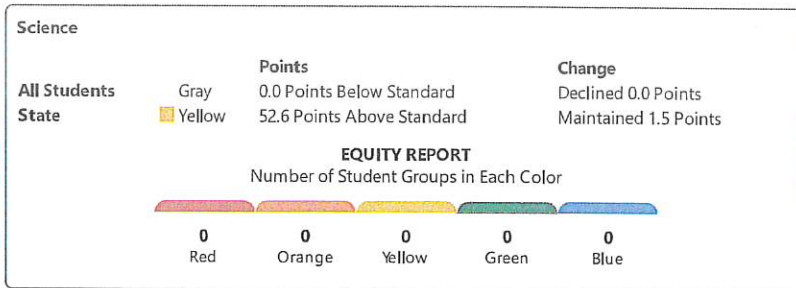
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Informational Purpose

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



All Students

Explore how well students are meeting proficiency 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.

Performance Color Scale

lowest to highest



Student	Points	Change	# of Students	State	Points	Change	# of Students
	8.1 Above Standard	Increased 41.7 Points	19		8.1 Below Standard	Increased 5.1 Points	2,955,483

English Learners

Student	Points	Change	# of Students
	Data not Displayed for privacy		1
State	59.9 Below Standard	Increased 7.6 Points	782,925

Hispanic

Student	Points	Change	# of Students
	Data not Displayed for privacy		8
State	33.7 Below Standard	Increased 5.7 Points	1,661,135

Homeless

Student	Points	Change	# of Students
	Data not Displayed for privacy		2
State	68.9 Below Standard	Maintained 1.5 Points	126,044

Socioeconomically Disadvantaged

Student	Points	Change	# of Students
	Data not Displayed for privacy		12
State	35.3 Below Standard	Increased 5.5 Points	1,934,593

Students with Disabilities

Student	Points	Change	# of Students
	Data not Displayed for privacy		4
State	89.4 Below Standard	Increased 6.2 Points	451,804

White

Student	Points	Change	# of Students
	Data not Displayed for privacy		11
State	23.8 Above Standard	Increased 4.7 Points	586,006

Distance from Standard

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	38.6 Below Standard	20.8 Below Standard	35.9 Below Standard	33.6 Below Standard	8.1 Above Standard

Data Comparisons

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Recently Reclassified English Learners

Data not Displayed for Privacy

Number of Students: 1

English Only

2.2 Below Standard
Increased 42.0 Points

Number of Students: 17

All Students

Explore how well students are meeting proficiency 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.

Performance Color Scale

lowest to highest



Red



Orange



Yellow



Green



Blue



No Color

	Points	Change	# of Students		Points	Change	# of Students
Student	49.1 Below Standard	Increased 40.2 Points	19	State	42.4 Below Standard	Increased 5.2 Points	2,981,506

English Learners			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		1
State	86.1 Below Standard	Increased 7.3 Points	814,445

Hispanic			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		8
State	73.6 Below Standard	Increased 5.6 Points	1,676,404

Homeless			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		2
State	102.8 Below Standard	Increased 3.2 Points	132,648

Socioeconomically Disadvantaged			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		12
State	72.9 Below Standard	Increased 5.3 Points	1,955,915

Students with Disabilities			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		4
State	120.7 Below Standard	Increased 3.6 Points	449,429

White			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		11
State	6.2 Below Standard	Increased 4.2 Points	587,996

Distance from Standard

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	72.8 Below Standard	67.8 Below Standard	107.5 Below Standard	89.3 Below Standard	49.1 Below Standard

Data Comparisons

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Recently Reclassified English Learners

Data not Displayed for Privacy

Number of Students: 1

English Only

54.8 Below Standard
Increased 34.4 Points
Number of Students: 17

English Learner Progress

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Performance Color Scale
lowest to highest



Student English Language Acquisition Results

Summative ELPAC

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.

	2022
ELs Who Decreased at Least One ELPI Level	0.0%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	100.0%
ELs who Maintained ELPI Level 4	0.0%
ELs Who Progressed at Least One ELPI Level	0.0%

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the 'Prepared' level on the College/Career Indicator.

Performance Color Scale
lowest to highest



College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

Reflection Tool Rating Scale (lowest to highest)

Professional Learning

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught..

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History-Social Science

4 Full Implementation

Policy & Program Support

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

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History-Social Science

4 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4 Full Implementation

Health Education Content Standards

3 Initial Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

4 Full Implementation

World Language

3 Initial Implementation

Engagement of School Leadership

summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

4 Full Implementation

Chronic Absenteeism

All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:
<https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=District&cds=39685850000000&year=2024-25>

Performance Color Scale

lowest to highest



	Points	Change	# of Students		Points	Change	# of Students
Student	25.7 Chronically Absent	Increased 12.9 Points	35	State	17.1 Chronically Absent	Declined 1.5 Points	3,980,860

Hispanic

	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		10
State	20.1 Chronically Absent	Declined 1.6 Points	2,223,716

Homeless

	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		3
State	30.7 Chronically Absent	Declined 2.0 Points	201,309

Socioeconomically Disadvantaged

	Points	Change	# of Students
Student	Gray 30.4 Chronically Absent	Increased 15.1 Points	23
State	21.7 Chronically Absent	Declined 1.6 Points	2,613,205

Students with Disabilities

	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		5
State	24.9 Chronically Absent	Declined 1.5 Points	645,186

Two or More Races

	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		1
State	14.9 Chronically Absent	Declined 1.3 Points	251,620

White

	Points	Change	# of Students
Student	Gray 25.0 Chronically Absent	Increased 17.9 Points	24
State	12.2 Chronically Absent	Declined 1.3 Points	785,002

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024	2025
Chronic Absenteeism	2.6%	37.7%	18.4%	12.8%	25.7%

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

Performance Color Scale
lowest to highest



Red



Orange



Yellow



Green



Blue



No Color

**Graduation Rate
By Year**

Percentage of students who received a high school diploma within four or five years of entering ninth grade

5-Year Graduation Rate

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

Local Climate Survey Summary

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Flournoy uses State adopted ELA, Mathematics, Science, and History/Social Studies curriculum. Other measures include CAASPP testing results, i-ready, Easy CBMs, i-ready math and reading diagnostics, and College and Career opportunities-MOU with Tehama County Department of Education. In addition, zero complaints have been filed for Williams Uniform Complaints.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students have access to, and are enrolled in, a broad course of study. We are a single site school district and there are no differences within student groups. There has been zero complaints filed for the Williams Uniform Complaints.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no barriers for preventing our school from providing access to a broad course of study for all students. All students are equally provided access to instructional materials, safe and decent school facilities, and qualified teachers.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Results indicate we are currently and have been providing access to a broad course of study for all students.

Suspension Rate

All Students

Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

Performance Color Scale lowest to highest



	Points	Change	# of Students		Points	Change	# of Students
Student	5.6 Suspended at least one day	Increased 3.0%	36	State	2.9 Suspended at least one day	Declined 0.4%	5,961,200

Hispanic			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		10
State	3.0 Suspended at least one day	Declined 0.4%	3,340,229

Homeless			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		3
State	5.1 Suspended at least one day	Declined 0.5%	298,135

Socioeconomically Disadvantaged			
	Points	Change	# of Students
Student	Gray 8.3 Suspended at least one day	Increased 4.5%	24
State	3.6 Suspended at least one day	Declined 0.4%	3,916,348

Students with Disabilities			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		5
State	5.0 Suspended at least one day	Declined 0.5%	931,470

Two or More Races			
	Points	Change	# of Students
Student	Gray Data not Displayed for privacy		1
State	2.8 Suspended at least one day	Maintained 0.2%	352,098

White			
	Points	Change	# of Students
Student	Gray 8.0 Suspended at least one day	Increased 4.4%	25
State	2.4 Suspended at least one day	Maintained 0.2%	1,186,375

Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	0.0%	0.0%	0.0%	2.6%	5.6%

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	1.80	100.0%	Above
County	561.38	78.9%	Below
Statewide	278,927.09	82.5%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?aggllevel=District&cids=39685850000000&year=2022-23>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

STANDARD MET

Parent and Family Engagement

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

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

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5 Full Implementation And Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

4 Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4 Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

4 Full Implementation

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

Flournoy is a small, rural school and one of biggest strengths is having daily contact with families. Our staff welcomes and parents daily at the front gate. We hold several family events throughout the year that allows families to talk with teachers/staff and feel connected to their child's learning experience. For example, Back to School Night, Fall/Spring parent conferences, Spaghetti dinner fundraiser, Parent vs. Student end of the softball game.

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

Parents express that they appreciate the small school experience and that staff are very personable and welcoming on recent Spring 2025 Survey.

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

We will continue to provide opportunities where families feel welcome and are able to participate in their child's learning. Parent surveys will continue distributed throughout the community in order to get feedback from our stakeholders.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

4 Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

4 Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

4 Full Implementation

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

Based on the Parent/Community Engagement Survey for building partnerships, responses included; personable staff that care about students and families, our small community is like one big family looking out for one another, providing information in assisting with homework, and they communicate very well with how your child is doing and what as parents we can do to help them at home. Responses also listed strengths with our after school ELOP tutoring program.

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

Some suggestions for improvement included; more school or family events and digital base to share information.

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

We will continue to provide afterschool ELOP and the SERRF program as well as parent conferences in the Fall and Spring. We will have Back to School Night, School performances, school assemblies that invite all families, and continue to reach out to our parents and family on a daily basis.

Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

4 Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

4 Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

4 Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

4 Full Implementation

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

Survey results indicated; open board meetings and parents/grandparents are welcome to the school board meetings.

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

Continue reaching out to families and the community to participate with input and decision-making through in-person communication, automated phone calls from the school, flyers, and our school website and Facebook.

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

Continue reaching out to families and the community to participate with input and decision-making through in-person communication, automated phone calls from the school, flyers, and our school website and Facebook. We will also seek input for decision-making at school events.

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

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

Due to our small school size, these results are not based on per grade level in order to prevent identifying individual students. We are examining our entire student population responses for Flournoy School. 19 students agree that they feel as though they belong at the school, 7 somewhat agree, and 1 disagrees. 16 students agree that they feel safe at school and 11 somewhat agree.

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

The results seem positive at Flournoy with almost all students agreeing or somewhat agreeing that they feel as though they belong and feel safe at school. The belonging at this school did have 1 student disagree with this statement. This would be an area of need and we will continue to do check-in surveys throughout the year and doing Character Strong lessons to help support this need.

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

We will continue to do Character Strong lessons, weekly student check-in surveys, communicating with students and parents in-person about any questions, concerns, or areas of need.

Science

All Students

Explore how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.

Performance Color Scale
lowest to highest



	Points	Change	# of Students		Points	Change	# of Students
Student	0.0 Points Below Standard	Declined 0.0 Points	5	State	52.6 Points Above Standard	Maintained 1.5 Points	1,314,581

English Learners

	Points	Change	# of Students
Student	Data not Displayed for privacy		1
State	41.1 Points Above Standard	Increased 2.1 Points	321,660

Hispanic

	Points	Change	# of Students
Student	Data not Displayed for privacy		2
State	47.1 Points Above Standard	Maintained 1.7 Points	744,349

Socioeconomically Disadvantaged

	Points	Change	# of Students
Student	Data not Displayed for privacy		3
State	47.1 Points Above Standard	Maintained 1.5 Points	860,090

Students with Disabilities

	Points	Change	# of Students
Student	Data not Displayed for privacy		1
State	38.3 Points Above Standard	Maintained 1.5 Points	187,605

White

	Points	Change	# of Students
Student	Data not Displayed for privacy		3
State	60.2 Points Above Standard	Maintained 1.5 Points	259,989

**Science Data
Comparisons:
English Learners**

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in science.

Recently Reclassified English Learners

Data not Displayed for Privacy
Number of Students: 1

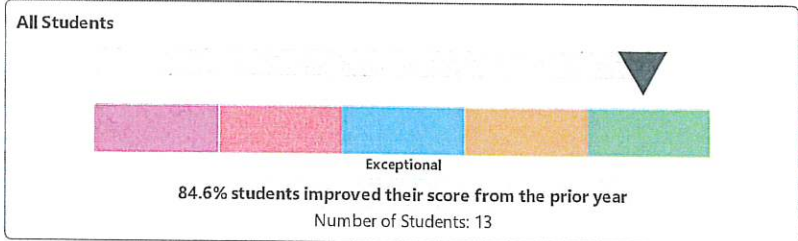
English Only

Data not Displayed for Privacy
Number of Students: 4

English Language Arts Growth

All Students

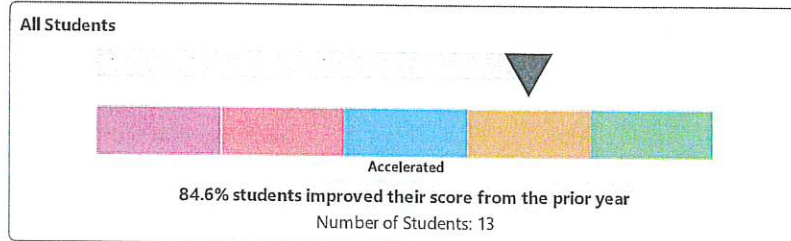
Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.




Student Group	Status	% Improved	Number of Students
English Learners	No Performance Category		Fewer than 11 Students
English Only	Accelerated	81.8%	11
Hispanic	No Performance Category		Fewer than 11 Students
Homeless	No Performance Category		Fewer than 11 Students
Recently Reclassified English Learners	No Performance Category		Fewer than 11 Students
Socioeconomically Disadvantaged	No Performance Category		Fewer than 11 Students
Students with Disabilities	No Performance Category		Fewer than 11 Students
White	No Performance Category		Fewer than 11 Students

All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.



Student Group	Status	% Improved	Number of Students
English Learners	No Performance Category		Fewer than 11 Students
English Only	Accelerated	81.8%	11
Hispanic	No Performance Category		Fewer than 11 Students
Homeless	No Performance Category		Fewer than 11 Students
Recently Reclassified English Learners	No Performance Category		Fewer than 11 Students
Socioeconomically Disadvantaged	No Performance Category		Fewer than 11 Students
Students with Disabilities	No Performance Category		Fewer than 11 Students
White	No Performance Category		Fewer than 11 Students

8.11


Prop 28 Arts and Music 2026-27 Budget

[Prop 28 FAQ](#)

School Site: Flournoy Elementary School	
Allocation:	17,701.65

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	14161.00
2xxx	Classified Salaries	
3xxx	Benefits	
4xxx	Materials & Supplies	226.35
5xxx	Services & Other Operating Expenses	3314.30
7xxx	Other Outgo	
Total:		\$17701.65

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Flournoy Elementary School will prioritize expanding student access to high-quality arts, music, and performing arts instruction through the use of Prop 28 funds. A portion of the funds will be used to support certificated staff who provide standards-aligned music and performing arts instruction during the school day. As funding allows in future allocations, the site plans to purchase supplemental materials and supplies to support arts instruction and explore partnerships with local arts organizations to further enrich student learning experiences. These efforts are intended to increase student participation in arts education, support creativity and self-expression, and ensure equitable access to comprehensive arts programming for all students.