Meeting of
Madera County Board of Education
Tuesday, October 13, 2026
3:30 p.m.

This meeting will be held at
1105 South Madera Avenue, Conference Room 5,
Madera, CA 93637

AGENDA

Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.

1.0 Call to Order

1.1 Flag Salute

2.0 Consideration of Minutes

2.1 Regular Meeting September 8, 2026 **(Action)** [Board]

3.0 Adoption of Board Agenda **(Action)** [Board]

4.0 Information

4.1 Public Comment
[This time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to 3 minutes.]

4.2 Letters and Communications

4.2.1 Award of Excellence – Fairmead Elementary School: Model Professional Learning Community (PLC) at Work School Recognition

4.3 Non-School Sources

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report [Deniz]

4.5 Madera County Foundation Board Report [Marsh]

4.6 Member Report(s) [Member]

5.0 Information from the Superintendent and Staff

5.1 MCSOS Williams Quarterly Report
[MCSOS programs] [Drake]

5.2 Countywide Revenue by District and Total
[Review of countywide revenue] [Verduzco]

5.3 2025-2026 Unaudited Actuals
[Review of final adjustments and transfers] [Verduzco]

5.4 Review of Prop 28, Arts and Music Grant Plans
[Review of grant plans] [Drake/Jones]
5.4.1 Gould Educational Center Plan
5.4.2 Early Childhood Education Plan

5.5 Disclosure of Salary Adjustment per Education Code 1302 [Protzman]

5.6 Annual Report
[Report will be distributed at the meeting] [All]

6.0 Old Business

7.0 Closed Session

7.1 Property: 322 Madera Avenue – Parcel B, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Matthew Treber, Madera County Administrative Officer

7.2 Property: 200 W. Lewis Street, Madera, CA

MCSOS Negotiators: Tricia Protzman, County Superintendent, Marisol Verduzco, Chief Business and Administrative Services Officer, and David A. Soldani, Atkinson, Andelson, Loya, Ruud, and Romo

Party with whom MCSOS is Negotiating: Dennis Cowles, Property Owner

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates
[Ratification of Temporary County Certificates

issued previous month] **(Action)** [Maxfield]

8.2 Consideration Disposition of Surplus/Obsolete Equipment
[Equipment to be declared obsolete and removed from inventory] **(Action)** [Verduzco]

8.3 Consideration Educational Resources and Services Instructional Materials Recommendations
[Accept recommendations of the committee to add materials to the instructional media collection for use in Madera County Schools] **(Action)** [Blanco]

8.4 Consideration Comprehensive Safety Plan
[The items are listed as two separate presentations. However, the Board is requested to take an action on the Comprehensive Safety Plan as a singular document.] **(Action)**

8.4.1 School Safety Plans [Drake]

8.4.2 Disaster Response and Emergency Preparedness Plan [Linderholm]

8.5 Consideration Resolution No. 3, 2026-2027 Gann Limit
[Annual calculation establishing limits on State and Local Government spending] **(Action)** [Verduzco]

8.6 Consideration of Single Plan for Student Achievement (SPSA) for Madera County Superintendent of Schools (Endeavor/Voyager Secondary)
[Approval of annual plans] **(Action)** [Sanchez]

8.7 Consideration of Supervisor of Attendance Certification
[Approval of certified supervisors of attendance for districts] **(Action)** [Torres-Barton]

8.8 Consideration of Resolution No. 4 2026-2027 Authorizing Filing of Application(s) for State Allocation Board-Administered Programs for the Madera County Superintendent of Schools
[Approval of application(s) to file for eligibility, funding, and related certifications for facility improvement] **(Action)** [Verduzco]

9.0 Other

10.0 Adjournment

UNADOPTED

Minutes of
Madera County Board of Education
September 8, 2026

In attendance: Cathie Bustos, Shelley Deniz, Tammy Loveland, Dianna Marsh, Wallace Nishimoto, Alfred Soares, Jr., Tricia Protzman, Executive Secretary

Absent: Danny Bonilla

Also Present: David Bustos, Fred Cogan, Jessica Drake, Brent Fernandes, Linda Igoe, Dennis Lingo, Kristen Maxfield, Jason Mercier, Jennifer Pascale, Dr. Elisa Torres-Barton, Marisol Verduzco

1.0 Call to Order

1.1 Flag Salute

President Bustos called the meeting to order at 3:30 p.m., followed by the flag salute.

2.0 Consideration of Minutes

2.1 Regular Meeting August 11, 2026

Tammy Loveland moved to approve the minutes of August 11, 2026, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh
Noes: None
Abstain: None
Absent: Bonilla, Nishimoto, Soares, Jr.

Wallace Nishimoto arrived at 3:31 p.m.

Alfred Soares, Jr., arrived at 3:32 p.m.

3.0 Adoption of Board Agenda

Dianna Marsh moved to adopt the agenda as presented, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla

4.0 Information

4.1 Public Comment

President Bustos stated this time is offered to members of the public wishing to address the Board on matters under the jurisdiction of the Board, but not listed on the agenda.

Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2) The Board will not take action on any items presented under public comment. Speakers are limited to three minutes.

No one came forward to address the Board.

4.2 Letters and Communications

Superintendent Protzman introduced Brent Fernandes. Mr. Fernandes will be taking Danny Bonilla's seat in December. He is running in this year's election unopposed.

Superintendent Protzman provided information and copies of articles on the following:

- Fairmead Elementary was recognized by Solution Tree as a Model Professional Learning Community (PLC) at Work School.
- A ribbon cutting ceremony was held on August 14th for King Husein School in the Madera Unified School District. Mrs. Protzman stated this school has set the standard for elementary schools and it would be a good place to tour in the future. The school hosts TK-8th grade and includes STEM and STEAM programs on a 25 acre parcel.
- Alisha Brown was honored at the Crystal Tower Award Luncheon on August 25th. Ms. Brown is the founder of Project Run which supports athletes through mentorship, community engagement, and "Gear Giveaways." The giveaways provide free athletic apparel and equipment to hundreds of local youths. The project has grown from Madera Unified to include Chowchilla Union High School District and Central Unified School District. Ms. Brown is a recent graduate of Bridges to Leadership.

4.3 Non-School Sources

None

4.4 Madera County School Boards Association (MCSBA) Executive Committee Meeting Report

Mrs. Deniz reported the meeting was held at Canyon Creek. The FFA Farm to Fork program catered the event. The speaker was Dr. Ashley Phillips, a licensed pediatric psychologist at Valley Children's Healthcare. She spoke about AI and its impact on children. A handout from the meeting wad distributed.

4.5 Madera County Foundation Board Report

None

4.6 Member Report(s)

None

5.0 Information from the Superintendent and Staff

5.1 Bridges to Leadership Preliminary Administrative Credential

This year marks the 20th year for Bridges to Leadership. Dr. Torres-Barton introduced

Jason Mercier and Linda Igoe who provided an update on the program.

Mr. Mercier stated the program is 18 months long. It provides field work, mentorship, job shadowing, and has an equity driven focus. There are six core courses and three administrator performance assessments completed through the Commission on Teacher Credentialing. The final step is a Bridges to Leadership presentation and celebration. Since February, the program has been granted a full seven-year accreditation. To date, there have been 70 cohorts and nearly 800 credential recommendations. Currently, there are 113 candidates. New to the program is an internship pathway, which allows the candidate to function as a fully credentialed administrator while enrolled. This allows the candidate to discipline, perform evaluations, and approve curriculum. The internship is valid for two years and is converted to preliminary credential upon program completion. Candidate qualifications include: 5 years of credentialed experience and an offer of an administrative position.

Previously, only institutes of higher education could provide internships. This changed on January 1, 2026. MCSOS was one of the first county offices to apply for the internship certification. MCSOS was approved in April, and the first intern candidate began on July 1st. Currently there are 14 intern candidates enrolled in the program.

6.0 Old Business

None

7.0 Closed Session

None

8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates

Mrs. Maxfield asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from August 1-31, 2026. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews their waiver request, emergency permit, initial and/or renewal credential application packet.

Shelley Deniz moved to ratify the TCCs, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla

8.2 Consideration Disposition of Surplus/Obsolete Equipment

Mrs. Verduzco provided a list of equipment declared obsolete. The list included a whiteboard, dead batteries, iPads, a laptop, a cabinet, and a walker.

Alfred Soares, Jr., moved to approve the list of equipment declared obsolete, seconded

by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla

8.3 Consideration Annual Update of Handbook for Emergency Care, Infectious Diseases and Specialized Care

Ms. Drake stated there are no changes to the policies and procedures. Phone numbers and contacts have been updated. Revised pages will be distributed to school sites after approval.

Mrs. Marsh asked if MCSOS staff are trained to use the AED machines. Ms. Drake explained that staff at Gould are trained. AED machines at district sites are administered by district staff.

Shelley Deniz moved to approve updates made to the Handbook for Emergency Care, Infectious Diseases and Specialized Care, seconded by Dianna Marsh and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla

8.4 Approval of 2025-2026 Budget Revisions

Mrs. Verduzco reported budget revisions are being made as staff work through the closeout process. These are preliminary numbers. The largest adjustments have been savings recognized for supplies, services, and capital outlay. The final 2025-2026 Unaudited Actual amounts will be presented at a later meeting.

Dianna Marsh moved to approve the 2025-2026 Budget Revisions, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla

8.5 Consideration Revision of MCOEP 2305 & AR 2305, Conflict of Interest Code

Superintendent Protzman explained that this policy is updated on a biennial basis. Changes were made include updated titles, new positions, and the removal of positions no longer being filled.

Wallace Nishimoto moved to approve MCOEP 2305 and AR 2305, Conflict of Interest Code, seconded by Shelley Deniz and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla

9.0 Other

None

10.0 Adjournment

Shelley Deniz moved to adjourn the meeting, seconded by Tammy Loveland and carried by unanimous vote.

Ayes: Bustos, Deniz, Loveland, Marsh, Nishimoto, Soares, Jr.
Noes: None
Abstain: None
Absent: Bonilla

The meeting adjourned at 4:10 p.m.

Respectfully submitted,

Tricia Protzman
Executive Secretary

Tricia Protzman
Superintendent of Schools

Agenda Item 5.1

Board of Education Informational Item
October 13, 2026

Topic:
Quarterly Report on Williams Uniform Complaints

Background:
According to Education Code 35186, Madera County Superintendent of Schools (MCSOS) is required to report on a quarterly basis the total number of complaints filed with the MCSOS related to MCSOS programs. During the past quarter, no complaints were received.

Financial Impact:
None

Resource:
Jessica Drake
Executive Director
Student Programs and Services

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186(d)]

District: Madera County Superintendent of Schools

Person completing this form: Jessica Drake Title: Executive Director, Student Programs & Services

Quarterly Report Submission Date: October 2026

Date for information to be reported publicly at Governing Board meeting: October 13, 2026

No complaints were filed with any school 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

Tricia Protzman

Print Name of District Superintendent

Signature of District Superintendent Date

Tricia Protzman
Superintendent of Schools

Agenda Item 5.2

Board of Education Informational Item
October 13, 2026

Topic:
Countywide Revenue by District and Total

Background:
We have completed the first quarter of the Fiscal Year. The graphs that will be presented at the board meeting are a snapshot of Madera County district's revenues through 9/30/26 compared to their overall budget.

Financial Impact:
None

Resource:
Marisol Verduzco
Chief Officer
Business and Administrative Services

1105 South Madera Avenue • Madera, CA 93637 • (559) 673-6051 • FAX (559) 673-5569
www.mcsos.org

Tricia Protzman
Superintendent of Schools

Agenda Item 5.3

Board of Education Action Item
October 13, 2026

Topic:
2025-2026 Unaudited Actuals

Background:
Summary of the Unaudited Actuals for 2025-2026:

The General Fund for 2025-2026 Unaudited Actuals shows a Net increase to the General Fund of $7,227,105 which includes a $3,202,603 increase to the Unrestricted side and a $4,024,502 increase on the Restricted side. The increase in the Unrestricted funds will allow a contribution to Other Post-Employment Benefits (OPEB) for retiree health and welfare obligation, which stands at $15,619,756 as of June 30, 2026.

Included in the Unrestricted Ending Fund balance are Special Funding Assignments totaling $15,974,240 consisting of amounts reserved for:

- Local Control Accountability Plan (LCAP) Oversight: $250,000
- Differentiated Assistance: $2,991,361
- Alternative Education Supplemental/Concentration Funds: $182,879
- Deferred Maintenance: $1,000,000
- Community Resource Center: $2,500,000
- Early Learning Expansion Project: $5,400,000
- Gould Education Expansion Project: $3,650,000

The net decrease to the Charter School Fund Balance was ($87,613). PTC had an increase of $6,254 and MCIA had a decrease of ($93,867).

Fiscal Impact:
Please see attached reports.

Resource:
Marisol Verduzco
Chief Officer
Business & Administrative Services

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination	MOE Met
	If MOE Not Met, the 2027-28 apportionment may be reduced by the lesser of the following two percentages:	
	MOE Deficiency Percentage - Based on Total Expenditures	0.00%
	MOE Deficiency Percentage - Based on Expenditures Per ADA	0.00%
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1	$0.00
	Adjusted Appropriations Limit	$15,477,521.69
	Appropriations Subject to Limit	$15,477,521.69
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7907 and EC 1629.	
ICR	Preliminary Proposed Indirect Cost Rate	9.79%
	Fixed-with-carry-forward indirect cost rate for use in 2027-28 subject to CDE approval.	

UNAUDITED ACTUAL FINANCIAL REPORT:

To the Superintendent of Public Instruction:

2025-26 UNAUDITED ACTUAL FINANCIAL REPORT. This report is hereby prepared and filed by the County Superintendent of Schools pursuant to Education Code sections 41010 and 1628.

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

Printed Name: Tricia Protzman Title: Superintendent

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Marisol Verduzco
Name

Chief Business and Administrative Services Officer
Title

559-662-6229
Telephone

mverduzco@mcsos.org
E-mail Address

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2025-26 Unaudited Actuals	2026-27 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund	G	G
10	Special Education Pass-Through Fund	G	G
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
16	Forest Reserve Fund	G	
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund	G	
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		

SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	10,946,641.98	8,996,352.00	19,942,993.98	10,920,149.00	8,937,093.00	19,857,242.00	-0.4%
2) Federal Revenue		8100-8299	0.00	6,670,627.94	6,670,627.94	0.00	6,370,422.00	6,370,422.00	-4.5%
3) Other State Revenue		8300-8599	995,920.63	14,977,874.67	15,973,795.30	1,058,291.00	23,345,698.00	24,403,989.00	52.8%
4) Other Local Revenue		8600-8799	7,750,687.40	15,375,226.40	23,125,913.80	5,249,880.00	16,825,782.00	22,075,662.00	-4.5%
5) TOTAL, REVENUES			19,693,250.01	46,020,081.01	65,713,331.02	17,228,320.00	55,478,995.00	72,707,315.00	10.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,577,195.28	9,806,168.55	12,383,363.83	2,844,909.00	11,186,951.00	14,031,860.00	13.3%
2) Classified Salaries		2000-2999	5,061,097.98	9,780,203.45	14,841,301.43	5,748,651.00	11,843,248.00	17,591,899.00	18.5%
3) Employee Benefits		3000-3999	3,481,553.27	9,256,451.17	12,738,004.44	3,824,940.00	10,858,039.00	14,682,979.00	15.3%
4) Books and Supplies		4000-4999	510,479.40	1,372,653.78	1,883,133.18	790,545.00	1,772,518.00	2,563,063.00	36.1%
5) Services and Other Operating Expenditures		5000-5999	348,280.64	7,931,271.98	8,279,552.62	871,246.00	12,603,619.00	13,474,865.00	62.7%
6) Capital Outlay		6000-6999	2,634,549.73	2,783,736.82	5,418,286.55	1,700,786.00	5,714,019.00	7,414,805.00	36.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	2,417,642.77	172,509.00	2,590,151.77	2,143,409.00	414,891.00	2,558,300.00	-1.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,821,328.60)	3,317,445.93	(503,882.67)	(4,758,510.00)	4,178,911.00	(579,599.00)	15.0%
9) TOTAL, EXPENDITURES			13,209,470.47	44,420,440.68	57,629,911.15	13,165,976.00	58,572,196.00	71,738,172.00	24.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,483,779.54	1,599,640.33	8,083,419.87	4,062,344.00	(3,093,201.00)	969,143.00	-88.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	51,928.80	0.00	51,928.80	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	447,963.00	143,793.00	591,756.00	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,281,068.37)	2,281,068.37	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,281,176.57)	2,424,861.37	(856,315.20)	(3,276,467.00)	1,776,467.00	(1,500,000.00)	75.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,202,602.97	4,024,501.70	7,227,104.67	785,877.00	(1,316,734.00)	(530,857.00)	-107.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	24,268,256.63	42,802,487.48	67,070,744.11	27,295,876.20	44,079,461.20	71,375,337.40	6.4%
b) Audit Adjustments		9793	(174,983.40)	(2,747,527.98)	(2,922,511.38)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			24,093,273.23	40,054,959.50	64,148,232.73	27,295,876.20	44,079,461.20	71,375,337.40	11.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,093,273.23	40,054,959.50	64,148,232.73	27,295,876.20	44,079,461.20	71,375,337.40	11.3%
2) Ending Balance, June 30 (E + F1e)			27,295,876.20	44,079,461.20	71,375,337.40	28,081,753.20	42,762,727.20	70,844,480.40	-0.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,130.00	0.00	2,130.00	0.00	0.00	0.00	-100.0%
Stores		9712	12,554.74	0.00	12,554.74	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	44,079,461.20	44,079,461.20	0.00	42,800,592.20	42,800,592.20	-2.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	15,974,239.97	0.00	15,974,239.97	10,354,578.00	0.00	10,354,578.00	-35.2%
LCAP Oversight	0000	9780	*250,000.00*		*250,000.00*			*0.00*	
Differentiated Assistance	0000	9780	*2,991,360.92*		*2,991,360.92*			*0.00*	
Alt Ed S&C	0000	9780	*182,879.05*		*182,879.05*			*0.00*	
Deferred Maintenance	0000	9780	*1,000,000.00*		*1,000,000.00*			*0.00*	
Community Resource Center	0000	9780	*2,500,000.00*		*2,500,000.00*			*0.00*	
Early Learning Expansion Project	0000	9780	*5,400,000.00*		*5,400,000.00*			*0.00*	
Gould Education Expansion Project	0000	9780	*3,050,000.00*		*3,050,000.00*			*0.00*	
Gould Education Expansion Projec6	1100	9780	*600,000.00*		*600,000.00*			*0.00*	
LCAP Oversight	0000	9780			*0.00*	*100,000.00*		*100,000.00*	
Differentiated Assistance	0000	9780			*0.00*	*2,756,609.00*		*2,756,609.00*	
Alt Ed S & C	0000	9780			*0.00*	*247,969.00*		*247,969.00*	
Deferred Maintenance	0000	9780			*0.00*	*1,000,000.00*		*1,000,000.00*	
Community Resource Center	0000	9780			*0.00*	*2,500,000.00*		*2,500,000.00*	
Early Learning Expansion Project	0000	9780			*0.00*	*3,750,000.00*		*3,750,000.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	10,052,084.90	0.00	10,052,084.90	12,450,489.24	0.00	12,450,489.24	23.9%
Unassigned/Unappropriated Amount		9790	1,254,866.59	0.00	1,254,866.59	5,276,685.96	(37,865.00)	5,238,820.96	317.5%
G. ASSETS									
1) Cash									

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
a) in County Treasury		9110	29,231,307.48	37,659,159.19	66,890,466.67				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	2,130.00	0.00	2,130.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	382,808.33	8,289,327.34	8,672,135.67				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	63,260.43	0.00	63,260.43				
6) Stores		9320	12,554.74	0.00	12,554.74				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			29,692,060.98	45,948,486.53	75,640,547.51				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	1,856,202.18	1,723,675.75	3,579,877.93				
2) Due to Grantor Governments		9590	0.00	64,531.58	64,531.58				
3) Due to Other Funds		9610	539,982.60	0.00	539,982.60				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	80,818.00	80,818.00				
6) TOTAL, LIABILITIES			2,396,184.78	1,869,025.33	4,265,210.11				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			27,295,876.20	44,079,461.20	71,375,337.40				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	5,834,524.00	0.00	5,834,524.00	5,856,853.00	0.00	5,856,853.00	0.4%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Education Protection Account State Aid - Current Year		8012	12,546.00	0.00	12,546.00	10,782.00	0.00	10,782.00	-14.1%
State Aid - Prior Years		8019	12,556.00	0.00	12,556.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	73,469.39	0.00	73,469.39	73,025.00	0.00	73,025.00	-0.6%
Timber Yield Tax		8022	38.93	0.00	38.93	115.00	0.00	115.00	195.4%
Other Subventions/In-Lieu Taxes		8029	33,212.93	0.00	33,212.93	0.00	0.00	0.00	-100.0%
County & District Taxes									
Secured Roll Taxes		8041	12,306,016.45	0.00	12,306,016.45	12,368,293.00	0.00	12,368,293.00	0.5%
Unsecured Roll Taxes		8042	670,766.71	0.00	670,766.71	674,163.00	0.00	674,163.00	0.5%
Prior Years' Taxes		8043	26,688.35	0.00	26,688.35	40,159.00	0.00	40,159.00	50.5%
Supplemental Taxes		8044	300,169.13	0.00	300,169.13	365,365.00	0.00	365,365.00	21.7%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	664,466.02	0.00	664,466.02	468,487.00	0.00	468,487.00	-29.5%
Penalties and Interest from Delinquent Taxes		8048	8,540.07	0.00	8,540.07	0.00	0.00	0.00	-100.0%
Receipt from Co. Board of Sups.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			19,942,993.98	0.00	19,942,993.98	19,857,242.00	0.00	19,857,242.00	-0.4%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	13,218.00		13,218.00	10,782.00		10,782.00	-18.4%
All Other LCFF Transfers - Current Year	All Other	8091	(13,218.00)	0.00	(13,218.00)	(10,782.00)	0.00	(10,782.00)	-18.4%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(8,996,352.00)	8,996,352.00	0.00	(8,937,093.00)	8,937,093.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,946,641.98	8,996,352.00	19,942,993.98	10,920,149.00	8,937,093.00	19,857,242.00	-0.4%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	4,557,776.00	4,557,776.00	0.00	4,557,776.00	4,557,776.00	0.0%
Special Education Discretionary Grants		8182	0.00	221,116.97	221,116.97	0.00	222,967.00	222,967.00	0.8%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		326,719.00	326,719.00		330,240.00	330,240.00	1.1%
Title I, Part D, Local Delinquent Programs	3025	8290		189,145.00	189,145.00		217,072.00	217,072.00	14.8%
Title II, Part A, Supporting Effective Instruction	4035	8290		23,787.00	23,787.00		13,335.00	13,335.00	-43.9%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4204, 5630	8290		1,349,233.97	1,349,233.97		779,032.00	779,032.00	-42.3%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,850.00	2,850.00	0.00	250,000.00	250,000.00	8,671.9%
TOTAL, FEDERAL REVENUE			0.00	6,670,627.94	6,670,627.94	0.00	6,370,422.00	6,370,422.00	-4.5%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		10,334,856.61	10,334,856.61		18,236,522.00	18,236,522.00	76.5%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	1,341,699.00	1,341,699.00	0.00	1,341,699.00	1,341,699.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	59,047.00	0.00	59,047.00	61,461.00	0.00	61,461.00	4.1%
Lottery - Unrestricted and Instructional Materials		8560	73,810.87	32,750.25	106,561.12	68,778.00	29,684.00	98,462.00	-7.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		67,557.09	67,557.09		75,000.00	75,000.00	11.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		121,911.00	121,911.00		193,094.00	193,094.00	58.4%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	863,062.76	3,079,100.72	3,942,163.48	928,052.00	3,469,699.00	4,397,751.00	11.6%
TOTAL, OTHER STATE REVENUE			995,920.63	14,977,874.67	15,973,795.30	1,058,291.00	23,345,698.00	24,403,989.00	52.8%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	338,841.32	338,841.32	0.00	264,148.00	264,148.00	-22.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	1,355,991.33	0.00	1,355,991.33	1,356,182.00	0.00	1,356,182.00	0.0%
Interest		8660	2,718,191.06	0.00	2,718,191.06	983,937.00	0.00	983,937.00	-63.8%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,754,866.49	1,534,297.48	4,289,163.97	2,273,507.00	2,136,105.00	4,409,612.00	2.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	921,638.52	4,699,500.22	5,621,138.74	636,254.00	5,687,879.00	6,324,133.00	12.5%
Tuition		8710	0.00	8,802,587.38	8,802,587.38	0.00	8,737,650.00	8,737,650.00	-0.7%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,750,687.40	15,375,226.40	23,125,913.80	5,249,880.00	16,825,782.00	22,075,662.00	-4.5%
TOTAL, REVENUES			19,693,250.01	46,020,081.01	65,713,331.02	17,228,320.00	55,478,995.00	72,707,315.00	10.6%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	456,295.40	6,867,547.20	7,323,842.60	413,002.00	7,965,384.00	8,378,386.00	14.4%
Certificated Pupil Support Salaries		1200	851,980.05	176,936.83	1,028,916.88	979,952.00	163,830.00	1,143,782.00	11.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,245,963.52	2,538,620.53	3,784,584.05	1,451,955.00	2,906,255.00	4,358,210.00	15.2%
Other Certificated Salaries		1900	22,956.31	223,063.99	246,020.30	0.00	151,482.00	151,482.00	-38.4%
TOTAL, CERTIFICATED SALARIES			2,577,195.28	9,806,168.55	12,383,363.83	2,844,909.00	11,186,951.00	14,031,860.00	13.3%
CLASSIFIED SALARIES									

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Classified Instructional Salaries		2100	0.00	5,284,156.74	5,284,156.74	0.00	6,819,652.00	6,819,652.00	29.1%
Classified Support Salaries		2200	402,595.00	2,325,461.45	2,728,056.45	447,210.00	2,669,484.00	3,116,694.00	14.2%
Classified Supervisors' and Administrators' Salaries		2300	1,881,939.59	254,865.16	2,136,804.75	2,186,882.00	276,900.00	2,463,782.00	15.3%
Clerical, Technical and Office Salaries		2400	2,730,258.24	1,546,274.06	4,276,532.30	3,114,559.00	1,654,414.00	4,768,973.00	11.5%
Other Classified Salaries		2900	46,305.15	369,446.04	415,751.19	0.00	422,798.00	422,798.00	1.7%
TOTAL, CLASSIFIED SALARIES			5,061,097.98	9,780,203.45	14,841,301.43	5,748,651.00	11,843,248.00	17,591,899.00	18.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	477,916.85	2,750,799.97	3,228,716.82	534,552.00	3,017,177.00	3,551,729.00	10.0%
PERS		3201-3202	1,330,228.48	2,606,821.26	3,937,049.74	1,505,350.00	3,046,231.00	4,551,581.00	15.6%
OASDI/Medicare/Alternative		3301-3302	106,781.43	305,541.69	412,323.12	119,395.00	300,397.00	419,792.00	1.8%
Health and Welfare Benefits		3401-3402	1,132,408.68	2,576,188.40	3,708,597.08	1,177,035.00	3,285,576.00	4,462,611.00	20.3%
Unemployment Insurance		3501-3502	3,638.98	9,333.16	12,972.14	4,118.00	10,330.00	14,448.00	11.4%
Workers' Compensation		3601-3602	123,209.74	317,914.18	441,123.92	138,827.00	349,509.00	488,336.00	10.7%
OPEB, Allocated		3701-3702	303,993.89	688,551.73	992,545.62	342,797.00	847,467.00	1,190,264.00	19.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	3,375.22	1,300.78	4,676.00	2,866.00	1,352.00	4,218.00	-9.8%
TOTAL, EMPLOYEE BENEFITS			3,481,553.27	9,256,451.17	12,738,004.44	3,824,940.00	10,858,039.00	14,682,979.00	15.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	79.50	0.00	79.50	200.00	1,370.00	1,570.00	1,874.8%
Books and Other Reference Materials		4200	0.00	29.19	29.19	722.00	40.00	762.00	2,510.5%
Materials and Supplies		4300	343,766.87	1,039,267.60	1,383,034.47	584,982.00	1,464,815.00	2,049,797.00	48.2%
Noncapitalized Equipment		4400	166,633.03	333,356.99	499,990.02	204,641.00	306,293.00	510,934.00	2.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			510,479.40	1,372,653.78	1,883,133.18	790,545.00	1,772,518.00	2,563,063.00	36.1%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	46,894.32	1,870,049.23	1,916,943.55	60,515.00	3,840,987.00	3,901,502.00	103.5%
Travel and Conferences		5200	104,364.01	284,368.21	388,732.22	145,328.00	394,550.00	539,878.00	38.9%
Dues and Memberships		5300	77,098.65	6,405.00	83,503.65	118,469.00	5,754.00	124,223.00	48.8%
Insurance		5400 - 5499	153,806.57	41,079.65	194,886.22	175,351.00	41,080.00	216,431.00	11.1%
Operations and Housekeeping Services		5500	321,534.16	340,403.25	661,937.41	379,694.00	470,012.00	849,706.00	28.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	581,489.60	801,729.09	1,383,218.69	556,261.00	925,430.00	1,481,691.00	7.1%
Transfers of Direct Costs		5710	(1,881,311.80)	1,881,311.80	0.00	(1,756,167.00)	1,756,167.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(254,061.19)	(50,998.18)	(305,059.37)	(266,488.00)	44,000.00	(222,488.00)	-27.1%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,109,496.14	2,694,879.33	3,804,375.47	1,259,150.00	5,023,816.00	6,282,966.00	65.2%
Communications		5900	88,970.18	62,044.60	151,014.78	199,133.00	101,823.00	300,956.00	99.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			348,280.64	7,931,271.98	8,279,552.62	871,246.00	12,603,619.00	13,474,865.00	62.7%
CAPITAL OUTLAY									
Land		6100	374,338.60	61,869.00	436,207.60	295,000.00	35,000.00	330,000.00	-24.3%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,727,385.20	2,345,935.84	4,073,321.04	984,138.00	5,374,302.00	6,358,440.00	56.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	84,862.93	232,138.98	317,001.91	273,298.00	304,717.00	578,015.00	82.3%
Equipment Replacement		6500	0.00	0.00	0.00	148,350.00	0.00	148,350.00	New
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	447,963.00	143,793.00	591,756.00	0.00	0.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			2,634,549.73	2,783,736.82	5,418,286.55	1,700,786.00	5,714,019.00	7,414,805.00	36.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals Unrestricted (A)	2025-26 Unaudited Actuals Restricted (B)	2025-26 Unaudited Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	592,816.19	0.00	592,816.19	563,265.00	0.00	563,265.00	-5.0%
Other Debt Service - Principal		7439	1,824,826.58	172,509.00	1,997,335.58	1,580,144.00	414,891.00	1,995,035.00	-0.1%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,417,642.77	172,509.00	2,590,151.77	2,143,409.00	414,891.00	2,558,300.00	-1.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(3,317,445.93)	3,317,445.93	0.00	(4,178,911.00)	4,178,911.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(503,882.67)	0.00	(503,882.67)	(579,599.00)	0.00	(579,599.00)	15.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,821,328.60)	3,317,445.93	(503,882.67)	(4,758,510.00)	4,178,911.00	(579,599.00)	15.0%
TOTAL, EXPENDITURES			13,209,470.47	44,420,440.68	57,629,911.15	13,165,976.00	58,572,196.00	71,738,172.00	24.5%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	51,928.80	0.00	51,928.80	0.00	0.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			51,928.80	0.00	51,928.80	0.00	0.00	0.00	-100.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	447,963.00	143,793.00	591,756.00	0.00	0.00	0.00	-100.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			447,963.00	143,793.00	591,756.00	0.00	0.00	0.00	-100.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,281,068.37)	2,281,068.37	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,281,068.37)	2,281,068.37	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(3,281,176.57)	2,424,861.37	(856,315.20)	(3,276,467.00)	1,776,467.00	(1,500,000.00)	75.2%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	10,946,641.98	8,996,352.00	19,942,993.98	10,920,149.00	8,937,093.00	19,857,242.00	-0.4%
2) Federal Revenue		8100-8299	0.00	6,670,627.94	6,670,627.94	0.00	6,370,422.00	6,370,422.00	-4.5%
3) Other State Revenue		8300-8599	995,920.63	14,977,874.67	15,973,795.30	1,058,291.00	23,345,698.00	24,403,989.00	52.8%
4) Other Local Revenue		8600-8799	7,750,687.40	15,375,226.40	23,125,913.80	5,249,880.00	16,825,782.00	22,075,662.00	-4.5%
5) TOTAL, REVENUES			19,693,250.01	46,020,081.01	65,713,331.02	17,228,320.00	55,478,995.00	72,707,315.00	10.6%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		663,035.34	19,304,315.19	19,967,350.53	694,012.00	23,354,190.00	24,048,202.00	20.4%
2) Instruction - Related Services	2000-2999		1,788,875.66	7,466,460.35	9,255,336.01	2,223,364.00	8,377,734.00	10,601,098.00	14.5%
3) Pupil Services	3000-3999		40,496.29	8,665,651.55	8,706,147.84	205,940.00	9,887,313.00	10,093,253.00	15.9%
4) Ancillary Services	4000-4999		0.00	7,881.87	7,881.87	0.00	10,247.00	10,247.00	30.0%
5) Community Services	5000-5999		0.00	521,564.71	521,564.71	0.00	3,480,889.00	3,480,889.00	567.4%
6) Enterprise	6000-6999		32,176.42	0.00	32,176.42	65,123.00	0.00	65,123.00	102.4%
7) General Administration	7000-7999		4,636,479.89	3,415,886.91	8,052,366.80	4,657,624.00	4,530,822.00	9,188,446.00	14.1%
8) Plant Services	8000-8999		3,629,139.10	4,866,171.10	8,495,310.20	3,174,804.00	8,516,110.00	11,690,914.00	37.6%
9) Other Outgo	9000-9999	Except 7600-7699	2,419,267.77	172,509.00	2,591,776.77	2,145,109.00	414,891.00	2,560,000.00	-1.2%
10) TOTAL, EXPENDITURES			13,209,470.47	44,420,440.68	57,629,911.15	13,165,976.00	58,572,196.00	71,738,172.00	24.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,483,779.54	1,599,640.33	8,083,419.87	4,062,344.00	(3,093,201.00)	969,143.00	-88.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	51,928.80	0.00	51,928.80	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	447,963.00	143,793.00	591,756.00	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,281,068.37)	2,281,068.37	0.00	(1,776,467.00)	1,776,467.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,281,176.57)	2,424,861.37	(856,315.20)	(3,276,467.00)	1,776,467.00	(1,500,000.00)	75.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,202,602.97	4,024,501.70	7,227,104.67	785,877.00	(1,316,734.00)	(530,857.00)	-107.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	24,268,256.63	42,802,487.48	67,070,744.11	27,295,876.20	44,079,461.20	71,375,337.40	6.4%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	(174,983.40)	(2,747,527.98)	(2,922,511.38)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			24,093,273.23	40,054,959.50	64,148,232.73	27,295,876.20	44,079,461.20	71,375,337.40	11.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,093,273.23	40,054,959.50	64,148,232.73	27,295,876.20	44,079,461.20	71,375,337.40	11.3%
2) Ending Balance, June 30 (E + F1e)			27,295,876.20	44,079,461.20	71,375,337.40	28,081,753.20	42,762,727.20	70,844,480.40	-0.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,130.00	0.00	2,130.00	0.00	0.00	0.00	-100.0%
Stores		9712	12,554.74	0.00	12,554.74	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	44,079,461.20	44,079,461.20	0.00	42,800,592.20	42,800,592.20	-2.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	15,974,239.97	0.00	15,974,239.97	10,354,578.00	0.00	10,354,578.00	-35.2%
LCAP Oversight	0000	9780	*250,000.00*		*250,000.00*			*0.00*	
Differentiated Assistance	0000	9780	*2,991,360.92*		*2,991,360.92*			*0.00*	
Alt Ed S&C	0000	9780	*182,879.05*		*182,879.05*			*0.00*	
Deferred Maintenance	0000	9780	*1,000,000.00*		*1,000,000.00*			*0.00*	
Community Resource Center	0000	9780	*2,500,000.00*		*2,500,000.00*			*0.00*	
Early Learning Expansion Project	0000	9780	*5,400,000.00*		*5,400,000.00*			*0.00*	
Gould Education Expansion Project	0000	9780	*3,050,000.00*		*3,050,000.00*			*0.00*	
Gould Education Expansion Projec6	1100	9780	*600,000.00*		*600,000.00*			*0.00*	
LCAP Oversight	0000	9780			*0.00*	*100,000.00*		*100,000.00*	
Differentiated Assistance	0000	9780			*0.00*	*2,756,609.00*		*2,756,609.00*	
Alt Ed S & C	0000	9780			*0.00*	*247,969.00*		*247,969.00*	
Deferred Maintenance	0000	9780			*0.00*	*1,000,000.00*		*1,000,000.00*	
Community Resource Center	0000	9780			*0.00*	*2,500,000.00*		*2,500,000.00*	
Early Learning Expansion Project	0000	9780			*0.00*	*3,750,000.00*		*3,750,000.00*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	10,052,084.90	0.00	10,052,084.90	12,450,489.24	0.00	12,450,489.24	23.9%
Unassigned/Unappropriated Amount		9790	1,254,866.59	0.00	1,254,866.59	5,276,685.96	(37,865.00)	5,238,820.96	317.5%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
6018	Student Support and Enrichment Block Grant	296,295.00	281,161.00
6019	Student Support and Professional Development Discretionary Block Grant	108,665.52	108,665.52
6300	Lottery: Instructional Materials	145,037.54	152,728.54
6332	CA Community Schools Partnership Act - Implementation Grant	790,838.66	790,838.66
6371	CalWORKs for ROCP or Adult Education	14,808.00	800.00
6500	Special Education	27,643,836.20	28,040,528.20
6546	Mental Health-Related Services	1,299,120.79	1,116,337.79
6620	Reversing Opioid Overdoses	100,196.00	66,835.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	221,490.00	227,746.00
7311	Classified School Employee Professional Development Block Grant	4,238.24	4,238.24
7399	LCFF Equity Multiplier	221,800.31	212,280.31
7435	Learning Recovery Emergency Block Grant	29,786.00	29,786.00
7810	Other Restricted State	3,733.00	3,733.00
9010	Other Restricted Local	13,199,615.94	11,764,913.94
Total, Restricted Balance		44,079,461.20	42,800,592.20

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,299,035.55	4,361,813.00	1.5%
2) Federal Revenue		8100-8299	278,490.00	928,223.00	233.3%
3) Other State Revenue		8300-8599	508,569.26	569,427.00	12.0%
4) Other Local Revenue		8600-8799	370,404.30	265,791.00	-28.2%
5) TOTAL, REVENUES			5,456,499.11	6,125,254.00	12.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,913,761.90	1,974,291.00	3.2%
2) Classified Salaries		2000-2999	504,434.41	531,536.00	5.4%
3) Employee Benefits		3000-3999	1,181,984.44	1,205,866.00	2.0%
4) Books and Supplies		4000-4999	279,993.01	892,389.00	218.7%
5) Services and Other Operating Expenditures		5000-5999	1,284,399.77	1,627,999.00	26.8%
6) Capital Outlay		6000-6999	313,940.75	355,909.00	13.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	20,722.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	44,875.40	106,052.00	136.3%
9) TOTAL, EXPENDITURES			5,544,111.68	6,694,042.00	20.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(87,612.57)	(568,788.00)	549.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(87,612.57)	(568,788.00)	549.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,216,610.35	6,128,997.78	-1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,216,610.35	6,128,997.78	-1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,216,610.35	6,128,997.78	-1.4%
2) Ending Balance, June 30 (E + F1e)			6,128,997.78	5,560,209.78	-9.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	665,393.20	573,582.20	-13.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,463,604.58	4,986,627.58	-8.7%
Assigned to Charter	0000	9780	*4,729,651.50*		
Assigned to Charter	1100	9780	*733,953.08*		
Assigned to Charter	0000	9780		*4,345,177.50*	
Assigned to Charter	1100	9780		*641,450.08*	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,436,080.34		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	27,829.94		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	539,982.60		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			7,003,892.88		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	640,070.94		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	61,293.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	173,531.16		
6) TOTAL, LIABILITIES			874,895.10		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			6,128,997.78		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,537,129.00	3,027,064.00	19.3%
Education Protection Account State Aid - Current Year		8012	1,192,877.00	718,289.00	-39.8%
State Aid - Prior Years		8019	(15,165.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	584,194.55	616,460.00	5.5%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,299,035.55	4,361,813.00	1.5%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	2,273.00	16,013.00	604.5%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	276,217.00	912,210.00	230.3%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			278,490.00	928,223.00	233.3%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	12,104.00	12,073.00	-0.3%
Lottery - Unrestricted and Instructional Materials		8560	59,481.54	62,275.00	4.7%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	53,996.00	72,784.00	34.8%
California Clean Energy Jobs Act	6230	8590	5,857.28	0.00	-100.0%
Career Technical Education Incentive Grant Program	6387	8590	62,599.84	79,700.00	27.3%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	314,530.60	342,595.00	8.9%
TOTAL, OTHER STATE REVENUE			508,569.26	569,427.00	12.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	242,415.65	138,323.00	-42.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	350.00	New
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	786.65	850.00	8.1%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	127,202.00	126,268.00	-0.7%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			370,404.30	265,791.00	-28.2%
TOTAL, REVENUES			5,456,499.11	6,125,254.00	12.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,473,217.21	1,524,282.00	3.5%
Certificated Pupil Support Salaries		1200	151,501.65	174,215.00	15.0%
Certificated Supervisors' and Administrators' Salaries		1300	281,029.08	269,597.00	-4.1%
Other Certificated Salaries		1900	8,013.96	6,197.00	-22.7%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
TOTAL, CERTIFICATED SALARIES			1,913,761.90	1,974,291.00	3.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	72,303.46	74,091.00	2.5%
Classified Support Salaries		2200	57,009.37	78,186.00	37.1%
Classified Supervisors' and Administrators' Salaries		2300	63,235.74	66,627.00	5.4%
Clerical, Technical and Office Salaries		2400	311,885.84	312,632.00	0.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			504,434.41	531,536.00	5.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	542,716.90	543,191.00	0.1%
PERS		3201-3202	132,281.47	136,534.00	3.2%
OASDI/Medicare/Alternative		3301-3302	33,972.81	33,363.00	-1.8%
Health and Welfare Benefits		3401-3402	336,353.58	354,226.00	5.3%
Unemployment Insurance		3501-3502	1,133.76	1,151.00	1.5%
Workers' Compensation		3601-3602	38,323.45	38,795.00	1.2%
OPEB, Allocated		3701-3702	96,392.34	97,806.00	1.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	810.13	800.00	-1.3%
TOTAL, EMPLOYEE BENEFITS			1,181,984.44	1,205,866.00	2.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	217,084.00	New
Books and Other Reference Materials		4200	0.00	2,763.00	New
Materials and Supplies		4300	164,681.22	437,793.00	165.8%
Noncapitalized Equipment		4400	115,311.79	234,749.00	103.6%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			279,993.01	892,389.00	218.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	8,029.39	23,847.00	197.0%
Dues and Memberships		5300	3,765.00	3,694.00	-1.9%
Insurance		5400-5499	0.00	13,665.00	New
Operations and Housekeeping Services		5500	181,147.05	260,315.00	43.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	287,561.30	312,834.00	8.8%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	232,270.82	202,182.00	-13.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	545,484.00	780,427.00	43.1%
Communications		5900	26,142.21	31,035.00	18.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,284,399.77	1,627,999.00	26.8%
CAPITAL OUTLAY					
Land		6100	72,070.00	36,150.00	-49.8%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	233,884.50	176,297.00	-24.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	7,986.25	127,462.00	1,496.0%
Equipment Replacement		6500	0.00	16,000.00	New
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			313,940.75	355,909.00	13.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	20,722.00	0.00	-100.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			20,722.00	0.00	-100.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	44,875.40	106,052.00	136.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			44,875.40	106,052.00	136.3%
TOTAL, EXPENDITURES			5,544,111.68	6,694,042.00	20.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,299,035.55	4,361,813.00	1.5%
2) Federal Revenue		8100-8299	278,490.00	928,223.00	233.3%
3) Other State Revenue		8300-8599	508,569.26	569,427.00	12.0%
4) Other Local Revenue		8600-8799	370,404.30	265,791.00	-28.2%
5) TOTAL, REVENUES			5,456,499.11	6,125,254.00	12.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,042,105.16	3,843,098.00	26.3%
2) Instruction - Related Services	2000-2999		901,820.43	927,980.00	2.9%
3) Pupil Services	3000-3999		367,996.09	420,910.00	14.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		124,264.37	234,191.00	88.5%
8) Plant Services	8000-8999		1,087,203.63	1,267,863.00	16.6%
9) Other Outgo	9000-9999	Except 7600-7699	20,722.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			5,544,111.68	6,694,042.00	20.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(87,612.57)	(568,788.00)	549.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(87,612.57)	(568,788.00)	549.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,216,610.35	6,128,997.78	-1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,216,610.35	6,128,997.78	-1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,216,610.35	6,128,997.78	-1.4%
2) Ending Balance, June 30 (E + F1e)			6,128,997.78	5,560,209.78	-9.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	665,393.20	573,582.20	-13.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,463,604.58	4,986,627.58	-8.7%
Assigned to Charter	0000	9780	*4,729,651.50*		
Assigned to Charter	1100	9780	*733,953.08*		
Assigned to Charter	0000	9780		*4,345,177.50*	
Assigned to Charter	1100	9780		*641,450.08*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
6019	Student Support and Professional Development Discretionary Block Grant	79,226.00	79,226.00
6300	Lottery: Instructional Materials	174,137.66	174,221.66
6500	Special Education	78,751.12	54,854.12
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	92,600.00	27,302.00
7435	Learning Recovery Emergency Block Grant	227,989.00	227,989.00
9010	Other Restricted Local	12,689.42	9,989.42
Total, Restricted Balance		665,393.20	573,582.20

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,347,733.00	7,347,733.00	0.0%
3) Other State Revenue		8300-8599	13,717,605.96	18,369,319.00	33.9%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			21,065,338.96	25,717,052.00	22.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	21,063,729.15	25,717,052.00	22.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			21,063,729.15	25,717,052.00	22.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,609.81	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,609.81	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,593.15	25,202.96	6.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,593.15	25,202.96	6.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,593.15	25,202.96	6.8%
2) Ending Balance, June 30 (E + F1e)			25,202.96	25,202.96	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,202.96	25,202.96	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	356,160.42		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	7,391,899.70		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			7,748,060.12		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	7,722,857.16		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			7,722,857.16		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			25,202.96		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	7,347,733.00	7,347,733.00	0.0%
TOTAL, FEDERAL REVENUE			7,347,733.00	7,347,733.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	13,502,047.85	18,105,927.00	34.1%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	215,558.11	263,392.00	22.2%
TOTAL, OTHER STATE REVENUE			13,717,605.96	18,369,319.00	33.9%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			21,065,338.96	25,717,052.00	22.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	2,527,441.82	2,587,641.00	2.4%
To County Offices		7212	5,035,849.29	5,023,484.00	-0.2%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	11,536,045.04	15,890,719.00	37.7%
To County Offices	6500	7222	1,964,393.00	2,215,208.00	12.8%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,063,729.15	25,717,052.00	22.1%
TOTAL, EXPENDITURES			21,063,729.15	25,717,052.00	22.1%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	7,347,733.00	7,347,733.00	0.0%
3) Other State Revenue		8300-8599	13,717,605.96	18,369,319.00	33.9%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			21,065,338.96	25,717,052.00	22.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	21,063,729.15	25,717,052.00	22.1%
10) TOTAL, EXPENDITURES			21,063,729.15	25,717,052.00	22.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,609.81	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,609.81	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	23,593.15	25,202.96	6.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			23,593.15	25,202.96	6.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			23,593.15	25,202.96	6.8%
2) Ending Balance, June 30 (E + F1e)			25,202.96	25,202.96	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,202.96	25,202.96	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
6500	Special Education	25,202.96	25,202.96
Total, Restricted Balance		25,202.96	25,202.96

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,898.40	279,421.00	-19.2%
3) Other State Revenue		8300-8599	5,589,535.86	5,586,227.00	-0.1%
4) Other Local Revenue		8600-8799	5,047.45	0.00	-100.0%
5) TOTAL, REVENUES			5,940,481.71	5,865,648.00	-1.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	800,700.19	846,884.00	5.8%
2) Classified Salaries		2000-2999	1,739,444.88	1,874,437.00	7.8%
3) Employee Benefits		3000-3999	1,187,053.43	1,252,819.00	5.5%
4) Books and Supplies		4000-4999	409,906.22	299,495.00	-26.9%
5) Services and Other Operating Expenditures		5000-5999	731,787.52	632,625.00	-13.6%
6) Capital Outlay		6000-6999	178,492.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	459,007.27	473,547.00	3.2%
9) TOTAL, EXPENDITURES			5,506,391.51	5,379,807.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			434,090.20	485,841.00	11.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			434,090.20	485,841.00	11.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	839,662.87	1,273,753.07	51.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			839,662.87	1,273,753.07	51.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			839,662.87	1,273,753.07	51.7%
2) Ending Balance, June 30 (E + F1e)			1,273,753.07	1,759,594.07	38.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,273,753.07	1,759,594.07	38.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,095,546.11		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	281,250.05		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,376,796.16		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	27,406.82		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	75,636.27		
6) TOTAL, LIABILITIES			103,043.09		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			1,273,753.07		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	345,898.40	279,421.00	-19.2%
TOTAL, FEDERAL REVENUE			345,898.40	279,421.00	-19.2%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	4,583,199.00	4,588,246.00	0.1%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,006,336.86	997,981.00	-0.8%
TOTAL, OTHER STATE REVENUE			5,589,535.86	5,586,227.00	-0.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	5,047.45	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,047.45	0.00	-100.0%
TOTAL, REVENUES			5,940,481.71	5,865,648.00	-1.3%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	612,213.97	636,743.00	4.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	188,486.22	210,141.00	11.5%
TOTAL, CERTIFICATED SALARIES			800,700.19	846,884.00	5.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,006,632.94	1,046,135.00	3.9%
Classified Support Salaries		2200	71,327.70	89,585.00	25.6%
Classified Supervisors' and Administrators' Salaries		2300	209,123.47	191,350.00	-8.5%
Clerical, Technical and Office Salaries		2400	117,443.92	178,278.00	51.8%
Other Classified Salaries		2900	334,916.85	369,089.00	10.2%
TOTAL, CLASSIFIED SALARIES			1,739,444.88	1,874,437.00	7.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	214,700.35	203,209.00	-5.4%
PERS		3201-3202	439,883.96	489,800.00	11.3%
OASDI/Medicare/Alternative		3301-3302	45,028.46	37,453.00	-16.8%
Health and Welfare Benefits		3401-3402	342,957.34	376,214.00	9.7%
Unemployment Insurance		3501-3502	1,229.09	1,260.00	2.5%
Workers' Compensation		3601-3602	41,547.69	42,525.00	2.4%
OPEB, Allocated		3701-3702	101,143.47	101,725.00	0.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	563.07	633.00	12.4%
TOTAL, EMPLOYEE BENEFITS			1,187,053.43	1,252,819.00	5.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	376,165.46	299,495.00	-20.4%
Noncapitalized Equipment		4400	33,740.76	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			409,906.22	299,495.00	-26.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	2,325.00	1,514.00	-34.9%
Travel and Conferences		5200	28,809.44	22,401.00	-22.2%
Dues and Memberships		5300	1,147.00	1,431.00	24.8%
Insurance		5400-5450	18,108.83	18,109.00	0.0%
Operations and Housekeeping Services		5500	69,912.19	90,970.00	30.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	152,288.55	137,837.00	-9.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	72,788.55	20,306.00	-72.1%
Professional/Consulting Services and Operating Expenditures		5800	380,394.02	333,582.00	-12.3%
Communications		5900	6,013.94	6,475.00	7.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			731,787.52	632,625.00	-13.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	154,677.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	23,815.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			178,492.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	459,007.27	473,547.00	3.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			459,007.27	473,547.00	3.2%
TOTAL, EXPENDITURES			5,506,391.51	5,379,807.00	-2.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,898.40	279,421.00	-19.2%
3) Other State Revenue		8300-8599	5,589,535.86	5,586,227.00	-0.1%
4) Other Local Revenue		8600-8799	5,047.45	0.00	-100.0%
5) TOTAL, REVENUES			5,940,481.71	5,865,648.00	-1.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,170,663.06	3,114,684.00	-1.8%
2) Instruction - Related Services	2000-2999		469,826.03	558,818.00	18.9%
3) Pupil Services	3000-3999		128,134.31	154,794.00	20.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		717,361.78	668,405.00	-6.8%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		459,007.27	473,547.00	3.2%
8) Plant Services	8000-8999		561,399.06	409,559.00	-27.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,506,391.51	5,379,807.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			434,090.20	485,841.00	11.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			434,090.20	485,841.00	11.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	839,662.87	1,273,753.07	51.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			839,662.87	1,273,753.07	51.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			839,662.87	1,273,753.07	51.7%
2) Ending Balance, June 30 (E + F1e)			1,273,753.07	1,759,594.07	38.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,273,753.07	1,759,594.07	38.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
6160	Child Care and Development Programs Administered by California Department of Social Services (State Funds)	107,368.18	156,884.18
7810	Other Restricted State	1,166,384.89	1,602,709.89
Total, Restricted Balance		1,273,753.07	1,759,594.07

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	82.74	53.00	-35.9%
5) TOTAL, REVENUES			82.74	53.00	-35.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			82.74	53.00	-35.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82.74	53.00	-35.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,116.50	2,199.24	3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,116.50	2,199.24	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,116.50	2,199.24	3.9%
2) Ending Balance, June 30 (E + F1e)			2,199.24	2,252.24	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	2,199.24	2,252.24	2.4%
Deferred Maintenance Committed	0000	9760	*2,199.24*		
Deferred Maintenance	0000	9760		*2,252.24*	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,199.24		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,199.24		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			2,199.24		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	82.74	53.00	-35.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			82.74	53.00	-35.9%
TOTAL, REVENUES			82.74	53.00	-35.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	82.74	53.00	-35.9%
5) TOTAL, REVENUES			82.74	53.00	-35.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			82.74	53.00	-35.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82.74	53.00	-35.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,116.50	2,199.24	3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,116.50	2,199.24	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,116.50	2,199.24	3.9%
2) Ending Balance, June 30 (E + F1e)			2,199.24	2,252.24	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	2,199.24	2,252.24	2.4%
Deferred Maintenance Committed	0000	9760	*2,199.24*		
Deferred Maintenance	0000	9760		*2,252.24*	
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	244,975.85	0.00	-100.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			244,975.85	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	193,047.05	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			193,047.05	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			51,928.80	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	51,928.80	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(51,928.80)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	851.31		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			851.31		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	851.31		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			851.31		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Forest Reserve Funds		8260	51,928.80	0.00	-100.0%
Pass-Through Revenues from					
Federal Sources		8287	193,047.05	0.00	-100.0%
TOTAL, FEDERAL REVENUE			244,975.85	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			244,975.85	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	193,047.05	0.00	-100.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			193,047.05	0.00	-100.0%
TOTAL, EXPENDITURES			193,047.05	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	51,928.80	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			51,928.80	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	244,975.85	0.00	-100.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			244,975.85	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	193,047.05	0.00	-100.0%
10) TOTAL, EXPENDITURES			193,047.05	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			51,928.80	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	51,928.80	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(51,928.80)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	14,686,734.12		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			14,686,734.12		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	14,685,618.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	1,116.12		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			14,686,734.12		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
Total, Other Financing Sources/Uses (a-b+e)			0.00	0.00	0.0%

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

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

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	356,103.78	190,144.00	-46.6%
5) TOTAL, REVENUES			356,103.78	190,144.00	-46.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			356,103.78	190,144.00	-46.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	1,500,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,500,000.00	1,500,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,856,103.78	1,690,144.00	-8.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,194,460.90	11,050,564.68	20.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,194,460.90	11,050,564.68	20.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,194,460.90	11,050,564.68	20.2%
2) Ending Balance, June 30 (E + F1e)			11,050,564.68	12,740,708.68	15.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	11,050,564.68	12,740,708.68	15.3%
Assigned for Post Employment Benefits	0000	9780	*11,050,564.68*		
Assigned for Post Employment Benefits	0000	9780		*12,740,708.68*	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11,050,564.68		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			11,050,564.68		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			11,050,564.68		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	356,103.78	190,144.00	-46.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			356,103.78	190,144.00	-46.6%
TOTAL, REVENUES			356,103.78	190,144.00	-46.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	1,500,000.00	1,500,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,500,000.00	1,500,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
Total, Other Financing Sources/Uses (a-b+e)			1,500,000.00	1,500,000.00	0.0%

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	356,103.78	190,144.00	-46.6%
5) TOTAL, REVENUES			356,103.78	190,144.00	-46.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			356,103.78	190,144.00	-46.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	1,500,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,500,000.00	1,500,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,856,103.78	1,690,144.00	-8.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,194,460.90	11,050,564.68	20.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,194,460.90	11,050,564.68	20.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,194,460.90	11,050,564.68	20.2%
2) Ending Balance, June 30 (E + F1e)			11,050,564.68	12,740,708.68	15.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	11,050,564.68	12,740,708.68	15.3%
Assigned for Post Employment Benefits	0000	9780	*11,050,564.68*		
Assigned for Post Employment Benefits	0000	9780		*12,740,708.68*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,483.82	1,593.00	-35.9%
5) TOTAL, REVENUES			2,483.82	1,593.00	-35.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,483.82	1,593.00	-35.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,483.82	1,593.00	-35.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	63,545.88	66,029.70	3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			63,545.88	66,029.70	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,545.88	66,029.70	3.9%
2) Ending Balance, June 30 (E + F1e)			66,029.70	67,622.70	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	66,029.70	67,622.70	2.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	66,029.70		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			66,029.70		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G10 + H2) - (I6 + J2)			66,029.70		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,483.82	1,593.00	-35.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,483.82	1,593.00	-35.9%
TOTAL, REVENUES			2,483.82	1,593.00	-35.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2025-26 Unaudited Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,483.82	1,593.00	-35.9%
5) TOTAL, REVENUES			2,483.82	1,593.00	-35.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			2,483.82	1,593.00	-35.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,483.82	1,593.00	-35.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	63,545.88	66,029.70	3.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			63,545.88	66,029.70	3.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,545.88	66,029.70	3.9%
2) Ending Balance, June 30 (E + F1e)			66,029.70	67,622.70	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	66,029.70	67,622.70	2.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Unaudited Actuals	2026-27 Budget
7710	State School Facilities Projects	66,029.70	67,622.70
Total, Restricted Balance		66,029.70	67,622.70

Description	2025-26 Unaudited Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Unaudited Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps	44.13	45.35	45.35	41.07	41.07	41.07
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00				
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	44.13	45.35	45.35	41.07	41.07	41.07
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	298.24	298.24	298.24	298.24	298.24	298.24
c. Special Education-NPS/LCI						
d. Special Education Extended Year	14.65	14.65	14.65	14.65	14.65	14.65
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	312.89	312.89	312.89	312.89	312.89	312.89
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	357.02	358.24	358.24	353.96	353.96	353.96
4. Adults in Correctional Facilities						
5. County Operations Grant ADA	29,855.85	29,855.85	29,855.85	29,926.04	29,926.04	29,926.04
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Unaudited Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.00
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	18.54	17.63	17.63	12.84	12.84	12.84
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	18.54	17.63	17.63	12.84	12.84	12.84
7. Charter School Funded County Program ADA						
a. County Community Schools	224.28	218.38	224.28	224.18	224.18	224.18
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	224.28	218.38	224.28	224.18	224.18	224.18
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	242.82	236.01	241.91	237.02	237.02	237.02
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	242.82	236.01	241.91	237.02	237.02	237.02

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	1,353,422.00		1,353,422.00	252,658.60		1,606,080.60
Work in Progress		2,400,058.00	2,400,058.00	2,929,160.00	230,841.00	5,098,377.00
Total capital assets not being depreciated	1,353,422.00	2,400,058.00	3,753,480.00	3,181,818.60	230,841.00	6,704,457.60
Capital assets being depreciated:						
Land Improvements	994,803.00		994,803.00	410,296.00		1,405,099.00
Buildings	54,935,846.43	(1,864,339.43)	53,071,507.00	1,701,734.21		54,773,241.21
Equipment	5,179,108.07	(70,251.07)	5,108,857.00	315,584.06	79,788.00	5,344,653.06
Total capital assets being depreciated	61,109,757.50	(1,934,590.50)	59,175,167.00	2,427,614.27	79,788.00	61,522,993.27
Accumulated Depreciation for:						
Land Improvements	(634,085.48)	1,728.48	(632,357.00)	(47,435.61)		(679,792.61)
Buildings	(13,987,970.92)	(2,475,913.08)	(16,463,884.00)	(1,435,605.86)		(17,899,489.86)
Equipment	(4,399,848.19)	62,491.19	(4,337,357.00)	(227,959.39)	(79,788.00)	(4,485,528.39)
Total accumulated depreciation	(19,021,904.59)	(2,411,693.41)	(21,433,598.00)	(1,711,000.86)	(79,788.00)	(23,064,810.86)
Total capital assets being depreciated, net excluding lease and subscription assets	42,087,852.91	(4,346,283.91)	37,741,569.00	716,613.41	0.00	38,458,182.41
Lease Assets	71,564.00	108,290.00	179,854.00	0.00		179,854.00
Accumulated amortization for lease assets		(108,290.00)	(108,290.00)	(36,053.00)		(144,343.00)
Total lease assets, net	71,564.00	0.00	71,564.00	(36,053.00)	0.00	35,511.00
Subscription Assets	5,435,525.00	151,013.00	5,586,538.00	821,262.24		6,407,800.24
Accumulated amortization for subscription assets		(1,188,530.00)	(1,188,530.00)	(1,344,599.11)		(2,533,129.11)
Total subscription assets, net	5,435,525.00	(1,037,517.00)	4,398,008.00	(523,336.87)	0.00	3,874,671.13
Governmental activity capital assets, net	48,948,363.91	(2,983,742.91)	45,964,621.00	3,339,042.14	230,841.00	49,072,822.14
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	17,564,210.00	0.00	17,564,210.00		733,540.00	16,830,670.00	
Leases Payable	78,287.00	(2,705.00)	75,582.00		39,798.00	35,784.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	50,450,595.00	(1,944,000.00)	48,506,595.00		1,366,574.00	47,140,021.00	
Total/Net OPEB Liability	14,574,596.00	(604,343.00)	13,970,253.00	1,649,503.00		15,619,756.00	
Compensated Absences Payable	235,048.66	(.66)	235,048.00		11,030.96	224,017.04	
Subscription Liability	5,435,525.00	(949,152.00)	4,486,373.00	821,262.00	1,517,494.00	3,790,141.00	
Governmental activities long-term liabilities	88,338,261.66	(3,500,200.66)	84,838,061.00	2,470,765.00	3,668,436.96	83,640,389.04	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2025-26 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	64,674,022.83
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	7,287,214.94
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	467,502.16
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	5,140,471.30
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	2,591,776.77
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,500,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	218.20
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	8,428,501.38
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				18,128,469.81
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				39,258,338.08

Section II - Expenditures Per ADA	2025-26 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)	281.36
B. Expenditures per ADA (Line I.E divided by Line II.A)	139,530.63

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	36,358,427.76	128,538.60
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	36,358,427.76	128,538.60
B. Required effort (Line A.2 times 90%)	32,722,584.98	115,684.74
C. Current year expenditures (Line I.E and Line II.B)	39,258,338.08	139,530.63
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA	**2024-25 Actual**			**2025-26 Actual**		
Actual Appropriations Limit and Gann ADA are from COE's prior year Gann data reported to the CDE. LCFF data are from the prior year Annual County LCFF Calculation funding exhibit.						
PRIOR YEAR APPROPRIATIONS LIMIT						
1. Program Portion of Prior Year Appropriations Limit (A3 times [A6 divided by (A6 plus A7)], not to exceed A6) Excess is added to Other Services portion.	1,354,049.00		1,354,049.00			1,354,049.00
2. Other Services Portion of Prior Year Appropriations Limit (A3 minus A1)	12,478,625.59		12,478,625.59			14,123,472.69
3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D16, PY column)	13,832,674.59		13,832,674.59			15,477,521.69
PRIOR YEAR GANN ADA						
4. Program ADA (Preload/Line B3, PY column)	66.75		66.75			62.98
5. Other ADA (Preload/Line B4, PY column)	28,088.66		28,088.66			29,855.85
PRIOR YEAR LCFF						
6. LCFF Alternative Education Grant (Preload/Line A28, Alternative Education Grant, prior year Annual County LCFF Calculation)	1,354,049.00		1,354,049.00			1,354,049.00
7. LCFF Operations Grant, (Preload/Line A1, Operations Grant, prior year Annual County LCFF Calculation)	7,342,957.00		7,342,957.00			7,342,957.00
ADJUSTMENTS TO PRIOR YEAR LIMIT AND ADA	**Adjustments to 2024-25**			**Adjustments to 2025-26**		
ADJUSTMENTS TO PRIOR YEAR LIMIT						
8. Reorganizations and Other Transfers			0.00			0.00
9. Temporary Voter Approved Increases			0.00			0.00
10. Less: Lapses of Voter Approved Increases			0.00			0.00
11. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A8 plus A9 minus A10)			0.00			0.00
12. Adjustments to Program Portion ([Lines A1 divided by A3] times Line A11)	0.00		0.00	0.00		0.00
13. Adjustments to Other Services Portion (Lines A11 minus A12)			0.00			0.00
ADJUSTMENTS TO PRIOR YEAR ADA (Only for reorganizations and other transfers, and only if adjustments to the appropriations limit amounts are entered in Line A8 or A12 above)						
14. Adjustments to Program ADA			0.00			0.00
15. Adjustments to Other ADA			0.00			0.00

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
B. CURRENT YEAR GANN ADA						
CURRENT YEAR PROGRAM ADA	2025-26 Annual Report			2026-27 Annual Estimate		
Unaudited actuals data should tie to Principal Apportionment Data Collection attendance reports and include ADA for charter schools reporting with the COE						
1. Total County Program ADA (Form A, Line B1d)	45.35		45.35	41.07		41.07
2. Total Charter Schools ADA (Form A, Line C2d plus C6d)	17.63		17.63	12.84		12.84
3. Total Current Year ADA (Lines B1 through B2)	62.98	0.00	62.98	53.91	0.00	53.91
	2025-26 P2 Report			2026-27 P2 Estimate		
CURRENT YEAR DISTRICT ADA						
4. Total District Gann ADA (Sum of all District Form GANN, Line B3)			29,855.85			29,926.04
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE	2025-26 Actual			2026-27 Budget		
AID RECEIVED						
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	73,469.39		73,469.39	73,025.00	0.00	73,025.00
2. Timber Yield Tax (Object 8022)	38.93		38.93	115.00	0.00	115.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	33,212.93		33,212.93	0.00	0.00	0.00
4. Secured Roll Taxes (Object 8041)	12,306,016.45		12,306,016.45	12,368,293.00	0.00	12,368,293.00
5. Unsecured Roll Taxes (Object 8042)	670,766.71		670,766.71	674,163.00	0.00	674,163.00
6. Prior Years' Taxes (Object 8043)	26,688.35		26,688.35	40,159.00	0.00	40,159.00
7. Supplemental Taxes (Object 8044)	300,169.13		300,169.13	365,365.00	0.00	365,365.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00	0.00	0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	8,540.07		8,540.07	0.00	0.00	0.00
10. Receipts from County Bd. of Supervisors (Object 8070)	0.00		0.00	0.00	0.00	0.00
11. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00	0.00	0.00
12. Comm. Redevelopment Funds (Objects 8047 & 8625)	1,003,307.34		1,003,307.34	732,635.00	0.00	732,635.00
13. Parcel Taxes (Object 8621)	0.00		0.00	0.00	0.00	0.00
14. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
15. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00	0.00	0.00
16. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
17. TOTAL TAXES AND SUBVENTIONS						

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
(Lines C1 through C16)	14,422,209.30	0.00	14,422,209.30	14,253,755.00	0.00	14,253,755.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
18. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)						
19. TOTAL LOCAL PROCEEDS OF TAXES (Lines C17 plus C18)	14,422,209.30	0.00	14,422,209.30	14,253,755.00	0.00	14,253,755.00
EXCLUDED APPROPRIATIONS						
20a. Medicare (Enter federally mandated amounts only from objs. 3301 and 3302; do not include negotiated amounts)			446,323.08			488,668.00
20b. Qualified Capital Outlay Projects			0.00			0.00
OTHER EXCLUSIONS						
21. Americans with Disabilities Act			0.00			0.00
22. Unreimbursed Court Mandated Desegregation Costs			0.00			0.00
23. Other Unfunded Court-ordered or Federal Mandates			0.00			0.00
24. TOTAL EXCLUSIONS (Lines C20 through C23)			446,323.08			488,668.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
25. LCFF - CY (objects 8011 and 8012)	9,577,076.00		9,577,076.00	9,612,988.00	0.00	9,612,988.00
26. LCFF State Aid - Prior Years (Object 8019)	(2,609.00)		(2,609.00)	0.00	0.00	0.00
27. TOTAL STATE AID RECEIVED (Line C25 plus C26)	9,574,467.00	0.00	9,574,467.00	9,612,988.00	0.00	9,612,988.00
DATA FOR INTEREST CALCULATION						
28. Total Revenues (Funds 01, 09 & 62, objects 8000-8799)	71,169,830.13		71,169,830.13	78,832,569.00	0.00	78,832,569.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62, objects 8660 and 8662)	2,960,606.71		2,960,606.71	1,122,260.00	0.00	1,122,260.00
D. APPROPRIATIONS LIMIT CALCULATIONS	**2025-26 Actual**			**2026-27 Budget**		
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A12)			1,354,049.00			1,354,049.00
2. Inflation Adjustment			1.0644			1.0495
3. Program Population Adjustment (Lines B3 divided by [A4 plus A14]) (Round to four decimal places)			0.9435			0.8560
4. PRELIMINARY PROGRAM LIMIT (Lines D1 times D2 times D3)			1,359,819.14			1,216,439.71

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
5. Revised Prior Year Other Services Limit (Lines A2 plus A13)			12,478,625.59			14,123,472.69
6. Inflation Adjustment			1.0644			1.0495
7. Other Services Population Adj. (Lines B4 divided by [A5 plus A15]) (Round to four decimal places)			1.0629			1.0024
8. PRELIMINARY OTHER SERVICES LIMIT (Lines D5 times D6 times D7)			14,117,702.55			14,858,158.79
9. PRELIMINARY TOTAL APPROPRIATIONS LIMIT (Lines D4 plus D8)			15,477,521.69			16,074,598.50
APPROPRIATIONS SUBJECT TO THE LIMIT						
10. Local Revenues Excluding Interest (Line C19)			14,422,209.30			14,253,755.00
11. Preliminary State Aid Calculation						
a. Maximum State Aid in Local Limit (Lesser of Line C27 or [Lines D9 minus D10 plus C24]; if negative, then zero)			1,501,635.47			2,309,511.50
12. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Lines C29 divided by [C28 minus C29] times [D10 plus D11a])			691,171.07			239,199.81
b. Total Local Proceeds of Taxes (Lines D10 plus D12a)			15,113,380.37			14,492,954.81
13. State Aid in Proceeds of Taxes (lesser of Line D11a or [Lines D9 minus D12b plus C24]; if negative, then zero)			810,464.40			2,070,311.69
14. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D12b)			15,113,380.37			
b. State Subventions (Line D13)			810,464.40			
c. Less: Excluded Appropriations (Line C24)			446,323.08			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D14a plus D14b minus D14c)			15,477,521.69			
15 Adjustments to the Limit Per Government Code Section 7902.1 (Line D14d minus D9)			0.00			
SUMMARY	**2025-26 Actual**			**2026-27 Budget**		
16 Adjusted Appropriations Limit (Lines D9 plus D15)			15,477,521.69			16,074,598.50

	2025-26 Calculations			2026-27 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
17 Appropriations Subject to the Limit (Line D14d)			15,477,521.69			

* Please provide below an explanation for each entry in the adjustments column.

Adjustments were entered for 26-27 Revenue that did not extract.

Marisol Verduzco	mverduzco@mcsos.org	559-662-6229
Gann Contact Person	Contact Email Address	Contact Phone Number

Part I - General Administrative Share of Plant Services Costs

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 3,657,576.54
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 38,816,335.95

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 9.42%

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

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

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 3,042,557.99
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 1,653,776.50

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	42,908.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	338,216.15
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	50,556.76
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	5,128,015.40
9. Carry-Forward Adjustment (Part IV, Line F)	66,978.94
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	5,194,994.34
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	22,692,047.02
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	9,972,766.07
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	7,230,731.75
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	7,881.87
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	658,878.58
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	22,282.93
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	880,566.76
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,882,893.79
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals	
except 0000 and 9000, objects 1000-5999)	684,972.40
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	3,252,188.85
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	954,242.84
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	4,849,806.16
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	53,089,259.02
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	9.66%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	9.79%

Part IV - Carry-forward Adjustment

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

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

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

A. Indirect costs incurred in the current year (Part III, Line A8)	5,128,015.40
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	62,077.03
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.65%) times Part III, Line B19); zero if negative	66,978.94
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.65%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.67%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	66,978.94
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	66,978.94

Approved indirect cost rate: 9.65%

Highest rate used in any program: 9.67%

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

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	297,965.11	28,753.89	9.65%
01	3025	172,499.06	16,645.94	9.65%
01	3183	61,109.07	5,897.93	9.65%
01	3310	4,156,658.46	401,117.54	9.65%
01	3315	144,031.92	13,899.08	9.65%
01	3327	348,123.12	33,593.88	9.65%
01	3345	230.00	22.20	9.65%
01	3385	32,821.71	3,167.29	9.65%
01	3395	17,614.48	1,699.29	9.65%
01	4035	21,694.00	2,093.00	9.65%
01	4037	1,083,600.03	104,567.40	9.65%
01	4127	26,807.82	2,587.18	9.65%
01	5630	58,973.59	5,690.95	9.65%
01	6018	90,393.87	8,723.41	9.65%
01	6019	150.00	14.48	9.65%
01	6266	221,461.78	12,905.22	5.83%
01	6332	350,303.26	33,804.26	9.65%
01	6333	258,402.68	24,935.85	9.65%
01	6500	18,179,098.43	1,718,978.36	9.46%
01	6510	1,280,015.83	123,521.53	9.65%
01	6515	11,157.06	1,076.94	9.65%
01	6520	36,293.69	3,502.60	9.65%
01	6546	1,627,623.00	157,065.62	9.65%
01	6680	30,867.14	2,978.68	9.65%
01	6685	30,744.44	2,966.83	9.65%
01	6762	96,755.00	9,336.00	9.65%
01	6770	93,008.64	930.36	1.00%
01	7366	260,527.63	25,140.91	9.65%
01	7413	47,868.00	4,619.00	9.65%
01	7810	362,180.09	34,950.38	9.65%
01	8150	422,910.00	40,811.00	9.65%
01	9010	5,183,558.55	491,448.93	9.48%
09	3182	251,908.20	24,308.80	9.65%
09	4035	2,072.65	200.35	9.67%
09	6266	88,708.37	8,560.51	9.65%
09	6387	57,090.61	5,509.23	9.65%

09	6762	15,963.36	1,540.00	9.65%
09	6770	33,503.40	334.60	1.00%
09	7412	4,329.00	418.00	9.66%
09	7413	40,947.84	3,952.16	9.65%
09	7810	536.25	51.75	9.65%
12	5035	205,075.60	19,789.80	9.65%
12	5055	110,381.21	10,651.79	9.65%
12	6052	6,839.95	660.05	9.65%
12	6054	111,207.20	10,731.49	9.65%
12	6105	4,019,543.54	387,885.91	9.65%
12	6123	5,808.64	560.53	9.65%
12	6127	271,228.46	26,173.54	9.65%
12	7810	26,467.95	2,554.16	9.65%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	1,402,520.31		269,715.98	1,672,236.29
2. State Lottery Revenue	8560	115,098.94		50,943.72	166,042.66
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		1,517,619.25	0.00	320,659.70	1,838,278.95
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	32,075.89		0.00	32,075.89
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			1,484.50	1,484.50
6. Capital Outlay	6000-6999	119,041.12		0.00	119,041.12
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		151,117.01	0.00	1,484.50	152,601.51
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	1,366,502.24	0.00	319,175.20	1,685,677.44

D. COMMENTS:

On-line instructional materials were purchased from McGraw-Hill and RethinkAutism

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

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

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	33,460.70	568,160.54	601,621.24	63,107.59		664,728.83
1110	Regular Education, K–12	4,555,427.50	0.00	4,555,427.50	477,845.62		5,033,273.12
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3500	County Community Schools	22,462.15	0.00	22,462.15	2,356.19		24,818.34
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3600	Juvenile Courts	1,583,187.38	110,292.76	1,693,480.14	177,639.10		1,871,119.24
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	517,313.11	48,504.80	565,817.91	59,351.97		625,169.88
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
4900	Other Supplemental Education	60,523.95	0.00	60,523.95	6,348.71		66,872.66
5000-5999	Special Education	32,647,908.87	2,103,840.10	34,751,748.97	3,645,315.59		38,397,064.56
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	199.00	0.00	199.00	20.87		219.87
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	411,687.31	0.00	411,687.31	43,184.31		454,871.62
8500	Child Care and Development Services	169,921.22	0.00	169,921.22	17,824.04		187,745.26
8600	County Services to Districts	7,283,244.36	0.00	7,283,244.36	763,982.39		8,047,226.75
Other Costs							
—-	Food Services					13,284.58	13,284.58
—-	Enterprise					32,176.42	32,176.42
—-	Facilities Acquisition & Construction					4,872,431.26	4,872,431.26
—-	Other Outgo					4,112,498.77	4,112,498.77
Other Funds —	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		198,250.39	198,250.39	531,278.55		729,528.94
—	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(459,007.27)		(459,007.27)
—-	**Total County School Service and Charter Schools Funds Expenditures**	47,285,335.55	3,029,048.59	50,314,384.14	5,329,247.66	9,030,391.03	64,674,022.83

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	33,460.70	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	33,460.70
1110	Regular Education, K–12	2,654,403.98	703,471.40	0.00	114,734.61	428,169.14	0.00	0.00			438,865.13	215,783.24	4,555,427.50
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3500	County Community Schools	806.50	21,655.65	0.00	0.00	0.00	0.00	0.00			0.00	0.00	22,462.15
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3600	Juvenile Courts	1,275,599.88	123,982.16	0.00	20,708.34	159,327.77	0.00	0.00			3,569.23	0.00	1,583,187.38
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	358,876.02	32,536.91	0.00	0.00	0.00	0.00	0.00			71,187.98	54,712.20	517,313.11
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4900	Other Supplemental Education	0.00	52,642.08	0.00	0.00	0.00	0.00	7,881.87			0.00	0.00	60,523.95
5000-5999	Special Education	18,656,666.58	4,652,907.63	0.00	0.00	4,744,274.24	2,641,874.11	0.00			1,511,065.91	441,120.40	32,647,908.87
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	0.00	199.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	199.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		1,154.38	0.00	0.00	0.00	0.00		391,285.52	0.00	6,978.81	12,268.60	411,687.31
8500	Child Care and Development Services	29,642.03	0.00	0.00	0.00	0.00	0.00		130,279.19	0.00	10,000.00	0.00	169,921.22
8600	County Services to Districts		3,936,832.95	212,948.26	0.00	275,501.56	0.00			2,847,383.51	0.00	10,578.08	7,283,244.36
Total Direct Charged Costs		23,009,455.69	9,525,382.16	212,948.26	135,442.95	5,607,272.71	2,641,874.11	7,881.87	521,564.71	2,847,383.51	2,041,667.06	734,462.52	47,285,335.55

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	182,820.63	385,339.91	0.00	568,160.54
1110	Regular Education, K–12	0.00	0.00	0.00	0.00
3100	Alternative Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3600	Juvenile Courts	34,735.92	75,556.84	0.00	110,292.76
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	18,282.06	30,222.74	0.00	48,504.80
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	786,128.73	1,317,711.37	0.00	2,103,840.10
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
8600	County Services to Districts	0.00	0.00	0.00	0.00
Other Funds					
--	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
--	Child Development (Fund 12)	73,128.26	125,122.13	0.00	198,250.39
--	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
Total Allocated Support Costs		1,095,095.60	1,933,952.99	0.00	3,029,048.59

A.	**Central Administration Costs in County School Service and Charter Schools Funds**	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	587,568.84
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	42,908.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	3,053,164.61
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	2,104,613.48
5	Total Central Administration Costs in County School Service and Charter Schools Funds	5,788,254.93
B.	**Direct Charged and Allocated Costs in County School Service and Charter Schools Funds**	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	47,285,335.55
2	Total Allocated Costs (from Form PCR, Column 2, Total)	3,029,048.59
3	Total Direct Charged and Allocated Costs in County School Service and Charter Schools Funds	50,314,384.14
C.	**Direct Charged Costs in Other Funds**	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	4,866,567.24
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	4,866,567.24
D.	**Total Direct Charged and Allocated Costs (B3 + C5)**	55,180,951.38
E.	**Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)**	10.49%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400-6920)	13,284.58				13,284.58
Enterprise (Objects 1000-5999, 6400-6920)		32,176.42			32,176.42
Facilities Acquisition & Construction (Objects 1000-6700)			4,872,431.26		4,872,431.26
Other Outgo (Objects 1000 - 7999)				4,112,498.77	4,112,498.77
Total Other Costs	13,284.58	32,176.42	4,872,431.26	4,112,498.77	9,030,391.03

		Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
		Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)		139,649.33	143,733.74	0.00	811,712.53	1,663,615.91	270,337.08	0.00
B. Enter Allocation Factor(s) by Goal:		FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
(Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)								
Instructional Goals	**Description**							
0001	Pre-Kindergarten	20.00	20.00	20.00	20.00	25.50	25.50	
1110	Regular Education, K–12							
3100	Alternative Schools							
3300	Independent Study Centers							
3400	Opportunity Schools							
3500	County Community Schools							
3550	Community Day Schools							
3600	Juvenile Courts	3.80	3.80	3.80	3.80	5.00	5.00	
3700	Specialized Secondary Programs							
3800	Career Technical Education	2.00	2.00	2.00	2.00	2.00	2.00	
4110	Regular Education, Adult							
4620	Adult Correctional Education							
4630	Adult Career Technical Education							
4760	Bilingual							
4850	Migrant Education							
4900	Other Supplemental Education							
5000-5999	Special Education (allocated to 5001)	86.00	86.00	86.00	86.00	87.20	87.20	
6000	ROC/P							
Other Goals	**Description**							
7110	Nonagency - Educational							
7150	Nonagency - Other							
8100	Community Services							
8500	Child Care and Development Services							
8600	County Services to Districts							
Other Funds	**Description**							
- -	Adult Education (Fund 11)							
- -	Child Development (Fund 12)	8.00	8.00	8.00	8.00	8.28	8.28	
- -	Cafeteria (Funds 13 & 61)							

	Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
	Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
C. Total Allocation Factors	119.80	119.80	119.80	119.80	127.98	127.98	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	(305,059.37)	0.00	(503,882.67)				
Other Sources/Uses Detail					51,928.80	1,500,000.00		
Fund Reconciliation							63,260.43	539,982.60
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	232,270.82	0.00	44,875.40	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							539,982.60	61,293.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	72,788.55	0.00	459,007.27	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	51,928.80		
Fund Reconciliation							0.00	851.31
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	1,116.12
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					1,500,000.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In	Interfund Transfers Out	Due From Other Funds	Due To Other Funds
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	8900-8929	7600-7629	9310	9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	305,059.37	(305,059.37)	503,882.67	(503,882.67)	1,551,928.80	1,551,928.80	603,243.03	603,243.03

Unaudited Actuals
Budget 2026-27
Technical Review Checks
Phase - All
Display - Exceptions Only

Madera County Superintendent of Schools **Madera County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EFB-POSITIVE - (**Warning**) **-** Ending balance (Object 979Z) is negative for the following resources. Please explain the cause of the negative balances and your plan to resolve them. **Exception**

FUND	RESOURCE	NEG. EFB
01	6510	($37,865.00)
Explanation: Budget has been updated and unposted Budget Entry was removed.		
Total of negative resource balances for Fund 01		($37,865.00)

OBJ-POSITIVE - (**Warning**) **-** The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	6510	9790	($37,865.00)
Explanation: Budget has been updated and unposted Budget Entry was removed.			

SACS Web System - SACS V16
10/6/2026 2:35:18 PM 20-10207-0000000

Unaudited Actuals
Unaudited Actuals 2025-26
Technical Review Checks
Phase - All
Display - Exceptions Only

Madera County Superintendent of Schools **Madera County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EXP-POSITIVE - (**Warning**) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) **Exception**

FUND	RESOURCE	FUNCTION	VALUE
01	0000	3140	($89,213.28)

Explanation: Nurse costs were overcharged to programs and will be adjusted by reduced rates in 2026-27

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	6333	8590	($107,031.58)

Explanation: Prior Year AR was cleared. Will not be received.

01	6500	8699	($7,226.80)

Explanation: Prior Year AR was cleared. Will not be received.

REV-POSITIVE - (**Warning**) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: **Exception**

FUND	RESOURCE	VALUE
01	6333	($107,031.58)

Explanation: Prior year AR was cleared. It will not be received.

SUPPLEMENTAL CHECKS

IC-EXCEEDS-LEA-RATE - (**Warning**) - The indirect cost rate used in one or more programs (Form ICR, Exhibit A - Rate Used) exceeds the LEA's approved indirect cost rate. Please review your records and make any necessary corrections. **Exception**

Explanation: Rounding - due to small amounts in programs being charged

IC-PCT - (Warning) - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate.

Exception

Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C is	$9.66 %

Explanation: County Office Indirect typically runs around 9 1/2 %

Tricia Protzman
Superintendent of Schools

Agenda Item 5.4

Board of Education Action Item
October 13, 2026

Topic:
Consideration Approval of Proposition 28, Arts and Music Grant Plans

5.4.1 Gould Educational Center Plan
5.4.2 Early Childhood Education Plan

Background:
An "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the Arts and Music in Schools (AMS) education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses.

Financial Impact:
- Gould Educational Center: $72,932.00
- Early Education Center: $42,282.00

Resource:
Jessica Drake, Executive Director, Student Programs and Services
Jacklyn Jones, Director, Early Learning Programs

Grant	Grant Amount
2026-2027 Arts and Music (Prop. 28 Funding)	2025-2026 Allocation amount is $72,932.00

Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone
Gould Educational Center	Jessica Drake, Executive Director, Student Programs & Services	jdrake@mcsos.org (559)662-4669

Description of Source: Proposition 28—Arts and Music in Schools

An arts education program includes, but is not limited to, instruction and training, supplies, materials, and arts educational partnership programs that support instruction in dance, media arts, music, theatre, and visual arts. These programs may include folk art, painting, sculpture, photography, craft arts, creative expression, graphic arts and design, computer coding, animation, music composition, ensembles, scriptwriting, costume design, film, and video.

The legislation allocates 1 percent of the kindergarten through grade twelve (K–12) portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the Arts and Music in Schools (AMS) education program. Local educational agencies (LEAs) with 500 or more students are required to expend at least 80 percent of AMS funds to employ certificated or classified employees to provide arts education instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of the funds received used for LEA administrative expenses.

Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP

The Madera County Superintendent of Schools (MCSOS) provides special education services through regionalized programs for identified students with special needs throughout Madera County. Students ages three through twenty-two with severe disabilities or significant emotional and behavioral needs, as well as students who are deaf or hard of hearing, are served in regionalized Special Day Classes (SDCs). These classes are located at various sites, including general education campuses and Gould Educational Center, a center-based educational site. Curriculum and instruction focus on students' individual needs, with an emphasis on functional life skills aligned with adopted standards. Achievement for the majority of students is measured through the California Alternate Assessment (CAA), attainment of individual goals and objectives, progress in a curriculum specifically developed for students with significant disabilities, and the Student Annual Needs Determination Inventory (SANDI). Students often receive additional designated instructional or related services, such as speech and language therapy, occupational therapy, services for students who are deaf or hard of hearing, services for students with visual impairments, including Braille transcription, orientation and mobility services, specialized health care, behavioral intervention services, and adapted physical education. All staff are committed to helping students reach their full potential.

Gould Educational Center will use Proposition 28 funds to supplement students' educational experiences through the following arts and music opportunities:

1. Classroom instruction through the Madera Arts Council: Partner with the local Madera Arts Council to provide classroom-based arts instruction. Funds will cover artists' instructional and preparation time. Artists will visit classrooms and engage students in grade-level-appropriate art activities adapted to their individual needs.
2. Art museum field trips: Provide field trips to art museums, such as the Fresno Art Museum. Funds will cover transportation, admission fees, and additional costs for museum art activities and extended time in the galleries.
3. Music and dance assemblies: Bring music and dance assemblies to students. Students from integrated school sites will be transported to the Madera County Superintendent of Schools building to attend the assemblies. Afterward, students will participate in related art or music activities at their school sites. Funds will cover assembly costs, student transportation, and necessary supplies. These opportunities will allow students to engage with peers of similar ages in activities that incorporate music and movement, musical instruments, and visual arts.
4. Classroom arts instruction and professional development: Purchase art and music supplies and provide teacher professional development to support teacher-led arts instruction. Classes will be encouraged to submit student artwork to the Madera County ArtsFest in May.
5. Art therapy bins: Art therapy bins have been created for each classroom serving students with emotional disabilities. The bins contain instructional materials to help teachers plan and present lessons, along with the supplies needed for those lessons. Future funds will be used to replenish the art supplies in the bins.
6. Dramatic play with puppets: Purchase puppets and related materials to engage students in dramatic play, storytelling, and theatre activities. Puppet activities provide opportunities for students to practice communication, express emotions, explore different perspectives, and interact with peers. Teachers can adapt these activities to support students' individual communication, social, and developmental needs.
7. Musical instruments: Purchase musical instruments to provide accessible opportunities for students to explore sound, rhythm, and music-making. Activities may include playing instruments, following rhythmic patterns, and participating in group music experiences. These activities support creative expression, coordination, listening skills, turn-taking, and collaboration and can be adapted to accommodate students' individual abilities.
8. Arts and music during recess and outdoor learning: Purchase supplies to extend arts and music activities into recess and outdoor learning spaces. Providing opportunities for outdoor art-making, musical exploration, and music and movement gives students additional ways to engage in creative expression and connect with peers. These activities encourage active participation, social interaction, and exploration while making arts and music accessible beyond the classroom.
9. Art cart at Gould Educational Center: Purchase and maintain a mobile art cart filled with supplies that teachers can check out and wheel into classrooms for art lessons and activities. The cart will provide convenient, shared access to a variety of materials, helping teachers

offer creative activities that meet students' individual needs. Funds will be used to purchase the cart and stock and replenish its art materials.

Arts and music education plays a crucial role in supporting all students' development. Providing these opportunities to students in regionalized MCSOS classrooms enriches their educational experiences and expands access to creative expression. These activities also support instruction aligned with the California Arts Standards in dance, media arts, music, theatre, and visual arts for prekindergarten through grade twelve.

EXPENDITURE PLAN

The following table provides the LEA's expenditure plan for how it will use Prop 28 – Arts and Music funds to support the supplemental instruction and support strategies being implemented by the LEA.

Gould Educational Center	
Supplemental Instruction and Support Strategies	**Planned Expenditures**
Artist Labor/Prep	$15,000.00
Visual Arts Student Field Trip: California Arts Academy (Fresno): Tickets ($15 each) and Transportation to Fresno	$5,000.00
Assemblies and related activities	$15,000.00
Art Therapy Bins for ED Classes	$5,000.00
Art and Music Supplies and Teacher Professional Development	$20,000.00
Dramatic Play Puppets & Puppet Making Supplies	$4,000.00
Outdoor Art & Music Materials	$5,000.00
Art Cart at Gould	$3,932.00
Total	**$72,932.00**

029 Grant	Grant Amount
2026-2027 Arts and Music (Prop. 28 Funding)	2026-2027 Allocation amount is $42,282.00

Local Education Agency (LEA) Name	Contact Name and Title	Email and Phone
Madera County Superintendent of Schools	Jacklyn Jones, Director, Early Learning Programs	jjones@mcsos.org 559-662-3821

Description of Source: Proposition 28—Arts and Music in Schools

An Arts Education Program, as defined under Proposition 28, encompasses a wide range of instructional and support activities designed to provide comprehensive arts learning experiences. This includes, but is not limited to, direct instruction and training, acquisition of supplies and materials, and collaboration with arts education partners. Instruction may cover disciplines such as dance, media arts, music, theatre, and visual arts, including folk art, painting, sculpture, photography, craft arts, and creative expression. Programs may also include graphic arts and design, computer coding, animation, music composition, ensemble performance, scriptwriting, costume design, film, and video production.

Under Proposition 28, funding is allocated based on 1 percent of the K–12 portion of the Proposition 98 funding guarantee from the prior fiscal year, excluding amounts appropriated for the AMS (Arts, Music, and School) education program.

Local Educational Agencies (LEAs) with 500 or more students are required to allocate at least 80 percent of the received AMS funds toward employing certificated or classified staff to deliver arts education instruction. The remaining funds may be used for professional development, instructional materials and supplies, and partnerships with arts organizations. Importantly, no more than 1 percent of the total funds received may be used for administrative costs.

Use of funds for school year 2026-2027 can include the additional usage of 2025-2026 allocation also of $32,337.00

Describe how the planned and described services, associated expenditures, supplement services in each respective LCAP

MCSOS Early Learning Programs offer high-quality preschool and childcare services to low-income, working families throughout Madera County. Children are immersed in enriching learning environments that foster academic growth, creativity, and social-emotional development, laying a strong foundation for success in kindergarten and beyond.

In addition to early intervention and social-emotional support for children, our programs provide stable, low-cost or no-cost childcare options that enable families to maintain employment or pursue further education.

Our mission is to support the whole child, which includes strengthening and empowering their family unit to ensure long-term success.

The Early Education Center will utilize the Prop 28 funds through two opportunities:

1. Continue providing inclusive social groups for children ages 2 to 4 in an early learning environment that fosters creativity, social interaction, and hands-on art exploration. These groups are designed to include both general education and special education preschoolers, along with their parents, creating a supportive and engaging space for all participants. Led by a team of qualified Early Learning Teachers, Early Learning Special Education Teachers, and ECE Instructional Assistants, children will participate in a wide variety of art-based activities. These include painting, collage, clay work, playdough making, music and movement, instrument play, photography, and dramatic play—all tailored to encourage self-expression, collaboration, and developmental growth. Recent changes to the professional development requirements in Early Learning have afforded our program the opportunity to increase the number of PD days during the year. To ensure a rich and meaningful experience, we will provide professional development focused on early childhood art education through Lakeshore®, The Ooey Gooey Lady®, and/or other leading educational vendors. These trainings provide innovative, research-based strategies that our educators use to create dynamic, inclusive, and developmentally appropriate art experiences for young learners. The goal of these inclusive social groups is to enhance art exposure and creative experiences for families with young children, while building strong foundations for social-emotional development and a lifelong love of learning.

2. Children enrolled in our Early Learning Programs will participate in a seasonal field trip to a local pumpkin patch alongside their families and Early Learning Educators. This hands-on experience will provide children with opportunities to explore and observe a variety of natural materials, including pumpkins, corn, squash, seeds, leaves, and pebbles.
   With guidance and support from Early Learning staff, children will collect selected natural materials to bring back to the classroom for further exploration and learning. These materials will be incorporated into an autumn-themed unit featuring hands-on art and creative activities that encourage children to explore textures, colors, shapes, and patterns found in nature. Children's artwork and classroom projects will be displayed for families to view, creating an opportunity to celebrate and share their learning.
   The field trip will also introduce children to photography as a tool for observation and creative expression. Children will have opportunities to photograph elements of their experience, which educators will use to support classroom discussions and develop scripted stories based on the children's observations and experiences. These stories will become part of the classroom learning environment, extending the field trip experience into literacy, language development, creativity, and social-emotional learning.

3. Preschool children will use photography equipment purchased with Proposition 28 funds to capture images of their surroundings, including their classroom, outdoor learning environments, nature walks, field trips, and even their family homes. All photographs will be taken by the children themselves, empowering them to observe, document, and reflect on the world around them through their own unique perspectives. The captured images will be showcased in a classroom photo gallery, celebrating each child's creativity and voice. In addition to the gallery, children will use their photographs to create personal storybooks, combining visuals with their own dictated narratives.

These child-authored books will not only foster early literacy and storytelling skills but also provide meaningful opportunities for self-expression and communication.

An Arts and Music education program plays a crucial role in supporting the development for all children prior to kindergarten entry, and the inclusion of these programs for the MCSOS Preschool Program children only supports and enhances their educational experiences. These art and music opportunities also meet the requirements for the California Preschool/Transitional Kindergarten Learning Foundations for Visual and Performing Arts: Strand: 1.0 — Visual Arts, Strand: 2.0 — Music, Strand: 3.0 — Drama, Strand: 4.0 — Dance.

EXPENDITURE PLAN

The following table provides the LEA's expenditure plan for how it will use Prop 28 – Arts and Music funds to support the supplemental instruction and support strategies being implemented by the LEA.

MCSOS Early Learning Programs	
Supplemental Instruction and Support Strategies	**Planned Expenditures**
Supplies/Support Services (includes both Madera and Chowchilla)	$12,290.00
Educator Labor/Prep and Professional Development (includes both Madera and Chowchilla)	$15,202.00
Photography Equipment, training, book making supplies	$12,290.00
Field Trip – Hunter Farms	$2,500
Total	**$42,282.00**

Tricia Protzman
Superintendent of Schools

Agenda Item 5.5

Board of Education Informational Item
October 13, 2026

Topic:
Disclosure of Salary Adjustment per Education Code 1302

Background:
Education Code 1302, passed in 2002, asks that any adjustments to salary or bonus over $10,000 be brought to the Board of Education for discussion. As the Cost of Living Adjustment (COLA) were applied, along with salary schedule steps and columns, promotions, and additional units there are a number of positions that were beyond the $10,000 threshold.

<u>2026-2027 School Year</u>

- Five certificated teaching positions with increases ranging from $11,900 to $23,200
- Three classified administrator positions with increases ranging from $10,800 to $22,800.
- One internal classified position with an approximate increase of $16,200.
- Two confidential positions with increases ranging from $10,400 to $12,000.

Financial Impact:
Included in the approved budget.

Resource:
Tricia Protzman
Madera County Superintendent of Schools

Tricia Protzman
Superintendent of Schools

Agenda Item 8.1

Board of Education Action Item
October 13, 2026

Topic:
Consideration Issuance of Temporary County Certificates.

Background:
Attached is a listing of the Temporary County Certificates (TCC) issued from September 1, 2026. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Patricia M. Protzman, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

Financial Impact:
None

Resource:
Kristen Maxfield
Chief Human Resources Officer
Human Resources

Recommendation:
It is recommended the Board ratify the issuance of Temporary County Certificates from September 1-30, 2026.

MADERA COUNTY SUPERINTENDENT of SCHOOLS

TEMPORARY COUNTY CERTIFICATES Issued 09/01/2026-09/30/2026

Last Name	*First Name*	*Credential Applied For*	*Valid Dates of TCC*	*Employing District*	*Date Issued*	*Application Type*
Borboa	Katie	Short Term Staff Permit- Ed Specialist Mild/Mod	08/05/2026-09/01/2027	Madera USD	9/30/2026	New
Cantu	Victoria	Short Term Staff Permit- Ed Specialist Mild/Mod	08/26/2026-09/01/2027	Madera USD	9/30/2026	New
Galindo	Nancy	Emergency Transitional Kindergarten Permit (ETK Permit)	08/17/2026-09/01/2027	Chowchilla Elementary SD	9/30/2026	New
Garvin	Kerry	Multiple Subject Teaching Credential	07/01/2026-08/01/2027	Bass Lake SD	9/30/2026	Renewal
Horvath	Patrick	EM CLAD	09/01/2026-10/01/2027	Golden Valley USD	9/30/2026	Renewal
Jones	Je'Kob	Short Term Staff Permit- Ed Specialist Mild/Mod	10/14/2026-11/01/2027	Madera USD	9/30/2026	New
Longcor	Cassandra	Short Term Staff Permit- Ed Specialist Mild/Mod	09/01/2026-10/01/2027	Yosemite USD	9/30/2026	New
Lopez Pisor	Itzel	Short Term Staff Permit- Single Subject: Biology	08/07/2026-09/01/2027	Madera USD	9/30/2026	New
Magnusson	Debra	Special Education Limited Assignment Permit: ECSE	09/01/2026-10/01/2027	MCSOS	9/30/2026	New
Martinez	Alejandra	EM 30 Day Subsitute Teacher Permit	09/03/2026-10/01/2027	County-Wide Substitute Teacher List	9/30/2026	New
Moreno	Sarah	Short Term Staff Permit- Multiple Subject	08/11/2026-09/01/2027	Raymond-Knowles USD	9/30/2026	New
Pajares	Josie	Short Term Staff Permit- Single Subject: Mathematics	09/01/2026-10/01/2027	Chawanakee USD	9/30/2026	New
Perkinson	Renee	Provisional Internship Permit- Ed Specialist Mild/Mod	09/01/2026-10/01/2027	Golden Valley USD	9/30/2026	New
Scheidt	Steven	Provisional Internship Permit- Single Subject: Social Science	08/05/2026-09/01/2027	Madera USD	9/30/2026	New
Van Wagner II	Rodney	CTE Credential: Arts, Media & Entertainment	09/01/2026-10/01/2027	Chawanakee USD	9/30/2026	Extension

Tricia Protzman
Superintendent of Schools

Agenda Item 8.2

Board of Education Action Item
October 13, 2026

Topic:
Consideration Disposition of Surplus/Obsolete Equipment.

Background:
MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements. The equipment consists of battery backups, metal filing cabinets, student chairs, stapler, paper folder, and booklet maker. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded.

Financial Impact:
None

Resource:
Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:
It is recommended the Board approve the list of surplus/obsolete equipment be declared obsolete.

Work Order #	Req Date	Work Requested
OB27-00004	7/22/2026	Asset# 9152 Description: Desk Broken
OB27-00024	8/31/2026	Asset# 21572 Description: Battery backup Make: APC Model: Smart-UPS SMT1500RM2UC Broken
OB27-00025	8/31/2026	Asset# 25891 Description: UPS backup battery Make: APC Model: Tripp Lite 1500RMXL2UA Broken
OB27-00026	8/31/2026	Asset# 21570 Description: UPS backup battery Make: APC Model: Smart-UPS 1500 Broken
OB27-00027	9/3/2026	Asset# 5662 Description: TV, VCR & Stand Obsolete
OB27-00028	9/4/2026	Description: Auto Folder Make: Martin Yale Model: 1501X0 Broken
OB27-00029	9/4/2026	Description: Electric Stapler Make: Stanley-Bostitch Model: E66760 Broken
OB27-00030	9/4/2026	Asset#: 24832 Description: Booklet Maker Make: Akiles Model: BookletMac Broken
OB27-00031	9/10/2026	Description: 10 each, student chairs Broken
OB27-00032	9/22/2026	Asset#: 4850 Asset#: 4890 Asset#: 21686 Description: Metal Filing Cabinets Obsolete

Tricia Protzman
Superintendent of Schools

Agenda Item 8.3

Board of Education Action Item
October 13, 2026

Topic:
Consideration Educational Resources and Services Instructional Materials Recommendations

Background:
The attached list of items includes materials that have been reviewed by the Madera County Superintendent of Schools' Specialist of Library Media Services. The materials meet or exceed state standards.

Financial Impact:
Budgeted as regular expenditures.

Resource:
Elisa Torres-Barton, EdD
Assistant Superintendent
Educational Services

Rosie Blanco
Specialist, Library Media Services
Educational Services

Recommendation:
It is recommended that the Madera County Board of Education accepts the selections of Educational Resources and Services and approves the attached list of materials for inclusion in the County collection.

1 **Aliens love underpants [Book] FIC FRE Main**

Author: Freedman, Claire,

Extraterrestrial beings--Fiction.; Underwear--Fiction.; Animal fiction.; Stories in rhyme.; Picture books.

New York, New York ::Aladdin, an imprint of Simon & Schuster Children's Publishing Division 2026 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

Summary Notes

Hold on to your drawers--aliens are on their way in search of the thing they love the most: underpants! From sliding down the legs of Grandpa's long-johns to holding Upside-Down-Pants races, the aliens are anything but understated when it comes to underwear. Just make sure they don't make off with your very last pair!

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

2 **Alight [Book] how the red-crowned parrot found a new place to belong / 598.7 TOR Main**

Author: Torres, Jennifer, 1980-,

Red-crowned parrot--California.; Amazon parrots--California.; Parrots.; Parrots--Migration.; Picture books.

New York ::Atheneum Books for Young Readers 2025 1 volume (unpaged) : color illustrations ; 28 cm.

Primary (P-3)

Summary Notes

In sunny California, the chatty red-crowned parrot is a part of daily life. Every day, thousands of parrots soar above city streets, cackling and clamoring. They swipe fruit from gardens. They flap over pools and parking lots. They alight on branches where parrots did not always belong. How did these urban parrots, native to the rugged slopes and wooded canyons of Mexico, find themselves so far from home? How did they form new communities and find new ways to thrive? This true story of animal adaptation and finding new places to belong is an inspiring example of resilience and resourcefulness in the natural world -- and within us all.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

3 **All the ice cream in the land [Book] FIC KAS Main**

Author: Kastner, Emmy,

Princesses--Fiction.; Ice cream, ices, etc.--Fiction.; Cows--Fiction.; Fairy tales--Fiction.; Picture books.; Humorous fiction.

New York ::Simon & Schuster Books for Young Readers 2026 1 volume (unpaged) : color illustrations ; 31 cm.

Primary (P-3)

Summary Notes

When the Princess asks for something to eat, the King and Queen assume she wants ice cream, sparking a whirlwind of efforts that spiral out of hand, until they realize no one ever asked her what she truly wanted.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

4 **And oh I love you so [Board Book] FIC BOY Main**

Author: Boynton, Sandra.

Raccoon--Fiction.; Parent and child--Fiction.; Family--Fiction.

Boynton Bookworks

Primary (P-3)

Summary Notes

Celebrate the little one in your life with this joyful new board book by forever-favorite Sandra Boynton--starring, for the first time ever, a grownup and child raccoon. Narrated by the big raccoon to the small one, with the refrain of "and oh I love you so!," this is a sweet and simple book of adoration and delight and togetherness.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

5 **The anxious generation [Book] how the great rewiring of childhood is causing an epidemic of mental illness / PRO 305.23 HAI Main**

Author: Haidt, Jonathan,

Children--United States--Social conditions--21st century.; Internet and children--United States.; Social media--Psychological aspects.; Child mental health--United States.; Child development--United States.

New York ::Penguin Press 2024 385 pages : illustrations ; 25 cm.

Professional

Summary Notes

In The Anxious Generation, social psychologist Jonathan Haidt lays out the facts about the epidemic of teen mental illness that hit many countries at the same time. He then investigates the nature of childhood, including why children need play and independent exploration to mature into competent, thriving adults. Haidt shows how the "play-based childhood" began to decline in the 1980s, and how it was finally wiped out by the arrival of the "phone-based childhood" in the early 2010s. He presents more than a dozen mechanisms by which this "great rewiring of childhood" has interfered with children's social and neurological development, covering everything from sleep deprivation to attention fragmentation, addiction, loneliness, social contagion, social comparison, and perfectionism. He explains why social media damages girls more than boys and why boys have been withdrawing from the real world into the virtual world, with disastrous consequences for themselves, their families, and their societies. Most important, Haidt issues a clear call to action. He diagnoses the "collective action problems" that trap us, and then proposes four simple rules that might set us free. He describes steps that parents, teachers, schools, tech companies, and governments can take to end the epidemic of mental illness and restore a more humane childhood.

6 **The assessment playbook for distance and blended learning [Book] measuring student learning in any setting / PRO 371.35 FIS Main**

Author: Fisher, Douglas,

Education.; Assessment.

Thousand Oaks ::Corwin 2020 pages cm.

Professional

Summary Notes

Design assessments that measure and target student learning in both face-to-face and distance learning environments.

7 **Awaken the learner [Book] finding the source of effective education / PRO 370.15 SCO Main**

Author: Scott, Darrell, 1949-,

Learning, Psychology of.; Motivation in education.; Academic achievement.; Teacher-student relationships.; Education--United States.

[Colorado] ::Marzano Research Labratory ; Rachel's Challenge 2014 xvii, 208 pages : illustrations ; 23 cm.

Professional

Summary Notes

Create a compassionate, caring school environment. Examine how a change in teaching philosophy can help awaken the passion for learning in students. Learn how to promote kindness in the classroom, and understand the power of stories in engaging students. Explore research-based strategies to enhance teacher-student and peer relationships. Discover how to inspire purpose, reach students' hearts, and cultivate student security, identity, and belonging.

Content Notes

My awakening call -- Awaken to purpose -- A philosophy of awakening -- Principles of awakening -- An atmosphere of awakening -- The awakened learner -- Three kinds of truth -- Instruct and awaken -- Effectively and efficiently instructing the learner -- Laying the foundation to awaken the learner -- The teacher who instructs and awakens the learner -- The school that instructs and awakens the learner.

8 **Berry and the mushrooms [Book] FIC PET Main**

Author: Petty, Dev,

Marmots--Fiction.; Mushrooms--Fiction.; Forests and forestry--Fiction.; Animal fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

When a strange blue moon brings out adorable yet strange mushrooms, Glen and Berry, two marmots who love the quiet, have their friendship tested as they face the loud consequences of nature being thrown out of balance.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

9 **Bitsy Bat, snow star [Book] FIC WIN Main**

Author: Windness, Kaz, 1974-,

Likes and dislikes--Fiction.; Bats--Fiction.; Snow--Fiction.; Animal fiction; Picture books

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

Bitsy Bat experiences snow for the first time, and after making snow angels and sledding, she realizes she has a different opinion than her friends and can appreciate its beauty without actually liking being in it.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

10 **Body and brain brilliance [Book] a manual to cultivate awareness and practices for our nervous systems. PRO 371.2 DES Main**

Author: Desautels, Lori L.

Education.; Brain.; Emotions.

TeacherGoals Publishing 2024

Professional

Summary Notes

When adults become aware of their nervous systems, they can recognize their emotional triggers or activators, sense the dysregulation in their bodies and brains, and respond accordingly. This allows adults to lean into curiosity when encountering a dysregulated child, empowering them to respond with compassion and connection over control, escalation, and compliance. Body and Brain Brilliance, a neuro-educational manual for social and emotional development embracing all ages, as well as educator nervous systems, will address the science and the language of our nervous systems as educators and students learn together. Our nervous systems are continually storing, metabolizing, and conserving energy, which is why it is so critical to integrate neuro-educational practices into our schools now. When our nervous system reserves are low to empty, we observe and discipline behaviors that we label aggressive, defiant, or apathetic, to name a few. Still, we miss the dysregulation and pain beneath behaviors, which is what the Body and Brain Brilliance will address.

11 **Boomerang [Kit] 796 BOO Main**

Australia.; Sports & Recreation--General.

Primary (P-3), Intermediate (4-6), Middle School (

Summary Notes

Two, wooden Australian returning boomerangs. Includes instructions for boomerang throwing.

12 **Bridge to Terabithia [Book] FIC PAT Main**

Author: Paterson, Katherine,

Friendship--Fiction.; Death--Fiction.; Imaginary places--Fiction.; Grief--Fiction.; Grief in adolescence--Fiction.; Virginia--Fiction.

New York ::Harper, an imprint of HarperCollins Publishers 2017 xi, 179 pages : illustrations ; 20 cm.

Intermediate (4-6), Middle School (7-8)

Summary Notes

This Newbery Medal-winning novel by bestselling-author Katherine Paterson has been a modern classic about friendship and loss for forty years. Jess Aarons has been practicing all summer so he can be the fastest runner in the fifth grade. And he almost is, until the new girl in school, Leslie Burke, outpaces him. The two become fast friends and spend most days in the woods behind Leslie's house, where they invent an enchanted land called Terabithia. One morning, Leslie goes to Terabithia without Jess and a tragedy occurs. It will take the love of his family and the strength that Leslie has given him for Jess to be able to deal with his grief.

General Notes

This edition includes: a foreword by Kate DiCamillo, an author's note, and Katherine Paterson's Newbery Medal acceptance speech.

13 **California English learner roadmap [Book] strengthening comprehensive educational policies, programs, and practices for English learners PRO 371.2 HAK Main**

Author: Hakuta, Kenji, Dr.

Education.; English language--Study and teaching.

California Department of Education 2018

Professional

Summary Notes

This document supports local educational agencies (LEAs) as they incorporate English learner education into their local program designs. It elaborates on the SEE policy, providing research- and evidence-based examples from the field that illustrate the CA EL Roadmap principles in action. The crosswalk to the Local Control and Accountability Plan (LCAP), embedded in this document, allows LEAs to bring English learners to the forefront as they consider the state priorities and work with their communities to develop their LCAPs.

14 **California ranch raised kids [Book] as they see themselves. 636.2 HOL Main**

Author: Holland, Charlie

Ranch life--California.; children of agricultural laborors.; children of ranchers--California.; Cattle ranching.; Photography, Artistic.

Los Angeles, CA ::Seth Joel Photography, Inc. 2021

Primary (P-3), Intermediate (4-6), Middle School (

Summary Notes

Features 66 young adults (including Cade, Taylor, and Clair from Madera County) from 27 California ranches. Highlights the daily chores, business skills, maturity, and dawn-to-dark work ethic of children raised on cattle ranches amidst the challenges of urban sprawl and land development.

General Notes

Donated by A California Cattlewomen Heritage Foundation, Inc.

15 **Candy corn Valentine [Book] FIC FEN Main**

Author: Fenske, Jonathan,

Stories in rhyme; Candy; Valentine's Day; Tolerance; Picture books

New York ::Little Simon 2026 1 online resource.

Primary (P-3)

Summary Notes

A group of candy corns excited to celebrate Valentines Day encounter a few unwelcoming Valentines sweets who think candy corns are not Valentines treats.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

16 **Celebrate every day [Book] 394.26 CRU Main**

Author: Cruz, Gloria,

Festivals.; Seasons.; Holidays.

New York ::Simon Spotlight 2026 32 pages : color illustrations ; 23 cm.

Summary Notes

Every day is a special day. Around the world, people gather to celebrate important holidays and events. From weeklong festivals to exciting days once a year, these moments bring everyone together. Join the party and celebrate every occasion with kids around the world.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

17 **Charlie learns to be a cowboy [Book] FIC KES Main**

Author: Kester, Danika

Cattle--Fiction.; Ranch life--Fiction.; Grandparents--Fiction.

Parkfield, CA ::Little Blue Roan Books 2024

Primary (P-3)

Summary Notes

Determined to learn everything he needs to be the best cowboy in the business, Charlie decides to spend the day with his grandparents on their working cattle ranch.

General Notes

Donated by A California Cattlewomen Heritage Foundation, Inc.

18 **Cherry Blossoms Washington D.C [Board Book] please count with me. FIC KUR Main**

Author: Kurtz, Howard M.

National monuments--Washington (D.C.).; Counting--Fiction.; National monuments.; Cherry blossoms--Fiction.; Washington (D.C.)

New York ::Penguin Workshop, an imprint of Penguin Random House LLC 2020 24 pages : color illustrations ; 18 cm.

Primary (P-3)

Summary Notes

This cheery cherry blossom book is a delightful kids' counting book about the beloved blossoms that erupt into bloom in our nation's capital each spring. It features cute and colorful pictures of recognizable scenes around Washington, D.C.

19 **Chicka Chicka Boom Boom ABC Touch & Trace [Board Book] FIC MAR Main**

Author: Marsden, Blake.

Alphabet books; Alphabet--Fiction.; Animals--Fiction.

US ::Little Simon 2026

Primary (P-3)

Summary Notes

The classic Chicka Chicka Boom Boom alphabet adventure gets a playful, hands-on twist in this interactive board book designed for early learners.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

20 **Chicka chicka snuggle time [Board Book] FIC MAR Main**

Author: Marsden, Blake.

Animals--Fiction.; Valentine's Day--Fiction.; Holidays--Fiction.

Little Simon

Primary (P-3)

Summary Notes

In this joyful board book companion to Chicka Chicka Boom Boom, rollicking rhymes and touch-and-feels on every spread encourage little ones to snuggle up for story time. Chicka Chicka snuggle close. You're the one I love the most. I wrap my arms around you tight-- and hug you with all my might. This sweet cuddle time board book, with that classic Chicka Chicka bouncy text, will captivate young readers as they explore the touch-and-feel elements on every spread while cuddling with the loved one reading aloud to them.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

21 **Chicka chicka sun and sea [Book] FIC MAR Main**

Author: Marsden, Blake,

Beaches--Fiction.; Alphabet--Fiction.; Friendship--Fiction.; Play--Fiction.

New York ::Simon Spotlight 2026 1 volume (unpaged) : color illustrations ; 24 cm.

Primary (P-3)

Summary Notes

The twenty-six letters are having fun in the sun--building sandcastles, spotting seashells, and making a new friend in a little red crab. But when the sun begins to set, A tells B, and B tells C...there's a great view from the coconut tree! With playful rhymes, simple sentences, and an adorable new crab character, Chicka Chicka Sun and Sea is just right for preschoolers and kindergarteners learning their ABCs.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

22 **Click, clack...tooth fairy [Book] FIC CRO Main**

Author: Cronin, Doreen,

Domestic animals; Ducks; Teeth; Tooth Fairy; Animal fiction; Picture books

New York ::Atheneum Books for Young Readers 2026

Primary (P-3)

Summary Notes

When so many of the baby animals lose their teeth, the Tooth Fairy needs help, so Duck steps in, lending a helping wing with hilarious results.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

23 **Coach [Book Club] FIC REY Main**

Author: Reynolds, Jason,

Lewis, Carl, 1961---Fiction.; Missing persons--Fiction.; Lost articles--fiction.; Athletic shoes--Fiction.; Track and field--Fiction.; Family secrets--Fiction.; African Americans--Fiction.; Sprinting--Fiction.; Sneakers--Fiction.; Fathers and sons--Fiction.; Sports fiction.; Domestic fiction.

New York ::Atheneum Books for Young Readers 2025 250 pages ; 22 cm.

Middle School (7-8), High School (9-12)

Summary Notes

Before Coach was the man who gave caring yet firm-handed guidance to Ghost, Lu, Patina, and Sunny on the Defenders track team, he was little Otie Brody, who was obsessed with Mr. 9.99 (a.k.a. Carl Lewis) and Marty McFly from Back to the Future. Like Mr. 9.99 -- and his own dad -- Otie is a sprinter. Sprint free or die is practically his motto. Then his dad, who is always away on business trips, comes home with a pair of Jordans. JORDANS. Fine as fine can be. Otie puts them on and feels like he can leap to the moon...maybe even leap like Mr. 9.99 when he won the Olympic gold medal in the long jump. But one morning he wakes up to find his brand-new secret weapon kicks are missing -- right off his feet! And Otie just might have a fuzzy memory of his dad easing them off as Otie was sleeping, but that can't be right, can it? Unless all the reasons for his dad's "gone's" are very different from what he's been told... Because now, not only are the Jordans missing, but so is his father.

24 **Could that be a witch [Board Book] FIC ELI Main**

Author: Eliot, Hannah.

Witches--Fiction.; Halloween--Fiction.; Costume--Fiction.

Little Simon

Primary (P-3)

Summary Notes

Can you find the witch in this playful Halloween board book? Peek through the holes on each page of this sweet and spooky story.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

25 **The cozy town [Book] three-and-a-half stories / FIC DYC Main**

Author: Dyckman, Ame,

Animals--Fiction.; City and town life--Fiction.; Friendship--Fiction.; Animal fiction.

New York, New York ::Beach Lane Books 2026 48 pages : color illustrations ; 23 cm.

Primary (P-3)

Summary Notes

In three-and-a-half stories, friends and roommates Bat, Cat and Rat enjoy a fun-filled day on the town.

Content Notes

Treasure hunting -- Opening -- Composing -- Toasting.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

26 **Cultivating curiosity in K-12 classrooms [Book] how to promote and sustain deep learning / PRO 371.102 OST Main**

Author: Ostroff, Wendy L.,

Teaching.; Curiosity.

Alexandria, Virginia ::ASCD 2016 viii, 179 pages ; 24 cm.

Professional

Summary Notes

Author and educator Wendy L. Ostroff shows how to foster student curiosity through exploration, novelty, and play; questioning and critical thinking; and experimenting and problem solving. With techniques to try, scaffolding advice, and relevant research from neuroscience and psychology, this book will help teachers harness the powerful drive in all learners - the drive to know, understand, and experience the world in a meaningful way.

Content Notes

Promote exploration and experimentation -- Allow autonomous and effortless learning -- Embrace intrinsic motivation -- Bolster imagination and creativity -- Support questioning -- Make time -- Create curiosity habitats -- Conclusion: prioritize processes of learning.

27 **Daisy helps with the dress [Book] FIC RHU Main**

Author: Rhuday-Perkovich, Olugbemisola,

Helping behavior--Fiction.; Families, Black--Fiction.; Families--Fiction.; Helpfulness--Fiction.; Recycling (Waste)--Fiction.; Family life--Fiction.

New York ::Simon & Schuster Books for Young Readers 2026 1 volume (unpaged) ; 29 cm.

Primary (P-3)

Summary Notes

Daisy loves helping her family and she knows the best kind of helpers never wait to be asked. That's why she doesn't ask before adding finishing touches to her family's special reused, re-tried, remixed things, like a leftover broccoli topping for Auntie Fontie's cakes or a good bath for Nana DJ's back-in-the-day, rusty, dusty vintage albums much to their chagrin. But what Daisy wants most is to help give her cousin Simone's recycled wedding dress a little razzle dazzle. She knows just what the vintage dress needs: a little glitter here, a few stickers there to give the dress some flair. But Daisy's cousin Simone and the rest of the family are not so happy with her decorations. Can Daisy make things right and help find Simone a new re-lived, re-loved wedding dress?

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

28 **Day shift, night shift [Book] FIC VAN Main**

Author: Vanece, Ariel,

Grandparent and child--Fiction.; Grandfathers--Fiction.; Railroad trains--Fiction.; Toys--Fiction.; Picture books

New York ::Simon & Schuster Books for Young Readers 2026 32 pages : chiefly illustrations (colour) ; 21 x 26 cm.

Primary (P-3)

Summary Notes

Every morning, Atticus greets her grandpa after his night shift as a train mechanic and starts her own shift with her toy trains, but when she cannot get her train to climb a hill, she teams up with Pop Pop to solve her train troubles.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

29 **Debug this book [Book] FIC ABE Main**

Author: Abed, Omar,

Books and reading--Fiction.; Debugging in computer science--Fiction.; Teamwork--Fiction.; Picture books.

New York ::Atheneum Books for Young Readers 2025 pages cm.

Primary (P-3)

Summary Notes

A boy tries to save his book from a growing software bug, requiring teamwork and reader intervention to fix the problem and preserve the story.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

30 **The dino door [Book] FIC FUN Main**

Author: Funk, Josh,

Stories in rhyme; Dinosaurs--Fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2026 1 volume (unpaged) : color illustrations ; 21 cm.

Primary (P-3)

Summary Notes

A child creates a door that leads to a land of dinosaurs.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

31 **Dinosaurs to dragons [Book] the lore and science of mythical creatures / 001.944 SHR Main**

Author: Shreeve, Elizabeth,

Mythical animals.; Monsters.

New York ::Atheneum Books for Young Readers 2026 96 pages : illustrations (chiefly color) ; 23 cm.

Intermediate (4-6)

Summary Notes

An imaginative exploration of mythology, paleontology, and early civilizations that invites readers to delight in legendary creatures from across the globe and the fossils that might have inspired their origins.

Content Notes

In the deep long ago... -- Griffin: Guardian of gold -- Unicorn: Magical and rare -- Yeti: Shy giant of the Himalayas -- Bunyip: Beware of the water! -- Mermaid: A dangerous beauty -- Kraken: Tentacles from the deep -- Fairies: Beguiling spirits -- Phoenix: The fire bird -- Quetzalcoatl: The feathered serpent -- Dragons: Fearsome and magnificent -- Make some good monsters.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

32 **The distance learning playbook for parents [Book] how to support your child's academic, social, and emotional learning in any setting / PRO 371.19 WIS Main**

Author: Wiseman, Rosalind, 1969-,

Distance education.; Education--Parent participation.; Parent-teacher relationships.; Teacher-student relationships.; Parenting--Psychological aspects.; Parent and child--Psychological aspects.; Home and school.; Educational technology.; Computer-assisted instruction.; Computer managed instruction.; Web-based instruction.; Internet in education.

Thousand Oaks, California ::Corwin 2020 xvii, 136 pages : color illustrations ; 28 cm.

Professional

Summary Notes

Parent involvement has always been a vital part of any child's education, but the pandemic and resulting remote instruction require that parents and educators partner at a deeper level.
The Distance Learning Playbook for Parents outlines supportive strategies for navigating virtual environments to ensure effective and impactful learning that aligns the needs and expectations of teachers, parents, and students alike.

Content Notes

Distance, Remote, and Blended Learning -- The Basics -- The Value of... -- The Principles of Well-Being -- The Mindframes.

33 **Elvis & Romeo and the new stuffie [Book] FIC SOM Main**

Author: Soman, David,

Dogs--Fiction.; Stuffed animals (Toys)--Fiction.; Friendship--Fiction.; Readers (Publications) ; Animal fiction.; Picture books.

New York, New York ::Simon Spotlight 2026 1 volume (unpaged) : illustrations ; 23 cm.

Primary (P-3)

Summary Notes

Elvis and Romeo learn to share. Elvis has a new stuffie--and Romeo wants to play with it. Elvis does not want Romeo to play with his new stuffie, Bubbles, because he is worried Romeo will get it dirty. Romeo has an idea. They can have a stuffie parade. And maybe a gentle game of tug. Can Romeo convince Elvis to enjoy his stuffie a little--and share it too.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

34 **Fall [Book] a seasons story / FIC GRO Main**

Author: Gross, Kelsey E., 1982-,

Monarch butterfly--Fiction.; Migratory animals--Fiction.; Forest animals--Fiction.; Helpfulness--Fiction.; Picture books.; Animal fiction.

New York ::Beach Lane Books 2026 36 pages : color illustrations ; 26 cm.

Primary (P-3)

Summary Notes

As the days grow shorter and fall arrives, a group of animals help a monarch butterfly rest during his long migration south.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

35 **Finger puppets, Five Funny Monsters [Kit] Main**

Primary (P-3)

Summary Notes

Five monster finger puppets with a small book of monster rhymes "Five Funny Monsters".

36 **Finger puppets, Insects [Kit] Main**

Insects--Fiction.; Butterflies--Fiction.; Ants--Fiction.; Caterpillars--Fiction.; Dragonflies.; Bees--Fiction.; Ladybugs--Fiction.

Primary (P-3)

Summary Notes

Six insect finger puppets. Butterfly, dragonfly, ladybug, bee, ant, caterpillar.

37 **First day of school [Book] FIC SHU Main**

Author: Shun, Derek,

First day of school--Fiction.; Schools--Fiction.; Pandas--Fiction.; Extraterrestrial beings--Fiction.; Animal fiction.; Picture books.; Easy picture book.; Picture book--Growing up.

New York ::Simon Spotlight 2026 1 volume (unpaged) : color illustrations ; 22 cm.

Primary (P-3)

Summary Notes

Ollie and Sid are ready for their first day of school, a mission full of new people, places, routines, and discoveries. With courage, curiosity, teamwork, and friendship, they show that starting school isn't scary -- it's an adventure in learning and growing.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

38 **A first time for everything [Book Club] a true story / 305.235 SAN Main**

Author: Santat, Dan,

Santat, Dan--Comic books, strips, etc.; Santat, Dan--Juvenile literature.; Santat, Dan--Travel--Comic books, strips, etc.; Santat, Dan--Childhood and youth--Comic books, strips, etc.; Coming of age--Comic books, strips, etc.; First loves--Comic books, strips, etc.; Friendship--Comic books, strips, etc.; Middle school students--Biography--Comic books, strips, etc.; Bullies--Comic books, strips, etc.

New York ::First Second 2023 308 pages, 12 unnumbered pages : illustrations (chiefly color) ; 21 cm.

Middle School (7-8), High School (9-12)

Summary Notes

Dan is used to feeling invisible. After being bullied in middle school, Dan has low expectations about everything, including the class trip to Europe with the same girls who love to make fun of him. But during his travels, a series of firsts begin to change him -- first Fanta, first fondue, and maybe even... first girlfriend? Funny, heartfelt, and embarrassingly true, this graphic novel memoir is based on Caldecott Medal Winner Dan Santat's most awkward middle school memories.

39 **Fish [Book] a proven way to boost morale and improve results / PRO 658.3 LUN Main**

Author: Lundin, Stephen C., 1941-,

Employee motivation.; Customer services.

Hachette Books 2020 xiv, 138 pages ; 22 cm.

Professional

Summary Notes

The powerful parable that has helped millions to see their lives and work in a new way -- now revised and updated to celebrate 20 years of working with greater purpose. It's a rainy day in Seattle, and on the third floor of First Guarantee Financial, people have stopped believing they can make a difference. To new manager Mary Jane Ramirez, the challenge of bringing life back to her unenthusiastic and unmotivated team seems impossible -- until she discovers an incredibly successful workplace down the street, where the employees are so alive and passionate that people stop just to watch them work. FISH! is the remarkable story of what happens when Mary Jane seeks the help of these unlikely business "experts" and learns their secret: four simple practices that, when applied daily, help anyone to be more energized, effective, and fulfilled. Filled with inspiration and timeless wisdom that will resonate with anyone in any field or career level, FISH! is one of the most popular business parables of all time. People in organizations around the world use its practical lessons to improve customer service, build trust and teamwork, bolster leadership, and increase employee satisfaction. They also use the lessons to strengthen personal relationships, and to live with greater purpose and happiness. FISH! will help you discover the amazing power that is already inside you to make a positive difference -- wherever you are in life.

General Notes

Originally published in hardcover by Hyperion Books in March 2000.

"All-new discussion guide and success stories."

40 **From salam to yalla bye [Book] a guide to Middle Eastern gatherings / FIC BOU Main**

Author: Boukarim, Leila,

Etiquette--Fiction.; Families--Fiction.; Greetings and salutations--Fiction.; Middle Eastern Americans--Fiction.; Social customs and traditions--Fiction.; Middle East--Social life and customs--Fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2026 48 pages : chiefly illustrations (color) ; 28 cm.

Primary (P-3)

Summary Notes

What happens when you're invited to a Middle Eastern party? A LOT! Which is why your good friend Salwa will show how to make the most of every minute and navigate those tricky parts, step by step, from the joyful Salam! when you arrive until the longest goodbye in the history of goodbyes when you're ready to leave.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

41 **Get a hug [Book] FIC STO Main**

Author: Stocker, Shannon,

Hugging--Fiction.; Stories in rhyme; Picture books

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

An ode to the power of hugs.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

42 **Giggling ghosts [Book] FIC OSB Main**

Author: Osborne, Fiz,

Stories in rhyme; Ghosts--Fiction.; Laughter.; Halloween--Fiction.; Picture books

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

Some silly ghosts love a spooky scare, so they set out to go on a haunting spree, but as they glide around they cannot help but wiggle and giggle with glee.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

43 **Good night Ice Age [Board Book] FIC GAM Main**

Author: Gamble, Adam,

Animals, Fossil--Pictorial works.; Glacial epoch--Pictorial works.; Prehistoric animals--Pictorial works.

Sandwich ::Good Night Books 2022 1 volume (unpaged) : chiefly illustrations (colour) ; 16 cm.

Primary (P-3)

Summary Notes

Welcome to the land of wooly mammoths and cavemen. Young readers will journey back through time to discover the fascinating creatures that roamed Earth during the Ice Age, including the mastodon, short-faced bear, saber-toothed cat, ground sloth, giant beaver, dire wolf, and dodo bird as well as early human culture and more.

General Notes

Board book.

44 **Grading for equity [Book] what it is, why it matters, and how it can transform schools and classrooms / PRO 371.27 FEL Main**

Author: Feldman, Joe,

Grading and marking (Students)--United States.; Discrimination in education--United States.; Minority students--Rating of--United States.; Educational equalization--United States.

Thousand Oaks, California ::Corwin, a SAGE publishing company 2019 xxviii, 266 pages ; 26 cm.

Professional

Summary Notes

For some time, traditional (A - F) grading practices have been under fire from a wide range of stakeholders. Grading policies are wildly inconsistent from classroom to classroom, frequently misguided, uninformed, and frequently based on subjective judgments. Of even more concern, our grading practices exacerbate the achievement gap. It is well-documented that African-American and Latino students, boys, as well as special education students, are disproportionately suspended and expelled, influenced by teachers' unconscious but biased judgments of student behavior. Virtually ignored is how teachers' incorporate subjective and non-academic criteria into their grades (through criteria such as student attitude, "participation", and "effort"), and how approach to grading contributes to these same students' disproportionately high course failure rates and disproportionately low placement in advanced academic tracks.

45 **The great Gatsby [Book] FIC FIT Main**

Author: Fitzgerald, F. Scott (Francis Scott), 1896-1940

Rich people--Fiction.; Long Island (N.Y.)--Fiction.; Romance fiction.

USA ; ::Global Publishers 2023 xvi, 216 pages : map ; 21 cm.

High School (9-12)

Summary Notes

The Great Gatsby is considered F. Scott Fitzgerald's magnum opus, exploring themes of decadence, idealism, social stigmas, patriarchal norms, and the deleterious effects of unencumbered wealth in capitalistic society, set against the backdrop of the Jazz Age and the Roaring Twenties. At it's heart, it's a cautionary tale, a revealing look into the darker side of the American Dream.

46 **The greatest bedtime story ever [Book] FIC SIM Main**

Author: Sima, Jessie,

Bedtime--Fiction.; Elves--Fiction.; Dragons--Fiction.

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

After meeting a sleep-deprived dragon, an imaginative elf tells the (self-proclaimed) greatest bedtime story ever, only to discover an ending he did not see coming.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

47 **Hairy and scary [Book] FIC THO Main**

Author: Thomas, Jan, 1958-,

Rhyme--Fiction.; Dust--Fiction.; Spider webs--Fiction.

New York ::Beach Lane Books 2026 1 volume (unpaged) : color illustrations ; 24 x 24 cm.

Primary (P-3)

Summary Notes

The rhyming dust bunnies face off against a hairy and scary foe.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

48 **Handbook of social and emotional learning [Book] research and practice / PRO 370.15 DUR Main**

Author: Durlak, Joseph A.

Affective education--United States.; Social learning--United States.; EDUCATION / Educational Psychology.; PSYCHOLOGY / Psychotherapy / Child & Adolescent.; SOCIAL SCIENCE / Social Work.

New York ::The Guilford Press 2015 xxii, 634 pages ; 26 cm.

Professional

Summary Notes

"This book explores the educational status of social and emotional learning (SEL) and the ways that educational systems accommodate an SEL perspective. SEL can be conceptualized in at least three different ways: (1) as a human development process and field of study involving the acquisition of skills, knowledge and attitudes; (2) as a set of specific programs; or (3) as a general educational approach, movement or policy. This book is intended for educators, psychologists, and others who work with children and schools. Programs and practices are designed to promote the mental health and academic success of all students by helping them to develop skills needed for managing emotions, showing concern for others, making responsible decisions, and forming positive relationships in and out of school"--

49 **The haunted goldfish [Book] FIC MCG Main**

Author: McGee, Joe, 1972-,

Goldfish--Fiction.; Death--Fiction.; Ghosts--Fiction.; Horror stories--Fiction.; Humorous stories; Horror fiction

New York ::Simon Spotlight 2026

Primary (P-3)

Summary Notes

In the spooky town of Wolver Hollow, Victor thinks he said goodbye to his beloved goldfish Doris, until she returns as a ghost with one final request.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

50 **Have you ever seen a ghost [Book] FIC KWA Main**

Author: Kwan, Daniel,

Bashfulness--Fiction.; Shyness--Fiction.; Parties--Fiction.; Friendship--Fiction.; Ghosts--Fiction.; Picture books.; Humorous fiction.

New York ::Atheneum Books for Young Readers 2026
48 pages : color illustrations ; 27 cm.

Primary (P-3)

Summary Notes

Ghost is going to a party tonight, and they are a little nervous. In fact, Would you go to the party with them? Maybe they would feel better if you were there! This sweet and luminously illustrated picture book makes for a perfectly spirited, interactive read-aloud that will charm and inspire even the shyest of partygoers.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

51 **Have you seen Axel [Book] FIC EPS Main**

Author: Epstein, Adam Jay,

Animals--Fiction.; Humorous stories.; Picture puzzles.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

Packed with funny animals and wildly detailed scenes, this laugh-out-loud picture book companion to Have You Seen Gordon? cleverly riffs on classic seek-and-find books with a main character who's a little too good at hiding.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

52 **Horizontal Crocodile [Book] FIC ROT Main**

Author: Rothman, Scott,

Crocodiles--Fiction.; Cleanliness--Fiction.; Friendship--Fiction.; Humorous stories; Animal fiction

New York ::Simon and Schuster Books for Young Readers 2026 1 online resource.

Primary (P-3)

Summary Notes

Horizontal Crocodile frantically cleans his very long swamp house before his long-lost best friends visit and goes to great lengths to be a considerate friend.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

53 **How a city learned to improve its schools [Book] PRO 370.97 BRY Main**

Author: Bryk, Anthony S.,

Chicago Public Schools.; Educational change--Illinois--Chicago.; Public schools--Illinois--Chicago.; School improvement programs--United States.

Cambridge, MA ::Harvard Education Press 2023
pages cm.

Professional

Summary Notes

A comprehensive analysis of the astonishing changes that elevated the Chicago public school system from one of the worst in the nation to one of the most improved.

How a City Learned to Improve Its Schools tells the story of the extraordinary thirty-year school reform effort that changed the landscape of public education in Chicago. Acclaimed educational researcher Anthony S. Bryk joins five coauthors directly involved in Chicago's education reform efforts, Sharon Greenberg, Albert Bertani, Penny Sebring, Steven E. Tozer, and Timothy Knowles, to illuminate the many factors that led to this transformation of the Chicago Public Schools. Beginning in 1987, Bryk and colleagues lay out the civic context for reform, outlining the systemic challenges such as segregation, institutional racism, and income and resource disparities that reformers grappled with as well as the social conflicts they faced. Next, they describe how fundamental changes occurred at every level of schooling: enhancing classroom instruction; organizing more engaged and effective local school communities; strengthening the preparation, recruitment, and support of teachers and school leaders; and sustaining an ambitious evidence-based campaign to keep the public informed on the progress of key reform initiatives and the challenges still ahead. The power of this capacity building is validated by unprecedented increases in benchmarks such as graduation rates and college matriculation. This riveting account introduces key actors within the schools, city government, and business community, and the partnerships they forged. It also reveals the surprising yet essential role of Chicago's innovative information infrastructure in aligning disparate initiatives. In making clear how elements such as advocacy, civic capacity, improvement research, and strong democracy contributed to large-scale progress in the system's 600-plus schools, the book highlights the greater lessons that the Chicago story offers for system improvement overall.

54 **How emotions are made [Book] the secret life of the brain / PRO 152.4 BAR Main**

Author: Barrett, Lisa Feldman,

Emotions.; Emotions--Sociological aspects.; Brain.

Boston ::Harper 2018 xv, 425 pages : illustrations ; 21 cm.

Professional

Summary Notes

The science of emotion is in the midst of a revolution on par with the discovery of relativity in physics and natural selection in biology. Leading the charge is psychologist and neuroscientist Lisa Feldman Barrett, whose research overturns the long-standing belief that emotions are automatic, universal, and hardwired in different brain regions. Instead, Barrett shows, we construct each instance of emotion through a unique interplay of brain, body, and culture. A lucid report from the cutting edge of emotion science, this book reveals the profound real-world consequences of this breakthrough for everything from neuroscience and medicine to the legal system and even national security, laying bare the immense implications of our latest and most intimate scientific revolution.

55 **Humble consulting [Book] how to provide real help faster / PRO 001 SCH Main**

Author: Schein, Edgar H.,

Business consultants.; Consultants.

Oakland, CA ::Berrett-Koehler Publishers, Inc. 2016 xv, 209 pages ; 22 cm.

Professional

Summary Notes

The author argues that consultants have to jettison the old idea of professional distance and work with their clients in a more personal way, emphasizing authentic openness, curiosity, and humility. He draws deeply on his own decades of experiences, offering over two dozen case studies that illuminate each stage of this humble process.

56 **I am not grumpy [Book] FIC PER Main**

Author: Perry, Caroline L.,

Frogs--Fiction.; Eleutherodactylidae--Fiction.; Mood (Psychology)--Fiction.; Emotions--Fiction.; Frogs.; Mood.; Rain frogs.; Animal fiction.; Picture books.

New York ::Simon & Schuster Books for Young Readers 2026 1 volume (unpaged) : color illustrations ; 28 cm.

Primary (P-3)

Summary Notes

A cheerful little rain frog grows frustrated when everyone keeps misjudging her and assuming she is grumpy.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

57 **I am Ruby Bridges [Book] 921 BRI Main**

Author: Bridges, Ruby,

Bridges, Ruby.; African American children--Louisiana--New Orleans--Biography.; African Americans--Louisiana--New Orleans--Biography.; School integration--Louisiana--New Orleans.; New Orleans (La.)--Race relations.

New York ::Orchard Books, an imprint of Scholastic, Inc. 2022 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

Summary Notes

When Ruby Bridges was six years old, she became the first African American student to integrate an elementary school in the South. Told in the perspective of her six year old self and based on the pivotal events that happened in 1960, Ruby tells her story like never before. Embracing her name and learning that even at six years old she was able to pave the path for future generations, this is a story full of hope, innocence, and courage.

58 **I love you this much [Board Book] FIC YAV Main**

Author: Yav, Yuli.

Love--Fiction.; Families--Fiction.

Little Simon

Primary (P-3)

Summary Notes

Animal parents express how much they love their little ones in this rhyming story with art by the New York Times bestselling illustrator of I Love You Like No Otter.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

59 **I Need Space [Book] FIC HAR Main**

Author: Harris, Molly.

Emotions--Fiction.; Adjustment.; Space ships--Fiction.; Outer space--Fiction.; Picture books.

Margaret K. McElderry Books 2026

Primary (P-3)

Summary Notes

A rocket ship demonstrates how taking some time by yourself can help you cope with stressful or overwhelming situations in this picture book about regulating emotions, perfect for fans of “I Am a Tornado” and “Nobody Hugs a Cactus”. For a rocket ship like Rocco, space is one big playground, but like most playgrounds, not everyone plays by the rules. Rocco tries to be patient with the toy-stealers and line-cutters...until he's knocked off course by some roughhousing meteors. Suddenly he can't take it anymore!

Luckily, before he blows a fuse, Rocco remembers that sometimes the best way to cool his jets is to get some space. All it takes to refill his tank is a few peaceful minutes by himself--after all, space has plenty of room for everyone to have fun.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

60 **I want everything [Book] FIC HEN Main**

Author: Henn, Sophy,

Ghosts--Fiction.; Desire--Fiction.; Friendship--Fiction.; Picture books

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

When a ghost declares he wants everything, his friend helps him see the very best things may already be right in front of him.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

61 **I'm so happy you're here [Book] a celebration of library joy / FIC THR Main**

Author: Threets, Mychal, 1990-,

Libraries--Fiction.; Books and reading--Fiction.; Picture books

New York ::Random House Children's Books 2026 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

Summary Notes

A heartwarming reminder that everyone is welcome at the library, a place filled with activities, games, and countless stories.

62 **Incredibly fast and not at all fun [Book] FIC BEN Main**

Author: Bentley, Tadgh,

Bears--Fiction.; Forest animals--Fiction.; Roller coasters--Fiction.; Animal fiction

New York ::Atheneum Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

Bear accidentally invents the worlds first roller coaster when his speedy beehive shortcut (far from fun in his opinion) turns into a thrilling ride for all the forest animals.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

63 **Innovate inside the box [Book] empowering learnings through UDL and the innovator's mindset PRO 371.2 COU Main**

Author: Couros, George

Education.

IMpress, a division of Dave Burgess Consulting, Inc. 2019

Professional

General Notes

The authors share their professional insights and recommendations--drawn from Couros' previous published work the 'Innovator's Mindset' and from Novak's work with Universal Design for Learning (UDL)--to guide teachers and administrators in ways to create learning experiences that are not constrained by established regulations and limitations such as mandatory assessments and preset curriculum.

64 **Lil Lizzo meets Sasha B. Flootin' [Book] FIC LIZ Main**

Author: Lizzo, 1988-,

Flute.; Self-confidence.; Friendship.; Music.; Stories in rhyme.; Picture books

New York ::Simon & Schuster Books for Young Readers 2026 1 volume (unpaged) : color illustrations ; 23 cm.

Primary (P-3)

Summary Notes

Lil Lizzo teams up with a sassy, talking flute named Sasha B. Flootin' on a magical journey through earth and space to find her confidence and unique voice.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

65 **The little bee [Book] FIC KIL Main**

Author: Killen, Nicola,

Bees--Fiction.; Insects--Fiction.; Gardens--Fiction.; Animal fiction

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

Ollie follows a bee to a beautiful, magical garden, that inspires her to plant her own garden.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

66 **Little Ghost's valentines [Book] FIC WIL Main**

Author: Willis, Maggie Edkins,

Ghosts--Fiction; Valentines--Fiction.; Valentine's Day--Fiction.; Picture books

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

Little Ghost wants to show his love and appreciation on Valentines Day but has never made a valentine before, so with help from his friend Anya, he crafts spooktacular Valentines for his entire neighborhood.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

67 **Madera County Superintendent of Schools 2024-2025 annual report [Book] PRO 371.2 MAD Main**

Education.

Madera, CA ::Madera County Superintendent of Schools : Madera County Office of Education 2025 94 p.

Professional

Summary Notes

Statistical data for the 2024-2025 school year reflecting programs and services; identifying and analyzing service opportunities and needs for students, parents, school districts, agencies, and the community; providing coordination services; facilitating interagency collaboration in delivery of children's services, and participating in the development and implementation of local and statewide initiatives. Cecilia Massetti, Ed. D. Superintendent of Madera County Schools.

68 **Marv and Baby Blob [Book] FIC EIC Main**

Author: Eicheldinger, Matt,

Sharing--Fiction.; Siblings--Fiction.; Brothers--Fiction.

New York ::Simon Spotlight 2026 32 pages : color illustrations ; 23 cm.

Primary (P-3)

Summary Notes

Marv does not like sharing toys with his little brother, Baby Blob, but he soon wishes he did when Baby Blob runs away.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

69 **The messenger [Book] FIC ROB Main**

Author: Roberts Rayne, Lyndsay,

World War, 1914-1918.; Working dogs.; Dogs.; Messengers.; Human-animal relationships.; Stories without words.; Animal fiction; War fiction; Wordless picture books.

New York ::Beach Lane Books 2026 1 volume (unpaged) : color illustrations ; 26 x 29 cm.

Primary (P-3)

Summary Notes

A little dog acts as a courier on the battlefields of World War I, forming a strong bond with their solider handler. Backmatter provides information about the British War Dog School and the many roles animals have played in war.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

70 **Milton makes a move [Book] FIC GRA Main**

Author: Graziano, Jonathan,

Courage--Fiction.; Pug--Fiction.; Dogs--Fiction.; Pet adoption--Fiction.

New York ::Margaret K. McElderry Books 2026 1 volume (unpaged) : color illustrations ; 26 cm.

Primary (P-3)

Summary Notes

Milton the pug loves adventure, but getting adopted is an awfully big one, so he bravely navigates the journey to his forever home and discovers that both he and his new human are learning to be brave together.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

71 **Monsters are the worst [Book] FIC WIL Main**

Author: Willan, Alex,

Goblins--Fiction.; Monsters--Fiction.; Humorous stories

New York ::Simon & Schuster Books for Young Readers 2026 1 online resource.

Primary (P-3)

Summary Notes

When Gilbert the Goblin and his friend Chicken encounter scary monsters on a camping trip, they flee, but a surprising, adorable stowaway in Gilberts knapsack teaches him that monsters can be both scary and sweet.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

72 **My octopus arms [Board Book] FIC BAK Main**

Author: Baker, Keith, 1953-

Stories in rhyme.; Arm--Fiction.; Octopuses--Fiction.

New York ::Beach Lane Books 2013 1 v. (unpaged) : col. ill. ; 24 x 29 cm.

Primary (P-3)

Summary Notes

Little Crab asks what an octopus can do with his eight arms and gets a surprising, rhyming, reply.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

73 **¡Nos vamos de parranda [Book] una historia de Navidad puertorriqueña / FIC CUE Main**

Author: Cuevas, Mayra,

Music.; Christmas.; Caroling.; Puerto Ricans.; Traditions.; Christmas fiction; Children's picture books.; Picture books

Nueva York ::Beach Lane Books 2026 1 Volume (unpaged) : Color illustrations ; 28 cm.

Primary (P-3)

Summary Notes

Durante la temporada navideño, una niña se une por primera vez a una parranda con su familia. Los parranderos viajan de casa en casa, cantando y bailando al son de sus canciones navideñs favoritas. La niña intenta cantar y tocar diferentes instrumentos, pero ninguno suena del todo bien. Al acercarse el final de la parranda, ella se empieza a preocupar que nunca va a encontrar su propio ritmo... hasta que un regalo especial de Papi la ayuda a comprender que la música siempre ha estado dentro de ella, es la música del corazón.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

74 **The nose [Book] FIC MCM Main**

Author: McMullin, David, (Children's book author),

Dogs--Fiction.; Insects--Fiction.; Friendship--Fiction.

New York ::Simon Spotlight 2026 32 pages : color illustrations ; 23 cm.

Primary (P-3)

Summary Notes

Percy and Speck see things differently from one another. Percy is a dog. Speck is a bug. When Speck gets stuck in Percy s nose, they are in for one silly adventure.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

75 **Og Rescues Bop [Book] FIC DYC Main**

Author: Dyckman, Ame,

Siblings--Fiction.; Balloons--Fiction.; Rescues--Fiction.

New York ::Simon Spotlight 2026 1 volume (unpaged) : color illustrations ; 23 cm.

Primary (P-3)

Summary Notes

Join Og and his little sister Bop on a fun-filled adventure in this rhyming rescue.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

76 **Otis knows (how to be a bear) [Book] FIC BRO Main**

Author: Brockenbrough, Martha,

Bears--Fiction.; Brown bears--Fiction.; Hibernation--Fiction.; Alaska--Fiction.; Picture books.; Animal fiction.

New York ::Beach Lane Books 2026 40 pages : chiefly color illustrations ; 28 cm.

Primary (P-3)

Summary Notes

Despite being older, Otis, an Alaskan brown bear, still knows how to be a bear, and how important it is to fill his belly with salmon in preparation for his winter hibernation. Inspired by the real Alaskan brown bear Otis, who rose to stardom during Katmai National Park's Fat Bear Week.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

77 **Our favorite day of the week [Book] FIC FRA Main**

Author: Franklin, Ashley,

Days--Fiction.; Schools--Fiction.; Friendship--Fiction.; Picture books.

New York ::Salaam Reads 2024 pages cm.

Primary (P-3)

Summary Notes

When Musa and his classmates share why certain days are important to them, they discover it is the people they spend it with that makes them so special.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

78 **Pack ice paradise [Book] 577.09 HEV Main**

Author: Hevron, Amy,

Ice islands; Habitat (Ecology)

New York ::Beach Lane Books 2026 1 volume (unpaged) : illustrations ; 29 cm.

Primary (P-3)

Summary Notes

Get ready for summer fun in the Southern Ocean and discover how melting pack ice transforms into an island paradise in this new book in an illuminating nonfiction picture book series that explores how even the smallest habitats play big roles in nature.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

79 **Picnic for giraffes [Book] FIC RYL Main**

Author: Rylant, Cynthia,

Stature--Fiction.; Giraffes--Fiction.; Cupcakes--Fiction.; Size--Fiction.

New York ::Simon Spotlight 2026 32 pages : illustrations ; 23 cm.

Primary (P-3)

Summary Notes

A giraffe is having a picnic, and it needs cupcakes placed high in the trees for its giraffe friends. Will Ginger, Piper, and Tom be able to measure up?

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

80 **Pigeons are the worst [Book] FIC WIL Main**

Author: Willan, Alex,

Aversion--Fiction.; Goblins--Fiction.; Pigeons--Fiction.; Hate--Fiction.; Magic--Fiction.; Humorous fiction.

New York ::Simon Spotlight 2026 32 pages : color illustrations ; 23 cm.

Primary (P-3)

Summary Notes

Gilbert the Goblin is absolutely, definitely, one-hundred-percent certain that pigeons are the worst. They perch on his porch and lounge on his lawn. They eat the food in his fridge--and worst of all--peck at his pizza! But really, it's the pigeons who should be afraid of Gilbert and his tremendous goblin power!

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

81 **A place for Ace [Book] FIC KES Main**

Author: Kester, Danika

Dogs--Fiction.; Dogs--Training--Fiction.; Cattle--Fiction.; Ranch life--Fiction.

Parkfield, CA ::Little Blue Roan Books 2025

Primary (P-3)

Summary Notes

Ace is a young border collie with a big heart. Like all collies, he's supposed to be a natural at herding cattle. But no matter how hard he tries, Ace just can't seem to get it right. Will Charlie find a place for his beloved dog on the ranch?

General Notes

Donated by A California Cattlewomen Heritage Foundation, Inc.

82 **Pookie and Bean [Board Book] FIC BOY Main**

Author: Boynton, Sandra,

Swine--Fiction.; Pigs--Fiction.; Best friends--Fiction.; Friendship--Fiction.

New York ::Boynton Bookworks, an imprint of Simon & Schuster Children's Publishing Division 2026 1 volume (unpaged) : color illustrations ; 15 cm.

Primary (P-3)

Summary Notes

Bestselling author/illustrator Sandra Boynton has created another perfect Pookie board book. It's a wonderful thing to have a best friend-it's Pookie and Bean!

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

83 **Pow for Pia [Book] FIC GRO Main**

Author: Groban, Betsy,

Martial arts for children--Fiction.; Self-confidence--Fiction.; Schools--Fiction.; Martial arts--Fiction.

New York ::Simon Spotlight 2026 1 volume (unpaged) : color illustrations ; 23 cm.

Primary (P-3)

Summary Notes

Pia loves school, except for gym class--until a teacher introduces her to martial arts.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

84 **Pretty close, but not the same [Book] a side-by-side look at confusable critters / 590 FLE Main**

Author: Fleming, Meg,

Anatomy, Comparative.; Animals.; Comparative anatomy.

New York ::Beach Lane Books 2026 1 volume (unpaged) : color illustrations ; 28 cm.

Primary (P-3)

Summary Notes

Discover seven pairs of similar animals that are easily confused for each other, and what makes them unique.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

85 **Pufflings fly free [Book] a rescue tale from Iceland / FIC PAE Main**

Author: Paeff, Colleen,

Puffins--Iceland--Pictorial works.; Bird rescue--Fiction.; Community life--Fiction.; Puffins--Fiction.; Iceland--Fiction.

New York ::Margaret K. McElderry Books 2026 40 pages : chiefly illustrations (colour) ; 23 x 28 cm.

Primary (P-3)

Summary Notes

While most of the world sleeps, Freya and her family embark on a late-night rescue mission like no other. On Iceland's Westman Islands, families gather at midnight to save lost baby puffins, or pufflings, guiding them safely back to the sea. Freya has always dreamed of rescuing a puffling on her own, just like her older siblings. But every time she tries, the tiny birds slip through her fingers--beaks nip, claws scratch, and they escape. When one puffling tumbles into the deep clamshell bucket of an excavator, out of reach from everyone else, Freya is faced with a choice. With her family ready to head home, she must find the courage to climb in and save the little bird--all by herself.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

86 **The quiet ocean [Book] FIC OFF Main**

Author: Offsay, Charlotte,

Puffers (Fish)--Fiction.; Marine animals--Fiction.; Calmness--Fiction.; Quietude--Fiction.; Ocean--Fiction.; Picture books.; Animal fiction.; Easy picture book.; Picture book--Growing Up.

New York ::Beach Lane Books 2026 40 pages : chiefly illustrations (color) ; 22 x 28 cm.

Primary (P-3)

Summary Notes

When a playful putter fish's action causes a snowball effect and disrupts the peace of the other sea creatures, it is up to the ocean and baby whale to help restore order and quiet once more.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

87 **Rebound [Book] a playbook for rebuilding agency, accelerating learning recovery, and rethinking schools. PRO 371.1 FIS Main**

Author: Fisher, Douglas, 1965-

Education.; Learning.; Teaching.

Corwin. 2021

Professional

Summary Notes

It's time to rebound after the pandemic forced changes in teaching and learning. It's time to bounce back, become better and reignite engagement, accelerate learning and move forward with fresh optimism and better systems for schooling.

88 **Red, white, and blue, I love you [Board Book] FIC BUR Main**

Author: Burton, Jeffrey,

Flags--United States--Fiction.; Signs and symbols--Fiction.; Patriotism--United States--Fiction.; Americana--Fiction.

New York ::Little Simon 2026 1 volume (unpaged) : color illustrations ; 15 cm.

Primary (P-3)

Summary Notes

Hey there, little stars and stripes. I'll fly by your side every day. One of a kind, ready to cheer, you're the float in my parade. From parades to floats, flags to jets, and ice cream stretching from sea to shining sea, this book is perfect for those who want to celebrate all things Americana.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

89 **The relaxation & stress reduction workbook [Book] PRO 616.9 DAV Main**

Author: Davis, Martha, 1947-

Stress management.; Relaxation.; Relaxation Therapy.; Stress, Psychological--prevention & control.

Oakland, CA ::New Harbinger Publications 2008 xv, 371 pages : illustrations ; 26 cm.

Professional

Summary Notes

This book broke new ground when it was first published in 1980, detailing easy, step-by-step techniques for calming the body and mind in an increasingly overstimulated world. Now in its sixth edition, this workbook, highly regarded by therapists and their clients, remains the "go-to" source for stress reduction strategies that can be incorporated into even the busiest lives. This new edition is updated with powerful relaxation techniques based on the latest research, and draws from a variety of proven treatment methods, including progressive relaxation, autogenics, self-hypnosis, visualization, and mindfulness and acceptance therapy.

90 **Responding to problem behavior in schools [Book] the check-in, check-out intervention / PRO 370.15 HAW Main**

Author: Hawken, Leanne S.,

Behavior modification--United States.; School psychology--United States.; Problem children--Education--United States.

New York ::The Guilford Press 2021 xviii, 269 pages : illustrations ; 29 cm.

Professional

Summary Notes

Now revised and expanded with the latest research and adaptations for additional target behaviors, this is the gold-standard guide to Check-In, Check-Out (CICO), the most widely implemented Tier 2 behavior intervention. CICO is designed for the approximately 10-15% of students who fail to meet schoolwide behavioral expectations but who do not require intensive, individualized supports. In a large-size format with lay-flat binding for easy photocopying, the book includes step-by-step procedures and reproducible tools for planning and implementation. At the companion website, purchasers can download and print the reproducible tools and can access online-only training materials, sample daily progress reports, and an Excel database for managing daily data. (Second edition subtitle: The Behavior Education Program.) Key Words/Subject Areas: CICO, Tier 2, II, behavior education program, behavior support teams, positive behavior interventions and supports, PBIS, daily progress reports, implementation guide, behavioral problems, training workshops, attendance, academic engagement, prevention, elementary students, secondary, children, adolescents, school psychology, school psychologists Audience: School psychologists, school counselors, school social workers, and administrators working with children ages 4-17 (grades PreK-12); PBIS coaches and team leaders; special educators.

91 **The ribbon [Book] FIC BLA Main**

Author: Blackham, Tessa,

Stage fright--Fiction.; Anxiety--Fiction.; Ballet dancing--Fiction.; Picture books.

New York ::Atheneum Books for Young Readers 2026 1 volume (unpaged) : color illustrations ; 27 cm.

Primary (P-3)

Summary Notes

A young dancer with performance anxiety is comforted by a seasoned performer gifting her a red ribbon from her own hair.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

92 **Robot see, robot do [Book] FIC MAD Main**

Author: Madan, Vikram,

Imitation--Fiction.; Robots--Fiction.; Stories in rhyme.

New York ::Simon Spotlight 2026 1 volume (unpaged) : color illustrations ; 25 cm.

Primary (P-3)

Summary Notes

A little robot makes merry mischief by copying everything his friends do. Robot wants to have fun and do everything his friends can do: see-saw, paint, play the drum, and stomp in shoes. But...should Robot really do everything?

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

93 **Ruby Bridges [Book] a brave child who made history / 921 BRI Main**

Author: Cipriano, Jeri.

Bridges, Ruby.; African American children--Louisiana--New Orleans.; African Americans--Louisiana--New Orleans.; African American children--Louisiana--New Orleans--Biography.; African Americans--Education--Louisiana--New Orleans.; School integration--United States--History--20th century.

Egremont, Massachusetts ::Red Chair Press 2020 24 pages : color illustrations ; 21 cm.

Primary (P-3)

Summary Notes

Ruby Bridges just wanted to go to a good school. She did not ask to be a hero, but she knew how to be strong. Her bravery made it possible for classrooms today to be safe places for children of all races.

94 **Ruby Bridges goes to school [Book] my true story / 921 BRI Main**

Author: Bridges, Ruby.

Bridges, Ruby.; African American children--Louisiana--New Orleans--Biography.; African Americans--Louisiana--New Orleans--Biography.; School integration--Louisiana--New Orleans.; Women--Biography.; African Americans--Biography.; School integration.; New Orleans (La.)--Race relations.; New Orleans (La.).; Biographies.

New York ::Scholastic Inc. 2009 1 v. (unpaged) : ill. ; 23 cm.

Primary (P-3)

Summary Notes

Ruby Bridges tells the story of how she helped end racial segregation in the New Orleans public school system when she was in the first grade.

95 **Ruby's tools for fixing mistakes [Book] FIC STO Main**

Author: Stott, Apryl,

Foxes--Fiction.; Anxiety--Fiction.; Anger--Fiction.; Life skills--Fiction.; Friendship--Fiction.; Schools--Fiction.; Animal fiction

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

A little fox uses a hammer and other tools to overcome anxiety and anger during a group school project.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

96 **Sabrina Sue [Book] the epic adventure / FIC BUR Main**

Author: Burris, Priscilla,

Travel--Fiction.; Frogs--Fiction.; Chickens--Fiction.; Friendship--Fiction.; Voyages and travels--Fiction.; Picture books.

New York ::Simon Spotlight 2026 56 pages : illustrations ; 26 cm.

Primary (P-3)

Summary Notes

Sabrina Sue and her fearless pal Froggy have journeyed to the mountains, the sea, the city, and even to space. Even though each adventure has been a rousing success, her farm friends always try to convince her to stay home! They can t imagine why anyone would want to leave the cozy farm. What if the nervous animals could see for themselves that there s nothing to fear? Sabrina Sue extends an invite, but will her farm friends decide to take a chance or play it safe?

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

97 **Sashimi [Book] FIC SAN Main**

Author: Santat, Dan,

Fishes--Fiction--Comic books, strips, etc.; Elementary schools--Fiction--Comic books, strips, etc.; Friendship--Fiction--Comic books, strips, etc.; Monsters--Fiction--Comic books, strips, etc.; School comics.; Animal comics.; Comics (Graphic works); Graphic novels.

New York, NY ::Roaring Brook Press 2026 150 pages : chiefly color illustrations ; 21 cm.

Intermediate (4-6)

Summary Notes

In the town of Barnacle Bay, a creature lurks. He's come from the ocean, in search of others like him. To fit in with humans, Sashimi sneaks into an elementary school and pretends to be a student. But he's clearly a fish out of water. When Sashimi finds out the whole town is on the hunt for the Beast of Barnacle Bay--a creature who sounds a lot like Sashimi--hijinks ensue. Fortunately, with the help of a new friend and the class goldfish, Sashimi figures out a way to stay afloat.

98 **School culture rewired [Book] how to define, assess, and transform it / PRO 370.15 GRU Main**

Author: Gruenert, Steve.

Educational leadership.; School management and organization.; School environment.; Educational change.

Alexandria, VA ::ASCD 2015 177 pages ; 23 cm.

Professional

Summary Notes

A guide to defining, assessing, and transforming school culture to be positive and actively working to enrich the lives of students. Includes tips for hiring and training teachers who will support the culture, and instructions for implementing a successful school culture rewiring team.

99 **School leadership that works [Book] from research to results / PRO 371.2 MAR Main**

Author: Marzano, Robert J.

School management and organization.; Educational leadership.

Aurora, Col. : Mid-continent Research for Education and Learning,:Association for Supervision and Curriculum Development ; 2005 vi, 194 pages : illustrations ; 23 cm.

Professional

Summary Notes

Examines the impact school leadership has on student achievement and lists twenty-one leadership responsibilities that have a significant effect on student achievement.

Content Notes

Preface -- Part 1 : The Research base -- 1. In search of school leadership -- 2. Some theories and theorists on leadership -- 3. The Meta-analysis -- Part 2 : Practical applications -- 4. The 21 responsibilities of the school leader -- 5. Two types of change -- 6. Doing the right work -- 7. A Plan for effective school leadership.

100 **School Spirits [Book] FIC GUN Main**

Author: Gunnufson, Charlotte.

School fiction.; Stories in rhyme.; Self-confidence--Fiction.; Ghosts--Fiction.; FIrst day of school--Fiction.

Atheneum Books for Young Readers 2026

Primary (P-3)

Summary Notes

This playful, gently spooky picture book about back-to-school jitters features a mischievous group of ghosts and is perfect for fans of Gustavo the Shy Ghost and Little Ghost Makes a Friend.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

101 **Seahorse is furious [Book] and there is nothing you can do about it / FIC HOO Main**

Author: Hood, Morag, (Illustrator),

Anger--Fiction.; Sea horses--Fiction.; Marine animals--Fiction.; Animal fiction

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

There is absolutely nothing anyone can do to get Seahorse out of the worst mood ever--or so he thinks.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

102 **SEL from a distance [Book] tools and processes for anytime, anywhere / PRO 370.15 DJA Main**

Author: Djabrayan Hannigan, Jessica,

Affective education.; Social learning.; Emotional intelligence--Study and teaching.; Behavior modification.

Thousand Oaks, California ::Corwin 2021 xiv, 124 pages : illustrations ; 26 cm.

Professional

Summary Notes

The pandemic and subsequent switch to distance learning, combined with recent instances of racial injustice, have put a spotlight on the cracks in the practice of social and emotional learning (SEL). More than ever before, schools are shifting their focus and prioritizing SEL competencies- around the nation and the world. To easily and effortlessly build SEL into virtual, blended, or in-person environments, behavior experts Jessica Djabrayan Hannigan and John E. Hannigan have drawn together a collection of tools and processes for SEL that can be applied in any learning environment.

Content Notes

Part I. The what and why of SEL. Why SEL is more important now than ever -- Digging into SEL -- Part II. The tools and processes. Relationship skills tools and processes -- Responsible decision making tools and processes -- Social awareness tools and processes -- Self-management tools and processes -- Self-awareness tolls and processes -- Part III. SEL in practice. Bringing it all together: teacher team case study sample.

103 **Simply small groups [Book] differentiating literacy learning in any setting / PRO 372.41 DIL Main**

Author: Diller, Debbie, 1954-,

Group reading.; Individualized instruction.; Group work in education.; Small groups.

Thousand Oaks, California ::Corwin Literacy 2022 275 pages : illustrations ; 28 cm.

Professional

Summary Notes

Simply Small Groups will show the basics that teachers need to know in order to teach effectively in a small group setting, regardless of whether that is in a traditional classroom, in a virtual classroom, or a combination of the two. The focus here is on assessing students' assets and challenges, and understanding how to teach them in a small-group setting to help them progress as readers.

104 **Small pets [Book] FIC RYL Main**

Author: Rylant, Cynthia,

Body size--Fiction.; Pets--Fiction.; Size--Fiction.; Picture books.; Animal fiction.

[New York, New York] ::Beach Lane Books 2026 1 volume (unpaged) : color illustrations ; 26 cm.

Primary (P-3)

Summary Notes

Small vignettes show the everyday lives of some of the smallest pets, including two perching parakeets, baby bunnies, and a trio of playful pups.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

105 **Snow-clearing day [Board Book] FIC CAR Main**

Author: Carzoo, Breanna.

Snow--Fiction.; Snowplows--Fiction.

Little Simon

Primary (P-3)

Summary Notes

It's a snow day! Three adorable critter friends work together to clear the snow in this charming board book from the Little Landscapers series by author-illustrator Breanna Carzoo. The snow is falling. So much snow! That means it's almost...snow-clearing day. Gear up with a cast of friendly animals as they get ready to shovel, scoop, and plow the snow. And when the snow falls again...they'll be back for more. Little ones who love snow, snowplows, and other tools will love this sweet story combining outdoor fun and things that go.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

106 **Some days [Book] FIC SOS Main**

Author: Sosa, Daniela,

Days--Fiction.; Emotions--Fiction.

[New York, N.Y.] ::Beach Lane Books 2026 1 volume (unpaged) : color illustrations ; 29 cm.

Primary (P-3)

Summary Notes

Celebrates the new experiences and feelings that each kind of day brings to our lives.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

107 **Spectrum [Book] 36th Annual Young Writer's Conference. 808 SPE Main**

Writing.; Creative writing.; Creative writing--Drama.; Creative writing--Fiction.; Poetry.

Dept of English, California State University, Freno

Middle School (7-8), High School (9-12)

Summary Notes

Selections of poetry, fiction, creative nonfiction, and drama from youth writers in Central California.
in this issue:
"Forever" by Salma Vasquez, Chowchilla High School, Chowchilla;
"Not Always But Often Enough" by Samantha Park, Liberty High School, Madera Ranchos;
"Goodbye Letters" by Samantha Park, Liberty High School, Madera Ranchos.
.

108 **Spooky scouts [Book] FIC SHR Main**

Author: Shrack, Kimberly,

Camping--Fiction.; Scouting (Youth activity)--Fiction.; Monsters--Fiction.; Monster fiction; Picture books

New York ::Margaret K. McElderry Books 2026 pages cm.

Primary (P-3)

Summary Notes

Worried that her troop of monsters will find her weird, Luna the wolf pup attempts to hide her transformation under the full moon on the annual Spooky Scouts' camping trip.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

109 **Student voice [Book] turn up the volume, 6-12 activity book / PRO 371.8 QUA Main**

Author: Quaglia, Russell J.

Student aspirations.; Academic achievement.; Motivation in education.

Thousand Oaks, California ::Corwin, a SAGE Company 2015 xx, 139 pages : illustrations ; 28 cm.

Professional

Summary Notes

Presents activities for students in grades six through twelve that are specifically designed to create an engaging learning environment and foster students' aspirations.

110 **A sweet secret [Book] FIC JAC Main**

Author: Jackson, Bea, 1986-,

Fairies; Baking; Grandparent and child; Grandmothers; African Americans

New York, New York ::Simon Spotlight 2026 pages cm.

Primary (P-3)

Summary Notes

After watching Willow bake with her grandmother, Lily, Sky, and Jasmine convince her to let them make their own sweet treat in her kitchen, leading to unexpected discoveries.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

111 **Teachers these days [Book] stories and strategies for reconnection / PRO 371.102 CAR Main**

Author: Carrington, Jody,

Education.; Teachers.; Teaching.

San Diego ::Impress, LP. 2021 pages cm.

Professional

Summary Notes

Teaching is literacy and numeracy but, most importantly, it's showing up with your whole heart. It's walking kids--and yourself--through the hardest conversations about trauma, loss, grief, racism, or violence. As we work to piece together our education system in the fallout from global pandemic, the focus must be on the teachers. If the people in charge--those teachers--aren't OK, the students don't stand a chance. Dr. Jody Carrington and Laurie McIntosh bring together theory and practice, weaving the science of human development with real-life stories and tangible strategies told by those most qualified to share them--our teachers. This book is for those who need a place to land when they want to be reminded that, simply by the choice of their profession, they are a powerful force in shaping our world.

112 **The tiny thing [Book] FIC TAR Main**

Author: Tarlow, Ellen,

Moles (Mammals)--Fiction.; Friendship--Fiction.; Imagination--Fiction.; Picture books

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

When Mole finds a tiny, inanimate thing, he brings it home and begins to treat it as a friend, and it begins to transform his life, allowing him to make friends with the other forest animals.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

113 **Tiny Tiger says why can't I [Book] FIC PRA Main**

Author: Prasadam-Halls, Smriti,

Stories in rhyme; Tigers--Fiction.; Big cats--Fiction.; Parent and child--Fiction.; Behavior--Fiction.; Animal fiction

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

Tiny Tiger has so many fun things he wants to do--if only his parents would stop saying no.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

114 **Trapped in the tar pit [Book] how paleontologists unearthed a city's past / 560 STR Main**

Author: Stremer, Jessica,

Fossils--California--La Brea Pits.; Fossils--California--La Brea Pits.; Fossilization.; Paleontology--Pleistocene.; La Brea Pits (Calif.).

New York, New York ::Beach Lane Books 2025 1 volume (unpaged) : color illustrations ; 24 x 29 cm.

Primary (P-3)

Summary Notes

A nonfiction picture book about one of the most exciting fossil discoveries of the modern day: tar pits.

115 **The umbrella [Book] FIC WAL Main**

Author: Walker, Sylvia L.,

Rain and rainfall--Fiction.; Umbrellas--Fiction.; Cooperativeness--Fiction.; Friendship--Fiction.

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

Zora's day in the park is interrupted by a rain shower, but after sharing her umbrella with several new friends, a gust of wind blows it away, and she and her new friends work together to find it.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

116 **The underwearwolf [Book] FIC STE Main**

Author: Sterer, Gideon,

Underwear--Fiction.; Werewolves--Fiction.

New York ::Simon & Schuster Books for Young Readers 2026 pages cm.

Primary (P-3)

Summary Notes

A humorous picture book about a boy that goes on a midnight adventure after donning a pair of underpants that turn him into a werewolf.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

117 **Unicorns in uniforms [Book] FIC FER Main**

Author: Ferry, Beth,

Cooperativeness--Fiction.; Unicorns--Fiction.; Uniforms--Fiction.

New York ::Simon & Schuster Books for Young Readers 2026 40 pages : color illustrations ; 28 cm.

Primary (P-3)

Summary Notes

A team of uniformed unicorns--doctors, bakers, painters, and more--join forces to save their village from a magical uproar.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

118 **Wanda the warthog who worried [Book] FIC STI Main**

Author: Stickley, Frances,

Stories in rhyme; Warthogs--Fiction.; Animals--Fiction.; Self-confidence--Fiction.; Animal fiction

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

When self-doubt strikes , Wanda the warthog learns that the best thing to do is be herself.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

119 **Wanderers [Book] a walk through time and transportation / 600 MOS Main**

Author: Moss, Julia, (Children book author),

Vehicles--History.; Transportation--History.; Vehicles.; Stories in rhyme.

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

This sweeping, lyrical history of transportation encourages young readers to wonder at human ingenuity while wandering through time and discover some of the coolest vehicles we invented along the way.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

120 **Washington, DC ABCs [Board Book] FIC BOD Main**

Author: Boddington

National monuments--Washington (D.C.).; Alphabet.; National monuments.; Washington (D.C.)

New York ::Penguin Workshop, an imprint of Penguin Random House LLC 2020 1 volume (unpaged) : color illustrations ; 18 cm.

Primary (P-3)

Summary Notes

Discover the people, places, and things that make Washington, DC, as grand and gorgeous as the alphabet itself.

121 **We are all ears [Book] FIC FEN Main**

Author: Fenske, Jonathan,

Animals--Fiction.; Corn--Fiction.; Ear--Fiction.

New York ::Simon Spotlight, an imprint of Simon & Schuster Children's Publishing Division 2026 pages cm.

Primary (P-3)

Summary Notes

Highlights the many kinds of ears with diverse shapes and textures.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

122 **We are the keystones [Book] animals that hold habitats together / 577.2 DUF Main**

Author: Duffield, Katy,

Keystone species.; Animals.; Habitat (Ecology); Picture books.; Creative nonfiction.; Stories in rhyme.

New York ::Beach Lane Books 2026 1 volume (unpaged) : color illustrations ; 28 cm.

Primary (P-3)

Summary Notes

Meet keystone species - the hidden heroes of the natural world - and learn about the ecosystems they support in this nonfiction picture book from the author of "Crossings: Extraordinary Structures for Extraordinary Animals."

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

123 **What Marcel found [Book] the incredible discovery of the Lascaux Cave paintings / 700 PRU Main**

Author: Pruitt, Cedar,

Ravidat, Marcel, 1922-1995.; Magdalenian culture--France--Montignac (Dordogne).; Cave paintings--France--Montignac (Dordogne).; Art, Prehistoric--France--Montignac (Dordogne).; Lascaux Cave (France) ; Montignac (Dordogne, France)--Antiquities.

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

Uncover the amazing true story of a boy who made one of the most important archaeological discoveries in history-the Lascaux Cave Paintings.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

124 **What's that noise [Book] FIC HIG Main**

Author: Higson, Charlie, 1958-,

Imagination--Fiction.; Noise--Fiction.; Boxes--Fiction.; Picture books.; Picture book--Activities.

New York ::Beach Lane Books 2026 1 volume (unpaged) : color illustrations ; 27 cm.

Primary (P-3)

Summary Notes

After finding a box big enough to fit inside, he uses his imagination, his voice, and a few everyday objects to create sounds both quiet and LOUD as he experiments with noise.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

125 **Where's Elvis? Where's Romeo [Board Book] FIC SOM Main**

Author: Soman, David.

Dogs--Fiction.; Friendship--Fiction.

Beach Lane Books

Primary (P-3)

Summary Notes

Elvis and Romeo, the most polar opposite of pups, play a game of hide-and-seek in. Elvis and Romeo try to figure out which dog is under the bench, between the trees, next to a bowl of water, and more. Introduce little ones to the concepts of direction, distance, and personal space with two dogs who never know which way they are going.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

126 **Who moved my cheese [Book] an a-mazing way to deal with change in your work and in your life / PRO 155.2 JOH Main**

Author: Johnson, Spencer.

Change (Psychology); Adaptability (Psychology); Life change events.; Life change events--Psychological aspects.

New York, NY ::G.P. Putnam's Sons 2002 95 pages : illustrations ; 22 cm.

Professional

Summary Notes

Dr. Spencer Johnson realizes the need for finding the language and tools to deal with change -- an issue that makes all of us nervous and uncomfortable. Most people are fearful of change because they don't believe they have any control over how or when it happens to them. Since change happens either to the individual or by the individual, Johnson shows us that what matters most is the attitude we have about change. When the Y2K panic gripped the corporate realm before the new millennium, most work environments finally recognized the urgent need to get their computers and other business systems up to speed and able to deal with unprecedented change. And businesses realized that this was not enough: they needed to help people get ready, too. Johnson has created this book to do just that, containing a simple story with a message that can radically alter the way we cope with change. Who Moved My Cheese? allows for common themes to become topics for discussion and individual interpretation.

Content Notes

Parts of all of us -- The story behind the story / Kenneth Blanchard -- A gathering: Chicago -- Who moved my cheese?: The story. Four characters -- Finding cheese -- No cheese! -- The mice: Sniff & scurry -- The Littlepeople: Hem & haw -- Meanwhile, back in the maze -- Getting beyond fear -- Enjoying the adventure -- Moving with the cheese -- The handwriting on the wall -- Tasting new cheese -- Enjoying change! -- Discussion: Later that same day -- New cheese! -- Share it with others.

127 **The "Why Not" challenge [Book] PRO 371.19 SAN Main**

Author: Sanderlin, Jacqueline L. Dr.

Education.

Scholastic ; 2020 128 pages.

Professional

Summary Notes

Dr. Sanderlin ('Dr. Jackie') believes that all schools, especially those in communities with few resources, should develop a 'Why Not?' attitude when it comes to what can be accomplished by their students. Where do funding and other resources come from to realize students' dreams? The partnerships that schools can form in their own communities with businesses and organizations. Sanderlin shares 10 practical steps that may enable readers to seek out, develop, and sustain powerful partnerships that will help their students in so many ways.

128 **Why theatre education matters [Book] understanding its cognitive, social, and emotional benefits / PRO 792.02 GOL Main**

Author: Goldstein, Thalia R.

Acting--Study and teaching--Psychological aspects.; Acting--Psychological aspects.

New York, NY ::Teachers College Press 2024 xvii, 219 pages : color illustrations ; 24 cm.

Professional

Summary Notes

This book looks behind the curtain of theatre education to see how thinking on stage happens - in real classroom. Reporting on the first large scale systematic qualitative analyses of actual acting classes for adolescents, this book introduces the discovery of the 8 "Acting Habits of Mind" - thinking strategies to solve problems and creatively complete tasks- that are used, integrated and fostered in acting classes. Each Acting Habit of Mind is tied to the current scientific research and findings for related psychological constructs, including creativity, self-esteem, empathy, and emotion regulation and health. Then, connections are made to individual student needs, future research, and the complexity of theatre education. Based in the science of development and actual theatre education as it happens in a variety of school types, with a diversity of students, this book provides an answer to the question "What, psychologically, is an acting class?" and can help every educator, administrator, and theatre lover advocate for their art form.

129 **Yes, Elvis. No, Romeo [Board Book] a book of opposites / FIC SOM Main**

Author: Soman, David,

Polarity--Fiction.; Dogs--Fiction.; English language--Synonyms and antonyms--Fiction.; Opposites--Fiction.; Individual differences--Fiction.; Friendship--Fiction.

[New York, N.Y.] ::Simon Spotlight 2026 1 volume (unpaged) : color illustrations ; 19 cm.

Primary (P-3)

Summary Notes

Elvis and Romeo have fun with opposites in their everyday world. Big or little? Dry or wet? Near or far? Asleep or awake? Can these polar opposite pooches ever agree on anything?

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

130 **You and I are stars and night [Book] FIC HOS Main**

Author: Hosford, Kate,

Stories in rhyme; Parent and child--Fiction.; Bedtime--Fiction.; Picture books

New York ::Beach Lane Books 2026 pages cm.

Primary (P-3)

Summary Notes

Celebrates the loving relationship between parent and child on a dreamy journey before bedtime.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

131 **You've got my heart, Cuddle bear [Board Book] FIC WAN Main**

Author: Wan, Joyce

Parent and child--Fiction.; Family--Fiction.; Love--Fiction.

Primary (P-3)

Summary Notes

Celebrate the love between parent and child with this cuddly board book featuring heart-shaped die-cut pages and heartwarming illustrations by bestselling illustrator Joyce Wan.

General Notes

This is a preview copy from Simon and Schuster to help schools with their collection development.

Tricia Protzman
Superintendent of Schools

Agenda Item 8.4

Board of Education Action Item
October 13, 2026

Topic:
Consideration Comprehensive Safety Plan
8.4.1 Safe Schools Plans
8.4.2 Emergency Preparedness Plans

Background:
California Education Code Sections 32280-32289 requires all school districts and county offices of education to develop comprehensive school safety plans for their schools operating kindergarten or any of grades 1 to 12, in order to ensure a safe and orderly environment for students. These code sections also describe the components of the safety plans and processes to be used in their development. The components include safe ingress and egress, suspension & expulsion, child abuse reporting, notifying teachers of dangerous pupils, sexual harassment, dress code, hate crime policies & procedures, student discipline, uniform complaint policies & procedures, and emergency disaster response.

Beginning July 1, 2025, the addition of an Instructional Continuity Plan (ICP) is required per SB 153, Chapter 38, which adds a provision to California Education Code *(EC) Section 32282* that requires local educational agencies (LEAs) to develop an ICP to establish communication with pupils and their families to provide instruction when in-person instruction is disrupted due to a natural disaster or emergency. The ICP requires annual board adoption and be made part of the Comprehensive Safe Schools Plan no later than March 1st.

Updates have been made to the 26/27 Madera County Superintendent of Schools Safe Schools Plans and Emergency Preparedness Plans. The Incident Command System staffing information for the administration building, countywide response, and other MCSOS program sites, have been updated to reflect current staff.

For our organization, the documentation, policies, and procedures, historically known as the Emergency Preparedness Plan, addresses the disaster response component of the Safe Schools Plan. Together, the Safe Schools Plan, and the Emergency Preparedness Plan form a Comprehensive School Safety Plan (CSSP). Our programs continue to update their site plans. All site plan updates have been provided for review. A complete Emergency Preparedness Plan & Safe Schools Plan binder will be available to review at the board meeting.

Financial Impact:
None

Resource:
Frederick Cogan
Executive Director,
Career & Alternative Education Services

Jessica Drake
Executive Director
Student Programs and Services

Kim Linderholm
Sr. Administrative Assistant
Business & Administrative Services

Recommendation:
It is recommended the Board approve the changes made to the 2026/2027 Safe Schools Plans, Emergency Preparedness Plans and Instructional Continuity Plan for the Madera County Superintendent of Schools.

8.4.1

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Instructional Continuity Plan

2026-2027
Comprehensive Safety Plan
(Education Code Section 32280-32288)

Mission

The Madera County Superintendent of Schools staff seeks opportunities to deliver services responsive to the needs of students, parents, school districts, agencies, and the community.

Vision

We believe our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This program will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability level. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Ingress and Egress
2026-2027

General Procedures

Visitor
Staff and visitors are required to check in at the school office upon arrival and check out upon departure. All Madera County Superintendent of Schools (MCSOS) staff have an official photo ID badge with a barcode, in which they will "scan" their badge at the EasyLobby scan station located at the front desk. Once the badge is scanned it will mark the employee "checked in". Guests that do not have a badge, will walk up to the EasyLobby scan station, and manually type in their first, and last name, then hit "print". They will then receive a printed badge with their name, and barcode at the bottom, once printed they are "checked in". All guests should have their printed badge visible on the outside of their clothing, while all staff should always have their MCSOS ID badge visible as well. Upon departure, staff will return to the EasyLobby scan station and scan their ID badge with the scanner, and the screen will indicate they are "checked out". Guests will remove their paper badge and proceed to scan it with the scanner, and the screen will indicate they are "checked out".

Students
All students leaving school with permission from a parent/guardian must be signed out by school personnel/parent/guardian on the "student sign-out sheet." School personnel/parent/ guardian are to note the date, student's name, the time the student is leaving the campus, the destination/ reason for the student leaving school, and list name of school personnel/parent/ guardian accompanying the student. The time returning will be noted by office staff if the student returns that day.

Parents with custodial issues must file copies of the current orders with the MCSOS/school office. The child's emergency cards are then marked accordingly. However, parents are advised to instruct their child to warn the school if the adult picking them up is unauthorized to do so.

Peace Officer:
Any student released to a Peace Officer will only be released upon completion of the "Release of Minor to a Peace Officer" form.

Substitutes
Substitutes are to check-in with site administrators. Information on substitutes is available through the Frontline Absence Management System. A report can be obtained from the Human Resources office.

Procedures Specific to School Sites and Programs
Pioneer Technical Center – Chowchilla
PTC – Chowchilla is located adjacent to Gateway Alternative High School. When arriving to classrooms (3 single classrooms), all visitors and students are met by a staff

person at classroom doors. All students leaving school must have permission from parent/guardian and are signed out by proper school personnel or parent/guardian.

Pioneer Technical Center – Madera expects all students to enter through the main office located on the north side of the administration building and exit through the front gate located between room 9 and the main office. Students may park in any of the designated parking spaces in the north or west parking lots of the school.

Before school, the principal and/or other staff monitors the front gate and quad areas from 8:00 a.m. until 8:30 a.m. All offices, teachers on duty, and principal have walkie-talkies to communicate effectively, and students are supervised by the principal and staff during break and lunch as well. Students are not allowed to loiter in the front office before school starts or afterschool. All students must enter the school immediately after arriving at school. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or sign out until a parent or guardian picks them up to go home.

At the end of the school day (3:00 p.m.) the campus is monitored by administrators and/or teachers. Madera Unified School District bus drivers contact the school or police department via phone or radio if they witness any suspicious activities on their route. The principal/staff maintains a safe perimeter and checks the school and surrounding area before, during and after school and he is accessible by cell phone/radio at all times of the day.

Madera County Independent Academy-(MCIA) expects students to enter through the front office located on the south side of the building and exit through the same area. Parents may park in any of the designated parking spaces in the east or west parking lots of the school. Students are not allowed to loiter in the front office before school starts or afterschool as other students are waiting for their respective appointments. All students must enter the school immediately after arrival. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or sign-out or until a parent or guardian picks them up to go home.

Gould Educational Center has one entrance for visitors. Visitors are required to check in at the school office upon arrival and check out upon departure by using the EasyLobby scan station. Visitors will receive a printed badge with their name. This badge must be always worn and visible. All Gould students will be escorted/assisted by school staff to and from the bus drop off area at the east entrance.

All MCSOS staff have an official photo ID Badge with a barcode, in which they will “scan” their badge at the EasyLobby scan stations located on the west entrance (personnel only) and east office. Staff identification badges are to be always worn.

Other School Sites - Some MCSOS Special Education programs are provided on school district general education campuses. Students attending school on a district campus follow local school procedures. Students will be escorted and assisted by

classroom staff to and from the bus drop-off area. Those students who are not in need of assistance may walk unescorted to and from their classrooms. All visitors are to sign-in at the front office and will follow local school procedures.

Chowchilla Union High School District
Chowchilla Union High School

Golden Valley Unified School District
Liberty High School

Madera Unified School District
Berenda Elementary
Jack G. Desmond Middle School
Howard Elementary
Madera High School
Madera South High School
Millview Elementary
Nishimoto Elementary

Yosemite Unified School District
Coarsegold Elementary
Yosemite High School

Forms:

- Student Sign-out Sheet
- Release of Minor to a Peace Officer

Student Sign-Out Sheet

School ID	Teacher	Grade	Room	Date

Student Name	Release to	Relation to Student	Clearance I.D.	Parent/Guardian Signature	Time	Destination

RELEASE OF MINOR TO PEACE OFFICER

Name of Minor	Parent/Guardian
Address	
Home Phone Number	**Cell Phone Number**
Date and Time	**Minor Taken To**
Reason	

Parents are to be notified by the peace officer.

I am taking temporary custody of the above minor:

_____ _____

Peace Officer Name (Print) Peace Officer Signature/Date

Madera County Superintendent of Schools
Comprehensive School Safety Plan Committee Members
2026-2027

The successful development and implementation of a comprehensive Safe Schools Plan begins with the vision and priorities established by the Safe Schools Planning Committee. This committee should have broad based representation that includes staff, students, parents, and community members as necessary and appropriate. Ongoing communication and review of the plan is essential to ensure its implementation and achievement of identified goals resulting in school environments that are safe and accepting.

The Madera County Superintendent of School (MCSOS) offers a variety of instructional programs for students in alternative education, special education, and charter schools. Based upon the diverse needs of the student population, a Core Planning Committee will ensure that all components of the Safe Schools Plan are included and that there is coordination within the various instructional programs. School sites will convene separate Safe Schools Committees to address the individual, specific identified needs at each site. School site Safe Schools Committees will report to the Core Planning Committee on a quarterly basis.

Core Planning Committee members include:
Anthony Persons
Dennis Lingo
Fred Cogan
Hugo Sanchez
Jacklyn Jones
Jessica Drake
Kristen Maxfield
Kim Linderholm
Mariela Gonzalez
Opie Riar
Susana Mesa
Raquel Jimenez

Special Education/Gould Educational Safe School Committee members include:
Raquel Jimenez
Jasmine Cooper-Cabrera
Jessica Drake
Vanessa Arreguin
Alex Manriquez
Sonia Lopez
Opie Riar
Frankie Morelos

Leticia De Luna
Mark Parrott
Rita Salcido
Annamaria Lopez

Career and Alternative Education Services Safe School Committee members include:

Jose Espinoza
Elizabeth Rodriguez
Fred Cogan
Karl Diaz
Sharon Revis-Green
Diane Romero
Rita Navarro
Ruby Horta
Opie Riar
Myrtha Torres
Karla Guevara

Early Education Center Committee members include:

Jacklyn Jones
Lorena Rivera
Nora Solis
Sandra Alvarez
Mee Yang
Veronica Leon

Apollo Campus Committee members include:

Jessica Drake
Rita Sepulveda
Vanessa Morquecho
Christina Thomas
Jennifer Clark
Kendra Farris
Mary Escanuela
Anthony Persons

Madera County Superintendent of Schools
Tricia Protzman, Superintendent of Schools

2026-2027
Student Conduct and Discipline

A District Statement on Rights, Responsibilities, and Rules
(Code Sections refer to the California Education Code unless otherwise indicated.)

I. Rights and Responsibilities of Students, Parents/Guardians, and Teachers

The education of public schools' students is a shared responsibility. Students, parents/guardians, and teachers each have important roles and responsibilities in providing and maintaining the intellectual, physical, emotional and social development and well-being of students. These shared rights and responsibilities include the following:

1. Rights and Responsibilities of Students

- To attend school in a secure academic and social climate.
- To be informed of school rules and regulations.
- To attend school and classes regularly and on time.
- To be prepared for class with appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel and fellow students.
- To demonstrate pride in the appearance of school buildings and grounds.

2. Rights and Responsibilities of Parents/Guardians

- To expect their children will spend time at school in a safe, stimulating atmosphere, engaged in productive activities under the direction of dedicated staff.
- To become familiar with district policies and school rules and regulations.
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school serve the child.
- To provide supportive action by making sure that their children have enough sleep, adequate nutrition and appropriate clothing before coming to school.
- To maintain consistent and adequate control over their children and to support reasonable discipline measures used by the school.

3. Rights and Responsibilities of Teachers

- To expect and receive the attention, effort, and participation of students.
- To consider the personal worth of each individual student as a single, unique and important human being.
- To strive to equip each student with the knowledge, skills, and attitudes required for successful living.
- To hold students accountable for their actions at all times.
- To initiate and enforce classroom and disciplinary rules consistent with school and district policies, including policies regarding suspension and expulsion.

II. Expected Student Behavior

The Governing Board of a school district shall prescribe disciplinary rules consistent with the applicable laws and rules of the State Board of Education. (E.C. 35291). Such rules are established in an effort to maintain an atmosphere conducive to learning. In most instances, high expectations for student behavior, effective classroom management, preventative measures, positive conflict resolution techniques, and parent involvement can minimize the need for formal discipline and can help foster within students a sense of self-discipline and personal responsibility. Students who do not comply with such rules may be disciplined (e.g. counseled, reprimanded, suspended, etc.) or, in extreme cases, expelled and/or arrested as circumstances warrant in the application of the law.

III. **Possible Student Disciplinary Measures**

1. **Conference:** Students will be counseled regarding appropriate school behavior.
2. **Detention:** Students may be detained for disciplinary or other reasons up to one (1) hour after the close of the maximum school day. (C.C.R. Title 5, Sec. 353)
3. **Weekend Classes:** A district may maintain weekend classes at which a student may elect to serve his/her disciplinary detention rather than after school. (E.C. 37223
4. **Restriction of Recess:** A district may adopt reasonable rules and regulations to authorize teachers to restrict the recess time of student(s) for disciplinary purposes. (E.C. 44807.5)
5. **Exclusion from Extracurricular Activities:** A district may, according to its policies and administrative regulations, restrict or disqualify students from participating in extracurricular activities.
6. **Community Service:** As part of or instead of disciplinary action, a district may require a student to perform community service during non- school hours, on school grounds (e.g. school outdoor beautification, campus betterment, teacher, peer, or youth assistance programs, etc.). (E.C. 48900.6)
7. **Reassignment to Alternative Education:** A district may transfer a student to an alternative education program pursuant to Education Code sections 48432.5 or 48662.
8. **Suspension by Teacher from Class:** For any of the reasons set forth herein in Section IV, a teacher may suspend a student from class for the day of the suspension and the following day by sending the student to the principal for appropriate action. (E.C. 48910)
9. **Parent Attendance:** A district may adopt a board policy authorizing a teacher to require a parent/guardian of a student, suspended from class under E.C. 48910 for violating E.C. 48900 (i) or E.C. 48900 (k), to attend a portion of the school day in the class from which the student was suspended. Parents/guardians shall be notified of this policy prior to its implementation. (E.C. 48900.1)
10. **Suspension from School:** The principal of a school or the superintendent of a district may suspend a student from school for any of the reasons set forth herein in Section IV. for no more than five (5) consecutive school days. (E.C. 48911)
11. **Expulsion:** A district may expel a student from school for any of the reasons set forth herein in Sections IV. and V. Expulsion is defined as the removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel. (E.C. Code 48925)
12. **No Corporal Punishment:** No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a student. (E.C. 49001)

IV. **Student Suspension (Education Code Section 48900)**

1. Education Code section 48900 states that a student shall not be suspended or recommended for expulsion from school unless the superintendent or the principal of the school in which the student enrolls determines that the student has:
    a. 1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
       2. Willfully used force or violence upon the person of another, except in self-defense.
    b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
    c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, material as a controlled substance, alcoholic beverage, or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property.
    g. Stolen or attempted to steal school property or private property. As used in this section, “school property” includes, but is not limited to, electronic files and databases. [E.C. 48900 (u)]
    h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use of possession by a student of his or her own prescription

products.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l. Knowingly received stolen school property or private property.
m. Possessed an imitation firearm. "Imitation firearm" is defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
o. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness or both.
p. Unlawfully offered, arranged to sell, or negotiated to sell, or sold the prescription drug Soma.
q. Engaged in, or attempted to engage in, hazing. "Hazing" is defined as a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
r. Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct including, communications made in writing or by means of an electronic act (e.g. email, text message, sounds, images, or post on a social network Internet Web site, by means of any electronic device), and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of (a) placing a reasonable student in fear of harm of his/her person or property, (b) causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health, (c) causing a reasonable student to experience substantial interference with his/her academic performance, or (d) causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by a school.

   An "electronic act" means the transmission by means of an electronic device of a communication of a message, text, sound or image. This act does include a posting on a social network Internet Web site including a burn page, creating a credible impersonation of another pupil or creating a false profile of another or factitious student. An electronic act shall not constitute pervasive conduct solely on the basis of its transmission on the Internet.
s. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion pursuant to the provisions of this section.
t. As used in this section, "school property" includes, but is not limited to, electronic files and databases.
u. For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
v. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

2. In addition to the reasons specified in Section 48900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed any of the following acts or misconduct:
   - Students in grades 4-12 inclusive who have committed sexual harassment as defined in section 212.5 of the Education Code. (E.C. 48900.2)
   - Students in grades 4-12 inclusive who caused, threatened to cause, or participated in hate violence as defined in section 233 of the Education Code. (E.C. 48900.3)
   - Students in grades 4-12 inclusive who intentionally engaged in harassment, threats or intimidation, directed against school district personnel or students. (E.C. 48900.4)

- Making terroristic threats against school officials or school property or both. (E.C. 48900.7)

V. **Student Expulsion (Education Code Section 48915)**

1. **Mandatory Expulsion Recommendation and Mandatory Expulsion**
   The principal or superintendent shall immediately suspend and recommend expulsion, and the governing board shall expel a student upon finding that the student committed any of the following acts at school, at a school sponsored activity, or going to or coming from school or a school sponsored activity, whether on or off campus:
   - Possessing, Selling or Furnishing a Firearm - possession must be verified by district employee; this subdivision does not apply if the student had written permission to possess firearm from certificated employee;
   - Brandishing a Knife at Another Person - as defined in the section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 1⁄2 inches, a folding knife with a blade that locks into place; or a razor with an unguarded blade;
   - Sale of a Controlled Substance - listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code;
   - Committing or Attempting to Commit Sexual Assault or Committing Sexual Battery - as defined in Section 48900 (n) of the Education Code;
   - Possession of an Explosive - "Explosive" means any explosive, incendiary, or poison gas, including but not limited to a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any other similar device.
2. **Other Grounds for Expulsion Which Require Supplemental Findings by the District Board**
   a. Mandatory Expulsion Recommendation Unless Inappropriate Due to the Particular Circumstance: The principal or superintendent shall recommend expulsion, unless inappropriate due to the particular circumstances, for any of the following acts committed at school or at a school activity off school grounds:
      - Causing serious physical injury (except in self-defense);
      - Possession of any knife or other dangerous object of no reasonable use to the student;
      - Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section (11053) of Division 10 of the Health and Safety Code (except for first offense of possession of not more than one ounce of marijuana);
      - Robbery or Extortion;
      - Assault or Battery upon a school employee as defined in Sections 240 and 242 of the Penal Code.

   b. Discretionary Expulsion Recommendation: The principal or superintendent may recommend expulsion and the governing board may expel for violations of Education Code 48900 (a)-(r) or sections 48900.2, 48900.3, 48900.4 or 48900.7.

   c. Supplemental Findings Required: Upon receiving a recommendation for expulsion based on any of the expellable acts set forth in sections V.2.(a) and V.2.(b) above, a district's governing board may expel a student upon finding that the student committed such expellable act(s) at school, at a school sponsored activity, or going to or coming from school or a school sponsored activity, whether on or off campus, and upon finding one of the following:
      - That other means of correction are not feasible or have repeatedly failed; or
      - That due to the nature of the act, the student's presence creates continuing danger to the physical safety of the student or others. (E.C. 48915 (a), (b), (e))

VI. **Limitations Regarding Suspensions and/or Expulsion**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including an individual with exceptional needs as defined in Education Code 56026, may be suspended for any of the reasons enumerated in Education Code Section 48900 upon the first offense, if the principal or superintendent of schools determines that the student violated subdivision (a), (b), (c), (d), or (e) of Section 48900, or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (E.C.48900.5)

A superintendent or principal may use discretion to provide alternatives to suspension or expulsion for students, including, but not limited to, counseling and an anger management program. [E.C. 48900 (v)]

A student shall not be suspended or expelled for any of the acts enumerated in Education Code Section 48900 unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A student may be suspended or expelled for acts that are related to school activity or attendance that occur at any time, including but not limited to, any of the following: (E.C. 48900 (s))

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

If a district seeks to expel any student, the district must comply with all requirements set forth in Education Code sections 48900 through 48918.6.

VII. Other Laws Related to School Districts

Bicycle Helmets. No person under 18 years of age shall operate a bicycle, a non-motorized scooter, or a skateboard or a ride as a passenger unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. (Vehicle Code section 21212)

Bomb Threats. False reports that a bomb or other explosive has been placed in school buildings or on school grounds will be referred to law enforcement agencies. Students involved are also subject to disciplinary action. (P.C. 148.1)

Disruption of School/Classroom. Disruption of school or classroom activities/operations is prohibited as follows:

- Every minor over sixteen (16) years of age, or any adult who is not a student of the school, who comes upon any school ground or into any schoolhouse and willfully interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school with the intent to disrupt, obstruct or inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor. (E.C. 44810);
- Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. This provision does not apply to any otherwise lawful employee concerted activity, including, but not limited to, picketing and the distribution of handbills (E.C. 44811);
- Any person who willfully disturbs any public school or public-school meeting is guilty of a misdemeanor. (E.C. 32210);
- Any person who is not a student, a parent/guardian of the student, or an officer or employee of the school district, or who is not required by his/her employment to be in a public school building or on the school grounds shall promptly depart from the school grounds and not return for at least seven days upon the principal's or the principal's designee's request to leave the school grounds if it appears reasonable to the principal/principal's designee to conclude that the continued presence of the person under these circumstances would be disruptive of, or would interfere with, classes or other school activities. Violation of this is a misdemeanor. Any person who is requested to leave school premises pursuant to this provision may appeal to the superintendent of the school district. (E.C. 32211, P.C. 626.8);
- Any person who is not a student, officer, or employee of a public school, and who is not required by his/her employment to be on campus or any other school facility, enters a school facility outside the common areas where public business is conducted, and it reasonably appears to the principal/designee that the person is committing any act likely to interfere with the peaceful conduct of the school activities, or has entered the school facility for the purpose of committing any such act, the principal/designee may direct the person to leave the school facility. Violation of this provision is a misdemeanor. (P.C. 626.7)

Dress Code. A school district may adopt a reasonable dress code that requires students to wear a school wide uniform or prohibit the wearing of gang related clothing. (E.C. 35183)

Electronic Signaling Devices. A school district may regulate the possession or use of any electronic signaling device by students, including cell phones and pagers, while the students are on campus, attending school- sponsored activities, or while under the supervision and control of school district employees. However, a school district may not

prohibit a student's use of an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the student and use of which is limited to purposes related to the health of the student. (E.C. 48901.5)

Fires, Explosives or Threat Thereof. Students involved in setting fires or explosives which threaten or cause damage to human life or property on campus or at school sponsored events are subject to disciplinary action. Parent or guardian is responsible for payment of damages. (E.C. 48900 (b); E.C. 48915 (c)(5); P.C. 451, 452, 12303.3)

Grooming & Dress Policies. A student who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school, or shall be required to prepare himself/herself for the schoolroom before entering. (C.C.R. Title 5, Sec. 302)

Imitation Firearms. No person may openly display or expose any imitation firearm in a public place, including a public school. An imitation firearm means any BB device, toy gun, replica of a firearm or other device that is substantially similar in appearance to a firearm. (P.C. 12550; P.C. 12556)

Keys. Unauthorized possession, use or duplication of keys to school buildings or premises is subject to disciplinary action. (P.C. 469)

Laser Pointers. No student shall possess a laser pointer on any elementary or secondary school premises unless possession of a laser pointer on the elementary or secondary premises is for a valid instructional or other school-related purpose, including employment. (P.C. 417.25; P.C. 417.27)

Loitering. Any person who loiters about a school unlawfully will be referred to law enforcement agencies. (P.C. 653 (b))

Unlawful Assembly. It is prohibited for persons to assemble together to do an unlawful act, or to do a lawful act in a violent, boisterous, or tumultuous manner. All persons who remain present at the place of an unlawful assembly after being lawfully warned to disperse, is guilty of a misdemeanor. Violations of rules governing lawful assembly on school grounds or at school events will be enforced. (P.C. 407, 409, 416, 626.7, 626.8, 627.7)

Registration of Outsiders. No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee. A principal or designee may refuse to register an outsider if he/she has a reasonable basis for concluding that the outsider's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful controlled substances. A principal or designee may revoke an outsider's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees. If an outsider is denied registration or whose registration is revoked may request a hearing before the principal or superintendent of the district regarding the denial/revocation. The request must be in writing and shall state why the denial/revocation was improper, shall give the address to which notice of the hearing is to be sent, and shall be delivered to either the principal or the superintendent within five days after the denial or revocation. A hearing before the principal or superintendent must be held within seven days after he/she receives the request for hearing. (P.C. 627.2, 627.4, 627.5)

School Attendance Review Board (SARB). SARB is staffed by volunteers and community agency persons to deal with students and families who have irregular school attendance or are habitually insubordinate or disorderly. The students are referred after all school resources and services resources have been exhausted. (E.C. 48263, 48320-48324)

School Bus Entry. Any person who enters a school bus without permission of the driver or other school official with the intent to commit a crime, who refuses to leave after being ordered to do so, will be referred to law enforcement authorities. (E.C. 39842)

Student Conduct. Every teacher in the public schools shall hold students to strict account for their conduct on the way to and from school, on the playground, or during recess. (E.C. 44807)

Student Responsibilities. Every student shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates; and refrain from the use of profane and vulgar language. (C.C.R. Title 5, Section 300)

Tardiness/Truancy. The law requires attendance of students between the ages of 6-18 years. Any student subject to compulsory education who is absent from school without valid excuse more than three days, or tardy in excess 30 minutes on each of more than three days in a school year, is a truant and shall be reported to the attendance supervisor. (E.C. 48260-48262)

Threats to School Employees. Anyone who attempts to prevent a school employee from performing his/her duties by means of a threat can be referred to law enforcement authorities. (P.C. 71)

Transportation. Students transported in a school bus and under the authority of the driver are expected to follow district bus regulations. An infraction of these regulations is cause for disciplinary action and may result in a denial of transportation. (C.C.R. Title 5 14103)

Trespassing/Forced Entry. Persons trespassing or forcing entry into a school building or school events will be referred to law enforcement agencies. (E.C. 32211, P.C. 602.1)

Vandalism. Disciplinary action will be taken against students whose acts endanger the life of students, employee or visitors or result in damage to school buildings, school property or possessions of students, staff members or visitors. (C.C.R. Title 5, Section 305; E.C. 48900 (f), 48904)

Withholding Grades. A school district may withhold the grades, transcripts or diploma of a student who willfully damages school property. If the student transfers to a new district, the new district shall also withhold records until it receives notice from the prior district that the decision to withhold records has been revoked. (E.C. 48904, 48904.3)

Safe Schools Plan
Gould Education
Center 2026-2027

Introduction

Gould Educational Center is a Madera County Superintendent of Schools school located in the City of Madera in the Central San Joaquin Valley. It is designed to meet the needs of students with the most significant disabilities including those identified as medically fragile.

Originally built in 1965, extensive expansion and remodeling projects began in June of 2006 and were completed during the summer of 2008. The site currently has eleven (11) classrooms, two administration buildings containing small offices, a transportation office, a multipurpose room designated for services provided by the California Children's Services (CCS), a kitchen, and two conference rooms.

The campus is attractively landscaped and well maintained. It features one large covered play structure adapted for children with special needs that is located in the back of the school and was built in August 2022, a large grass area, and an amphitheater. A fence surrounds the perimeter of the school for the safety of students allowing them to move safely without concern of elopement. A magnetic – coded door secures the exit from the school yard for student safety. In 2025, an electronic key system with cameras was added to the school entry. Doors are automatically locked during school hours and front office staff view and confirm before allowing entry. New cameras were also added throughout the school for safety.

Throughout the 2025–2026 school year, Gould Educational Center completed several campus improvements to enhance the safety, functionality, and overall learning environment. The campus received a new roof, and the kitchen was upgraded with industrial appliances. The school's speaker and intercom system was also upgraded, improving the site's ability to communicate announcements, emergency notifications, and safety procedures throughout the campus.

During July 2026, the campus underwent an extensive cleanout and organization of the main office, storage areas, and covered patio spaces. These efforts were completed to improve organization, cleanliness, accessibility, and the overall appearance and safety of the campus.

In July 2026, the staff lounge was relocated to another area of the campus to better meet staff and site needs. In August 2026, access to the staff lounge and teacher work area was enhanced with the installation of a keypad at the interior campus entrance. This improvement provides greater control of access to staff-designated areas while maintaining convenient access for authorized personnel.

Gould Educational Center serves approximately 100 students with severe disabilities in the eleven classroom settings. Students range in age from three to twenty-two

years. Instruction focuses on functional life and pre-academic skills based upon the alternate curriculum standards adopted by the California Department of Education.

Transportation for special education students, for all classrooms operated by the Madera County Superintendent of Schools, is coordinated from the Gould Educational Center.
The Transportation Manager and Dispatcher are located in a front office area that provides easy observation of the arrival and departure of all buses. A two-way radio system allows for efficient and immediate communication between the dispatcher and the drivers. Room 14 on the Gould campus serves as the transportation work area for all drivers to complete daily paperwork.

With coordination with the transportation department, Gould implemented a new student release procedure to increase the safety of staff and students. With the use of the new speaker system, students are able to be called to load their buses as students arrive allowing students and staff to safely remain in their classrooms until notified.

California Children's Services (CCS) is also located at Gould Educational Center. With a staff of three, CCS provides physical and occupational therapy to the students at Gould, as well as to students throughout Madera County, who meet the CCS eligibility requirements. The Medical Therapy Unit (MTU) clinic is held on the first Wednesday of every month at Gould to assess the needs of students by physicians.

Although Gould Educational Center may serve students with the most significant disabilities, the entire staff strives to incorporate all facets of education including non-instructional opportunities such as school-wide events, seasonal parties, and parent participation. Such events that promote parent participation and celebrate student achievements include Fall Festival and Life Games (in alternating years), Autism Family Fun Time, Valentines Dance Party, Winter Event, Chowchilla Fair, Muffins with Parents, Prom, and Promotion. Parents are encouraged to take an active role in the education of their children by volunteering in the classroom, being part of the Gould School Site Council, or participating in special events.

Gould Education Center currently houses ninety (90) employees. The certificated teaching staff consists of:

- 11 Classroom Teachers
- 1 School Nurse
- 1 LVN + 3 medically assigned 1:1 LVN's to specific students
- 4 School Psychologists
- 1 Speech Therapist
- 1 Adapted Physical Education Teachers
- 1 Visual Impairment Teacher
- 1 Orientation and Mobility Teacher
- 2 Deaf / HOH Teacher
- 1 Occupational Therapists

Classified personnel include:

- 40-45 classroom instructional assistants (Student Support Aides fluctuates depending on student needs).
- 5 Health Aides
- 2 COTA
- 1 SLPA
- 14 bus drivers
- 2-3 night custodians
- 1 Senior Secretary
- 1 School Administrative Assistant

Administration personnel includes:

- 1 Program Director
- 1 Learning Director
- 1 Transportation Manager

Section I
Safe Schools Planning Team

The Safe Schools Planning Team was comprised of the following individuals:

- Raquel Jimenez, Program Director
- Jasmine Cooper-Cabrera - Learning Director
- Jessica Drake, Executive Director, Student Programs & Services
- Vanessa Arreguin, School Nurse
- Alex Manriquez, Transportation Manager
- Sonia Lopez, School Administrative Assistant
- Opie Riar, Operations Supervisor
- Frankie Morelos, Parent/Guardian
- Leticia De Luna, Special Education Teacher
- Mark Parrott, Special Education Teacher
- Rita Salcido, Special Education IA
- Annamaria Lopez, Special Education IA

Section II
Mission/Vison

Mission

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

Vision

We believe our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Gould Mission

Gould is a safe and caring environment that maximizes development, communication, and independence in students through diverse teaching strategies and active learning. Our professional staff value the students we serve and the positive impact they have on the community.

Section III Data

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at Gould, analysis of Incident and Accident Reports, and concerns raised by parents and staff. Additionally, input from parents, maintenance/operations personnel, support staff, and the Madera County Office of Education School Safety Committee was discussed and reviewed. However, members of the committee will be researching different surveys that may better fit the needs of Gould as a unique instructional site. Analysis of these surveys indicates that Gould families view the school as a safe place that promotes both learning and overall well-being for their children. Parents expressed concern for the cleanliness and maintenance of the facilities and property. As Gould's Safe School Plan continues to be implemented, the administration and the committee will work closely with the Madera County Superintendent of Schools Safety Committee to ensure that the site plan is aligned to the office-wide Emergency Preparedness Plan and that resources are available and allocated appropriately. Gould administration and staff will work closely with Maintenance/Operations staff to make certain that the school remains in excellent physical condition, any repairs are completed in a timely manner, and that supplies for an emergency are well stocked.

Section IV

Component 1

People/Programs and School Climate

1. **Areas of pride and strength:**

Positive School Climate and Staff Collaboration

All staff at Gould Educational Center are committed to creating and maintaining a positive, safe, inclusive, and supportive school climate for students and staff. During the 2026–2027 school year, the Program Director, Learning Director, and teachers meet monthly to discuss school and countywide initiatives, review implementation practices, address site needs, and support ongoing school improvement.

Staff are provided with two early-release days each month. Teachers may use this time for instructional planning and preparation, collaboration, and meetings with the Instructional Assistants (IAs) assigned to their classrooms. Administration also meets periodically with Instructional Assistants and Student Support Aides (SSAs) throughout the school year to provide training, review procedures and expectations, and address student and staff needs.

During the 2026–2027 school year, a weekly staff newsletter was also established to strengthen communication and support a positive school climate. The newsletter provides staff with consistent and timely information regarding upcoming events, important dates, schoolwide reminders, procedures, professional learning opportunities, and other relevant site information. Positive messages, staff recognition, and schoolwide celebrations are also incorporated to promote staff connection, appreciation, and a sense of community. The weekly newsletter provides staff with a consistent source of information and supports the school's ongoing efforts to improve communication, organization, collaboration, and school culture.

Curriculum, Training, and Professional Learning Communities

Madera County Superintendent of Schools adopted TeachTown, a modified curriculum designed to support students with extensive support needs, during the 2025–2026 school year. During the 2026–2027 school year, staff continue to participate in professional development related to curriculum implementation and receive ongoing instructional support throughout the school year.

Professional Learning Communities (PLCs) were also established during the 2026–2027 school year. Grade-level teachers meet monthly to collaborate, plan instruction, review implementation practices, discuss student needs, and support consistent use of the curriculum across classrooms and school sites.

Building a Positive School Culture

Gould Educational Center continues to take intentional steps to build school identity, belonging, and a positive school climate. The school's front office has been enhanced to incorporate the Gould tiger mascot and create a welcoming environment for students, families, staff, and visitors. Gould staff shirts and other school gear have also been developed and made available for staff to purchase and wear throughout the school year to promote school pride and a sense of community.

Gould is also developing a schoolwide TIGERS acronym to establish shared expectations and promote a positive school climate across settings for both students and staff. All staff have been provided opportunities to contribute input regarding the meaning of the TIGERS acronym. Staff will participate in the selection process and support schoolwide implementation once the expectations are finalized.

Because many Gould students require alternative methods for accessing and understanding written information, the school will develop visual supports to accompany the TIGERS expectations. These visuals will provide students with accessible and meaningful representations of schoolwide expectations and will support consistent teaching, modeling, and reinforcement across classrooms and other school environments. Staff will use these supports throughout the school year to promote consistency, student understanding, safety, responsibility, and positive interactions.

Emergency Preparedness and Student Information

Nursing staff and health aides respond promptly and provide support during medical emergencies and crisis situations. To strengthen emergency preparedness, administration and front office staff developed an Emergency Student Information Binder containing essential student information for quick reference during an emergency.

Student information is maintained in individual protective sleeves that can be easily removed from the binder when information must accompany administration or nursing staff during emergency transport to a hospital or other medical facility. Having this information readily available reduces delays associated with locating and printing necessary records during an emergency.

The binder also provides access to essential student information in situations when electrical power, technology systems, or internet access may be unavailable. This system supports timely access to critical information and strengthens the site's overall emergency response procedures.

2. **Areas needing improvement:**

While Gould Educational Center provides a safe and supportive learning environment, an area identified for continued growth is ensuring that all staff receive ongoing education, training, and support related to working with students with extensive support needs. Targeted professional development will strengthen staff members' ability to consistently implement safety procedures, respond appropriately to behavioral, medical, and other emergency situations, and utilize inclusive practices that support the safety and well-being of all students. Continued learning opportunities will also help build staff confidence, consistency, and preparedness when supporting students with a wide range of communication, behavioral, physical, and instructional needs.

Another area identified for growth is the consistent use of visual supports to promote student communication, understanding, and safety. Because many students at Gould benefit from alternative forms of communication and visual information, the site will continue to develop and implement accessible visuals across school settings. Visual supports will be used to reinforce schoolwide expectations, routines, transitions, and safety procedures in ways that are meaningful and accessible to students with varying support needs.

During the 2026–2027 school year, Gould will also review and update emergency and safety procedures to ensure that staff have clear, consistent, and easily accessible guidance during emergency situations. Procedures and supporting materials will be organized so that staff can quickly reference the appropriate response during drills or actual emergencies. Staff training and opportunities to review and practice procedures will be incorporated throughout the school year to strengthen sitewide preparedness, consistency, and response.

1. **Related Activities:**
   - Teachers will review procedures that are county-wide, school-based, and specific to students during teacher meetings.
   - Information provided during teacher meetings, will then be distributed to classroom support staff through classroom meetings.
   - Written documentation of Procedures and Decisions is to be placed in teacher binder for future reference if needed.
   - Perform monthly drills (Fire and lock-down) so all staff is familiar with the procedures in an emergency.
   - Solicit ongoing input from all stakeholders for the benefit of students.

2. **Evaluation to ensure achievement of goals:**
   - Input through school site council, parent questionnaires, and teacher meetings
   - Individual, in-classroom feedback and support.
   - Program Director, Learning Director and Nurse classroom visits and observations
   - Safe School Survey (administered bi-annually – October & April)

Component 2
Physical
Environment

1. **Areas of pride and strength**:
   The Gould Educational Center is centrally located in the City of Madera. Public transportation is available for parents to utilize, if needed, to participate in their child's education.

   The interior and exterior environments of Gould Educational Center are strategically planned to meet the needs of the diverse student population. The facility is constructed in such a way that the student's safety has been considered in accommodating their needs and disabilities. The Gould facility is maintained by the maintenance crew.

   The interior campus is attractively landscaped with a large play structure, swings, and spinning cup to address student sensory needs. The ground cover has been modified for all students to have full access to the playground. The new play structure has multiple interactive panels that feature cause/effect as well as musical instruments. The campus has a large grass area, and an amphitheater that is used for outdoor events where parents can attend. A double fence surrounds the perimeter of the school to ensure student safety with privacy slats for reduced visibility into the school yard. Cement walking areas with varying paths are within the school yard in addition to tables with benches for both ambulatory and non-ambulatory students. Both students and staff access this additional area daily.

   The parking lot was re-paved in July 2025 and has adequate lighting that is run on timers to ensure lighting for staff in the early morning and evenings. There are currently 13 cameras on the school site to monitor both the interior and exterior of the school campus. While cameras are not actively monitored, a video feed is available if the need arises to review. A new electronic key system for the front and back areas has been added to the doors with a live feed camera. A new phone system has been added to the school which allows a 911 call to be traced to a specific room from which it was dialed. A new intercom system has been installed throughout the campus. The street in the front of the school is an identified School Zone with appropriate signage.

2. **Areas needing improvement:**
   During the 2025-2026 school year, Parents have expressed concern regarding the traffic in and around the school when dropping off and picking up students. Approximately 38% of students are transported by their parent to and from school on a daily basis. Parents have reported concerns regarding speeding and not having a safe and clear area to walk students into the school when vehicles and busses are moving. Specifically identified areas of concern are as follows:

- The entry ramp into the main campus door is shallow for students in wheelchairs and is difficult to navigate for turns. The ramp entry is flanked by steps that are a safety issue for wheelchairs.
- Safe entry to and from school for parents walking students in and out of campus

Goal 1:

- Modifications to the front door area will be evaluated for a more appropriate opening for students in wheelchairs where stairs are present.

Goal 2:

- Determine options for a safely marked area for parents to cross in the parking lot.

3. **Related Activities:**
   - Submit maintenance requisitions as items need repaired.
   - Review of all school safety drills (Fire and lock-down) so all staff are familiar with the procedures in an emergency as well as identify any areas of safety.
   - Solicit input from all staff for areas that would benefit students.
   - Updating of visual supports for safety procedures.

4. **Evaluation to ensure achievement of goals:**
   - Successful William's visit evaluation
   - Monthly drills for fire and lock down procedures
   - Safe School Survey (administered bi-annually)

Safe Schools Plan
Career and Alternative Education Services (CAES)
2026-2027

Introduction

Endeavor and Voyager Schools

The Madera County Superintendent of Schools operates two educational programs inside Juvenile Hall in partnership with the Madera County Department of Probation. Endeavor Secondary and Voyager Secondary Schools are designed for students under court supervision, and serve students grades 6-12. The Madera County Juvenile Detention Center also provides services for Secure Track youth ages 18-24 for sentences that would have otherwise sent youth to California Youth Authority facilities prior to their closure.

Both the Endeavor and Voyager Programs are fully accredited by the Western Association of Schools and Colleges (WASC). The curriculum used for instruction is aligned to the State Frameworks and Content Standards. High school students earn credit toward graduation and develop employment skills. Students completing academic requirements can graduate within the program, transition back to their district of residence, attend college, or begin finding success in the world of work after their release from incarceration.

Madera County Independent Academy (MCIA)

The mission of MCIA is to broaden educational choices and opportunities for students and families living in Madera County and surrounding areas. The instructional method emphasizes the whole child and frames its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.

MCIA accepts applications for enrollment from any student qualified by the State Charter School Law. The targeted student population consists of students and families seeking alternative educational opportunities in grades K-8. Students attending MCIA come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods.

Pioneer Technical Center (PTC)

PTC is a public high school under the Charter Section of the California Education Code. Currently, PTC has two campuses: one in Madera, serving students grades 9–12, and one in Chowchilla, serving students grades 5-12.

PTC (Madera campus) offers academic courses and Career Technical Education through Independent Study. All students take core academic subjects, as well as a CTE course of their choice in one of the following areas: Building Trades (Interior or Exterior Construction), Welding Processes Application and Fabrication, or Child Development/Careers in Education. CTE classes are also offered online learning though Edgenuity.

Students have opportunities to participate in numerous school activities including sports, leadership, field trips and community involvement. Students attending PTC come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and instructional delivery methods. Additionally, many students exiting the Endeavor/Voyager Schools enroll at Pioneer Technical Center upon release from incarceration.

Section I
Safe Schools Planning Team

The 2026-2027 Safe Schools Planning Team includes the following:

Fred Cogan, Executive Director, CAES
Hugo Sanchez, Principal, PTC
Opie Riar, Manager, Maintenance and Facilities, MCSOS
Myrtha Torres, School Counselor, PTC
Elizabeth Rodriguez, School Counselor, MCIA
Karl Diaz, Teacher, PTC
Betty Klein, Teacher, Endeavor/Voyager Schools
Sharon Revis-Green, Teacher, MCIA
Jose Espinoza, Administrative Assistant II, CAES
Ruby Horta, Administrative Assistant, MCIA
Diane Romero, Administrative Assistant, PTC
Rita Navarro, Senior Secretary, PTC
Guadalupe Campusano, Instructional Assistant, PTCC
Karla Guevara, Counseling Specialist, CAES

Additionally, this report was reviewed by the CAES Schools School Site Council on September 24, 2026, which is made up of teachers, students, and parents.

Section II
Mission/Vision
Career Alternative Education Services (CAES) Programs

Mission

By nurturing meaningful relationships with students, families, and communities, the CAES mission is to provide students with the greatest chance at a lifetime of upward mobility by maintaining an inclusive, educational environment supported by empathetic teachers and staff. We will provide challenging core academics, career technical education, and ensure that every student is provided with a solid foundation with the opportunity to pursue multiple pathways.

Vision

To provide an inclusive environment that promotes academic and personal achievement, encouraging the development of life-long learners.

Section III
School Survey Data

To determine areas of strength and areas of needed improvement necessary to ensure school safety, the committee reviewed various sources of data including, but not limited to, a student and parent survey, and analysis of suspension reports. Additionally, information from the school accountability system was reviewed. Input from the School Site Council, which includes parents, teachers, support staff, and community members added input. Also, information from Maintenance/ Operations personnel and the Madera County Superintendent of Schools School Safety Committee was discussed and reviewed.

A spring 2026 LCAP Parent and Student Survey of our three school sites yielded feedback including the following:

1. 95.9% of parents and 95.6% of students "Agree" or "Strongly Agree" that CAES classrooms are neat, clean, and well-maintained facilities.
2. 87.6% of parents "Agree" or "Strongly Agree" that their children feel safe at CAES schools, 97.3% of students "Agree" or "Strongly Agree" that they feel safe at school, and 89.6% of parents feel their child's school has created a welcoming (friendly and helpful) environment for their families.
3. 85.5% of parents surveyed "Agree" or "Strongly Agree" that the principal and staff build a relationship of trust and respect, and 93.4% of students feel like they are a part of their school.
4. 91.7% and 97.3% of parents and students, respectively, "Agree" or "Strongly Agree" that everyone at CAES schools can be successful, and teachers encourage students to be successful.
5. 81.3% of parents and 82.4% of students "Agree" or "Strongly Agree" that teachers and/or staff communicates with parents/guardians on a regular basis.

As the CAES Safe Schools Plan is currently implemented, administration and the committee will work closely with the Madera County Superintendent of Schools' School Safety Committee to ensure the site plan is aligned to the office-wide Emergency Preparedness Plan and resources are available and allocated appropriately. The CAES administration and staff will work closely with Maintenance/Operations staff to make certain that schools remain in excellent physical condition, repairs are completed in a timely manner, and supplies for an emergency are well stocked.

Section IV
Component 1
People and Programs/School Climate

1. **Areas of pride and strength:**

a. All staff members are committed to ensuring CAES schools continue to grow in positive ways. The well-known expectations for student achievement are high.
b. All staff members genuinely care for the students they serve and demonstrate positive attitudes. Working as a team, staff members are motivated and creative in planning instruction and activities that meet students' needs.

c. Staff members support one another when immediate attention is needed in response to a crisis with a student, such as a medical concern or a behavioral outburst occurs.
d. Staff have made a focal point of building interpersonal relationships to build community and trust amongst all staff members.

2. Areas needing improvement:
a. Lack of crosswalks and sidewalks in Alternative Education Programs continues to create an unsafe situation for students walking to the CTE building or home after school. This remains a focal point for student/staff safety.
b. Maintain a continuous focus on campus beautification projects throughout CAES schools.
c. MCIA outdoor area needed for small games ie. Hopscotch, etc.

3. Outcomes of 2025-2026:
• CAES staff provided ongoing training to staff on school safety and Suicide Prevention
• CAES staff continued training staff members on Social-Emotional Learning protocols and strategies for use in assisting students with academic and social/emotional needs and success
• CAES staff received Human Trafficking Prevention training
• CAES staff utilized MCSOS van to transport students in times of direct safety concerns and to conduct student attendance welfare checks
• CAES staff developed and employed Social-Emotional Check-in Protocols for use with students on a weekly basis
• CAES staff utilized safe drop-off boxes for student work packets as needed
• CAES staff continued work toward LCAP goals by using LCAP Surveys with staff members, students, and parents
• CAES staff continued to employ more consistent communication with students on absences and behavior expectations and use of attendance protocols including Tiered Reengagement Protocols
• CAES staff continued executing practice safety drills including fire, lock down, and earthquake preparedness throughout 2025-2026
• CAES staff continued implementation of Common-Core Standards curriculum to develop critical thinking skills for all students in making better choices

• CAES staff and students strengthened campus security by wearing lanyards with identification cards while on campus. Students “scan in” upon entry.
• Vape sensors were maintained in all CAES student restrooms
• PIQE parent participation was outstanding for both PTC and MCIA programs
• PTC, Chowchilla held monthly enrichment events for all students
• Family Day events held for MCIA, PTC, PTCC campuses
• Educational Family Day event held for Endeavor/Voyager campus
• Arts and Music (Prop. 28) Instructional provided for all CAES students
• Perfect Attendance field trips at MCIA
• Added Verkada camera/security system for all CAES sites
*CAES staff received Workplace Violence Prevention Plan training for all staff
*Continued Digital Training for all students
*CAES staff continued Immigration Training for all staff
*Pioneer Technical Center MPB was painted, new floor surface

*Afterschool music program implemented for all MCIA students
*PTC held first ever Senior Seminar Day for impending graduates
*Intercom systems added to MCIA, PTC, PTC Chowchilla buildings
*MCIA staff incorporated Glass Board Instructional Technology for Zoom instruction
*PTC staff incorporated weekly Senior Cohort Meetings
*Welding program incorporated new Plasma/CNC machine for instruction
*CAES programs brought new digital marquee online for program branding, communication with Madera public
*New parking lot surface for MCIA school site

4. **Goals for school year 2026-2027:**
• To have crosswalks installed between PTC and MCIA to CTE building
• To generate Parent/Student awareness of street crossing/walking to/from CTE Building/PTC
• To continue to strengthen campus security by all student and staff members wearing lanyards with MCSOS identification cards. Parents and guests will have guest badges provided to them
• To promote student learning grades 6-12 for Suicide Prevention/Mental Health Awareness during September 2026, and post new posters with needed information
• To continue to provide Social Emotional Learning professional development opportunities for all staff members
• To continue to provide CPR/First Aid training for staff and provide training in use of First Aid Kits for classrooms
• Provide Gang Awareness Training to all staff to stay current on latest trends, concerns
• To provide parent/student communication for active shooter protocol
• To continue to train staff to be more aware of weapons on campus
• To continue to focus on Positive Growth Mindsets structures for decreasing student discipline
• To train all students and parents in identification of bullying, its harmful effects, and how to avoid negative situations
• Continue to develop academic connections for all students to school including Math night at MCIA enrollment orientation meetings at all sites
• To continue to employ monthly safety drills for all staff and students
*New Rotary Scholarship for Endeavor/Voyager students
*Maintain classroom safety kits for lockdown emergencies
*CAES staff will incorporate a new StopIT reboot of the program for all students
*MCIA staff will institute new pick-up procedure for all students during the 2026-2027 year
*CAES staff will participate with MCSOS AI pilot program for 2026-2027
• To utilize the California Healthy Kids survey during school year 2025-26
• Continued success with PIQE and parents
• Provide additional safety support for students with disabilities (ex. ADHD)
• Focus growing Parent Action Committee participation for CAES schools
• Conduct Human Trafficking Prevention Training for Students
• ICE Safety Training for Students and families

5. **Successful achievement of these goals will be measured by:**
• The results of the Career and Alternative Education Services Safe School Survey to be administered once per year to staff, students, and parents

• The results of the California Healthy Kids Survey every two years
• Observation of school disciplinary issues, reports, and trends
• Staff, parent, and student concerns raised with Administration and staff members
• Continue maximizing ParentSquare as a communication tool between school and home
• Continued use of STOPit School Reporting Tool
• Develop Parent Action Committee (PAC) as an information conduit for improving school programs
• Increased School Site Council (SSC) participation
• Increased English Learner Advisory Committee (ELAC) participation
• Continued updates from Madera County Probation Department staff
• Continued use of CAES Climate Surveys to inform decision making strategies for CAES programs
• Informal and Formal Parent meetings as needed
• Continued successful use of Tiered Reengagement Program with students and families

Component 2
Physical Environment
Areas of pride and strength:

Career and Alternative Education Services are centrally located within the City of Madera. Public transportation is available for parents, if needed, to participate in their child's education. The interior and exterior environments of the Career and Alternative Education Services sites are strategically planned to meet the needs of our diverse student population. Career and Alternative Education Services facilities are well-maintained by an efficient custodial/maintenance crew. CAES campuses are attractively landscaped and well maintained. Campuses have areas for student recreation and sports activities. Chain-link fences surround the PTC, Madera campus to ensure student safety. The MCIA campus has a secure foyer and operates an active "buzz-in" system maintained by the School Administrative Assistant. The PTC, Chowchilla campus has locked doors, and the main door is monitored by site staff throughout the day. Cameras are installed on all campuses to ensure safety for students and staff. While cameras are not actively monitored, video feed is available if the need arises to review. CAES parking lots have adequate lighting and parking spaces.

Section V
Disaster Response
See Tab

Policies/Procedures
See tabs: Safe & Orderly Environment, Safe Ingress & Egress, Suspension & Expulsion, Child Abuse Reporting, Notifying Teachers, Sexual Harassment, Dress Code, Hate Crime Policies/Procedures, Student Discipline, and Uniform Complaint Procedures.

Section VI
Dissemination Process

The Career and Alternative Education Services Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. Parents and guardians are notified annually in the Mandatory Annual Notifications that a copy of the Safe Schools Plan is in the main office of their child's school, available for their review.

In accordance with the California Education Code, section 35294.2 [e] an updated file of all safety related plans and materials shall be readily available for inspection by the public.

Section VII
Progress and Revision

In accordance with the California Education Code, section 35294.6 [a], the Career and Alternative Education Services Safe School Committee will review and update the safety plan by March first of every year. The updated plan will be submitted to the Madera County Superintendent of Schools School Board for approval as per California Education Code section 35294.8 [a]. Administration and the Career and Alternative Education Services Safe School's Committee will seek input from individuals such as staff, parents, law enforcement, and fire safety officials on future changes.

Safe Schools Plan
Early Education Center (EEC)
2026-2027

Introduction

Preschool and Child Care Services is a program operated by the Madera County Superintendent of Schools (MCSOS) and funded by the California Department of Education and the California Department of Social Services. The program is located at 1105 S. Madera Avenue, Madera, CA 93637. The Early Education Center (EEC) began the 2026–27 school year on July 8, 2026, and continues to support families by providing toddler, preschool, and childcare services. The program provides school readiness and preschool services to income-eligible families. EEC's Full-Day Program serves children from 18 months to five years of age and provides comprehensive childcare services.
The MCSOS Early Learning Program identified a need to modify the structure of its childcare offerings to better meet the needs of families in our community. During the 2026–27 school year, the MCSOS Early Learning Program launched the Full Day School Year (FDSY) Preschool Program, providing extended childcare services to families in Madera and Chowchilla. As part of this program redesign, an additional classroom was opened to serve more children. The Madera FDSY program began on August 7, 2026, and the Chowchilla FDSY program began on August 17, 2026, at Reagan Elementary and Wilson Middle School campuses.
The Early Education Center (EEC) – Full Day School Year Site includes three classrooms: Rooms 10, 11, and 12. FDSY Preschool services are provided to approximately 60 Madera County families in Rooms 11 and 12. Room 13 provides Full-Day Full-Year Preschool and Child Care services to 20 families. The site includes two preschool restrooms, each equipped with child-sized toilets and sinks, for a total of five fixtures. All restroom facilities are approved by Community Care Licensing. In addition, each classroom includes a sink and drinking fountain for use by students and staff. The campus features a large outdoor play area with grass and cement surfaces and developmentally appropriate outdoor equipment. The entire site is enclosed by a secure chain-link fence to support student safety. The EEC Full-Day Program operates in a separate facility that houses six preschool classrooms, two shared kitchen spaces, a parent/teacher resource room, and the EEC main office. Each classroom includes preschool restrooms with child-sized toilets and sinks that exceed the ratio requirements established by Community Care Licensing. The Full-Day campus includes two large, licensing-approved play structures designed specifically for preschool-aged children. Each play area is separated by chain-link fencing and includes its own shade structure. Similar to the FDSY site, the entire perimeter is secured with chain-link fencing to maintain a safe and secure environment for all students.
The Early Education Center provides preschool and childcare services to eligible families based on income and demonstrated need for care. Enrollment is prioritized for families with the lowest household income, with additional priority given to children receiving Child Protective Services (CPS), children identified as at-risk, children experiencing homelessness, and four-year-olds. Individualized childcare contracts are developed for each family based on documented need for services. Required

documentation is collected to determine and establish each child's schedule accordingly.
The Early Education Center is committed to supporting the whole child and their family by addressing individual developmental, educational, and social-emotional needs. Our philosophy is grounded in establishing a positive and strong foundation for future academic success. This is achieved through an active learning curriculum that engages children, parents, and teachers as partners in the educational process. Children benefit from a high-quality educational experience that includes developmentally appropriate challenges, opportunities for problem-solving, and support for social-emotional growth. Family support services are coordinated by our Early Childhood Education Technician, who connects families with community resources and facilitates referrals for developmental screenings and early intervention services. Additional supports include parenting strategies, on-site Parent and Child Together (PACT) activities, implementation of the Desired Results Developmental Profile (DRDP), Ages and Stages Questionnaires (ASQ and ASQ-SE), and participation in Quality Rating and Improvement System (QRIS) initiatives.

Goals for Child Growth:

- **Social/Emotional Development**
- Becoming aware of themselves and their uniqueness.
- Learning more about each other as individuals and gaining respect for others.
- Developing confidence and a healthy self-concept.
- Developing positive social skills and responsible behavior.

- **Cognitive Development**
- Developing the use of two-way communication skills by speaking, listening and expressing ideas.
- Participating successfully in math and science activities.
- Acquiring thinking and problem-solving skills.

- **Physical Development**
- Developing age appropriate body control (improving large and small muscle development), movement, coordination and balance.
- Improving hand/eye coordination

- **Creative Development**
- Becoming self-confident and secure in exploring and experimenting with a wide variety of materials.
- Expressing creativity and gaining the ability to make choices.

- **Health and Safety**
- Practicing good health and safety habits. Becoming knowledgeable about good nutrition

Section I
Safe Schools Planning Team

The Safe Schools Planning Team is comprised of the following individuals:

- Jacklyn Jones, Director Early Learning Programs
- Lorena Rivera, Manager, Early Learning Programs
- Nora Solis, Program Administrative Assistant
- Sandra Alvarez, Parent
- Mee Yang, Early Childhood Education Technician
- Veronica Leon, Teacher, Early Learning Programs

Section II
Mission/Vision

Mission
The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

Vision
We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Section IV
Component 1
People and Programs/ School Climate

1. **Areas of pride and strength:**
   A key strength of our program is the commitment of our staff to professional development focused on supporting children's social-emotional development and creating safe, nurturing learning environments. Staff have demonstrated this commitment through active participation in the Teaching Pyramid five-part module series, engaging in ongoing learning and reflection around evidence-based practices that promote positive behavior and meaningful relationships with students.
   Our staff's dedication extends beyond the initial training. Team members continue to participate in monthly Teaching Pyramid coaching, providing

opportunities to strengthen implementation, reflect on classroom practices, share successes and challenges, and receive individualized support. This ongoing coaching demonstrates our program's commitment to continuous improvement and to ensuring that the principles and strategies learned through the Teaching Pyramid training are consistently integrated into daily practice.
The combination of comprehensive training, staff engagement, and sustained monthly coaching strengthens our program's ability to proactively address social-emotional needs, promote positive behavior, and foster safe, supportive, and inclusive learning environments for all students.

Quality Counts Early Stars – QRIS
Madera County's Quality Rating and Improvement System (QRIS), known as Quality Counts Early Stars, is a comprehensive framework designed to assess, support, and enhance the quality of early learning programs. QRIS provides participating programs with tools, resources, and guidance to implement early education best practices, promote school readiness, and foster continuous program improvement.

Programs that participate in Quality Counts Early Stars demonstrate a strong commitment to excellence in early childhood education. Sites are evaluated using a five-tier quality rating scale:

- High Quality PLUS
- High Quality
- Quality
- Progressing Star
- Rising Star

All MCSOS Early Education Center preschool sites actively participate in the QRIS process and were officially rated in April 2025. We are proud to share that all four of our sites achieved a rating of *High Quality PLUS*—a reflection of our team's dedication, hard work, and unwavering commitment to providing the highest standard of early education.

Inclusive Art and Photography Experiences for Preschoolers

MCSOS Early Learning Programs offer bi-monthly inclusive social groups for children ages 2 to 4 that bring together general education and special education preschoolers in a creative, hands-on early learning environment. Led by qualified Early Learning and Special Education teachers, along with ECE instructional assistants, children engage in rich art-based activities such as painting, clay work, music and movement, photography, and dramatic play. These experiences foster creativity, collaboration, and social-emotional development, with staff receiving ongoing professional development from leading early childhood education experts.

In addition, through Proposition 28 funding, preschoolers use child-friendly photography equipment to capture images of their surroundings—from classrooms

and nature walks to field trips and home life. These photos are displayed in classroom galleries and incorporated into student-created storybooks, promoting early literacy, self-expression, and a sense of ownership in their learning journey.

Together, these programs build a strong foundation for creativity, inclusion, and lifelong learning.

2. Areas needing Improvement:

Goal 1:
Our goal is to strengthen ongoing staff collaboration and teamwork in responding to children who demonstrate challenging behaviors. We recognize that consistent, supportive responses are most effective when staff work together, communicate regularly, and share a common understanding of each child's individual needs. Staff will continue to develop their skills in collaborating with colleagues to identify behavioral concerns, share observations, discuss effective strategies, and develop consistent approaches for supporting children across settings and routines. Through ongoing team discussions, Teaching Pyramid coaching, and opportunities for reflection, staff will work toward ensuring that responses to challenging behaviors are proactive, positive, and aligned with developmentally appropriate practices.
Continuous improvement will include creating opportunities for staff to problem-solve together, learn from one another, and reflect on the effectiveness of strategies being implemented. The program will encourage open communication and shared responsibility so that staff feel supported when addressing challenging behaviors and can work collaboratively to promote positive outcomes for children.

Goal 2:
Our goal is to strengthen staff scheduling practices to ensure that classrooms have adequate adult support and supervision throughout the school day. Thoughtful scheduling will help ensure that staff coverage is maintained during high-need times, transitions, arrival and dismissal, and other routines when additional adult support may be needed.
The program will regularly review classroom schedules, staffing assignments, and student needs to identify opportunities to improve coverage and ensure that appropriate supervision is consistently available. Staff absences, breaks, transitions, and other changes in staffing will be considered when developing schedules so that classrooms remain adequately supported.
By maintaining sufficient adult presence and supervision, staff will be better positioned to respond proactively to student needs, support positive behavior, and provide a safe, structured, and nurturing learning environment.

Component 2
Physical Environment

1. **Areas of pride and strength:**
   As our program continues to transition to the Full Day School Year program, we recognize the importance of providing accessible restroom facilities for our young preschoolers. To best support this need, our program added an interior door in Room 10, allowing preschool children direct access to the restroom. This improvement helps prevent accidents while promoting greater independence and supporting children in developing their toileting skills.

2. **Areas needing improvement:**

   - To enhance campus safety and maintain a clean, welcoming environment, the Early Education Center will incorporate daily facility “sweeps” into staff opening duties. Designated opening staff will conduct a thorough walk-through of the campus grounds to identify and remove debris, hazards, and potentially dangerous items before children arrive. This proactive practice will help ensure a safe, clean, and inviting environment for children, families, and staff.
   - Ensure that all parents and staff adhere to the posted speed limits and that no child is ever left unattended in a vehicle. We will continue to provide families with important information and reminders about parking lot safety and child protection to maintain a secure environment for everyone.

Safe Schools Plan
Apollo Campus
2026-2027

Introduction

Mental Health Services is a Madera County Superintendent of Schools (MCSOS) program located at the Apollo Campus in the city of Madera in the Central San Joaquin Valley. The program was developed to provide Educationally Related Mental Health Services to students with disabilities.

The Apollo Campus consists of three portable classrooms, which also have a counseling office and kitchen; a Counseling Center that houses the Behavior Support Services Program; a Multi-Purpose Room with a 60-person capacity; and an Administration Building with a drop-in clinic to accommodate community agencies involved with our students in Day Treatment program. The campus features a large shade structure for lunch and other activities, a small well-maintained yard, two garden areas, and a secure chain link fence around the perimeter of the campus to ensure student safety.

The Apollo Campus houses all the programs under Mental Health Services which include Individual Counseling Services, Behavior Support Services, and the Genesis Day Treatment Program.

Individual Counseling Services support Special Education Students throughout Madera County. The program has two Licensed Marriage and Family Therapists and two clinical interns. All clinicians are trained in several evidence-based therapy modalities. They use Trauma Focused Therapies to address the mental health needs of students impacted by trauma. Students are seen at their school of attendance during their school day or may be seen on-site at the Apollo Campus. Current caseloads reflect that 79 students are being provided services.

Behavior Support Services Program: Services are provided by four Board-Certified Behavior Analysts (BCBA) and a School Psychologist who are supported by four Registered Behavior Technicians (RBT). Services provided are Consultation, Environmental Analysis, Student and Classroom Observations, Data Collection, Classroom Strategies, and Mental Health Staff Trainings to the school districts within Madera County. Behavior Technicians also provide social skills groups to the MCSOS Emotional Disturbance Program. Topics include positive social interactions, anger management, and conflict resolution. This program currently provides services for 24 students.

Genesis Day Treatment Program consists of one classroom providing services for students grades 9 through 12. Each classroom is co-facilitated by one Special Education Teacher and one Mental Health Clinician with the added support of two Instructional Aides. The classroom currently has 6 students. Special Education Students are eligible under a primary disability of Emotional Disability and are referred to this program by the IEP team and district

administrator. The Day Treatment operates as a therapeutic milieu which is a structured group setting in which the group is a key force in the outcome of treatment. Using the combined elements of positive peer pressure, trust, safety and repetition, the therapeutic milieu provides an idealized setting for group members to work through their psychological issues. The Apollo Campus also houses one Adult Transition Program (ATP) ages 18 through 22 that consists of one Teacher and two Instructional Aides.

Section I
Safe Schools Planning Team

The Safe Schools Planning Team is comprised of the following individuals:

- Jessica Drake, Executive Director, Student Programs and Services
- Rita Sepulveda, School Psychologist
- Vanessa Morquecho, Senior School Secretary
- Christina Thomas, Nurse
- Jennifer Clark, Special Education Teacher
- Kendra Farris, Parent
- Mary Escanuela, Classified Staff
- Anthony Persons, Program Director

Section II
Mission/Vision

Mission

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

Vision

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Mental Health Services Programs
Mission

The mission of the Madera County Superintendent of Schools Mental Health Services is dedicated to improving access to Mental Health Services, as well as providing high quality, empirical-based Mental Health Treatment for our Special Education Students in Madera County.

Mental Health Services will improve access to Mental Health Services for the purposes of early intervention, crisis intervention and for teaching coping and social skills to help students deal with emotional instability, which can impair a student's ability to learn and to be academically successful.

Section III
Data

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at the Apollo Campus, analysis of suspension rates, analysis of Incident and Accident Reports, information from the school accountability system, maintenance/operations personnel, support staff, and the Madera County Superintendent of Schools Safety Committee was discussed and reviewed. Data from the Safe School Survey indicates that 77% of staff members feel that the school is well protected from potential crime; 93% feel there are clear procedures to deal with emergencies; 100% of staff feel that school rules and expectations are realistic, practical, fair and relevant to staff and students; 87% feel that administration and staff show respect, consideration, and sensitivity to students and parents; 100% feel that every effort is made to encourage cooperation among students in the classroom; and that everyone at the school can be successful. This data also identified that more outreach to law enforcement is needed to involve officers in non-enforcement roles.

Suspension rates at the Day Treatment have steadily decreased with 8 suspensions in the first year of service to 1 in 2026-2027 school year to date. This can be attributed to better screening for appropriate students for the program, and the use of in-school suspension as an alternative to out-of-school suspension.

Section IV
Component 1
People and Programs/School Climate

1. **Areas of pride and strength:**
   All staff members are committed to seeing the Mental Health Services programs grow in positive ways. All staff works together to ensure that Madera County Special Education Students have access to Mental Health Services.

   Mental Health Services has shown steady growth since inception in 2010-2011 school year. In our inception year the programs served 22 students countywide. At the end of 2025-26 school year, the Mental Health Services Programs has served more than 1,200 students countywide.

   Mental Health Services staff has increased to meet the needs of Madera County's students. The first year at the Apollo Campus, Mental Health Services had 12 staff members. In 2026-27, the Apollo Campus has 26 staff members. All staff are committed to our students, work well as a team, and support each other daily.

The Apollo Campus houses twenty-six (26) employees consisting of:

1	Certificated Day Treatment Teacher
1	Certificated Adult Transition Program (ATP) Teacher
4	Day Treatment Classroom Aides
2	ATP Classroom Aides
1	Day Treatment Classroom Clinician
1	Health Aide
4	Board Certified Behavior Analyst
4	Registered Behavior Technicians
5	Itinerant Licensed Marriage and Family Therapists
1	Administrative Assistant
1	Mental Health Program Director
1	ASL Interpreter

Day Treatment students are provided Group Therapy three times a day, Individual Therapy one time a week and Behavior Intervention daily. Groups and Individual Therapy is provided by a Board of Behavioral Sciences Licensed Mental Health Clinician. Students have access to the clinician full time in the classroom and who provides support during academics and community activities. Students also have access to their primary therapists who visit the school for weekly sessions. Day Treatment Clinicians collaborate with primary therapists to ensure students are being supported according to developed treatment plans.

Students have an established daily schedule which identifies when and where the service components of the program will be provided. An established daily schedule reduces stress and helps students to accomplish academic and personal goals. Student schedules are not modified. A modified schedule for any student disrupts the structured environment, as well as the group process. Full day attendance increases the likelihood of positive outcomes.

Students' parents/guardians receive weekly contact from the Special Education Teacher with the student's academic progress and weekly contact from the Mental Health Clinician on their social emotional accomplishments. Parents are encouraged to participate in student activities such as yearly Science Fair, holiday gatherings, and promotions.

All Day Treatment students are transported by their District of Residence. Day Treatment Program has a 7-person mini-van that provides student access to the community.

Monthly drills are now calendared for once a month. Drills alternate between Fire/Disaster and Shelter-in-Place. Monthly drills ensure that all students, as well as staff, know and can implement safety protocols. Each class has an emergency supply of food and water in case of emergency.

The Apollo Campus and classrooms have clear guidelines developed to assist students who are experiencing an emotional crisis. When a student who has been hospitalized due to being a danger to self or others returns a Wellness Plan is developed with input from the IEP team to provide additional support so the student can return to their previous level of functioning.

2. **Areas needing Improvement:**
   Due to the isolated nature of the campus, it is important to create opportunities for students in the Apollo Day Treatment class and those in the MCSOS ATP class to socialize and interact with like peers.

3. **Goal 1:**
   Collaborate with district and county partners to create opportunities for student to engage in social and educational activities that include a diverse population of students who may or may not have individualized educational plans.

4. **Related Activities:**
   Schedule various educational and extracurricular activities on campus to allow socialization and learning for students enrolled in Apollo programs.

Component 2
Physical Environment

1. **Areas of pride and strength:**
   An area of strength for the Apollo Campus is that it is a small, separate campus, that is surrounded by fencing. This provides our Day Treatment students with a safe environment to work on coping skills and manage their psychological traumas without the pressures that a larger, comprehensive campus would present. The campus also houses all our mental health programs, providing easy access for all Day Treatment students.

   At the inception of Mental Health Services, the campus had two portables in ill-repair, a counseling office and two new classroom portables. The two portables in ill-repair were replaced giving students access to a new multi-purpose room and new Administration Building. The multi-Purpose Room has a capacity of 60 and is used for workshops and trainings, as well as providing a quiet environment for Day Treatment Group Therapy for students away from the classroom. The Administration Building houses one drop in clinics for itinerants and outside agencies to meet the needs of our students and a Nurse’s office. In addition to the building upgrades, a large shade structure was also built to shade six lunch tables for the students and is used as a half basketball court.

   A new portable was installed in 2017 with the intention of lowering the age of students who would qualify for Day Treatment services. The portable currently is housing an Adult Transition Program Class.

The Apollo Campus is equipped with multiple security cameras which stream live feed of the campus to the Administration building. The cameras increase the safety of staff, students and property. The live feed capability also eliminates the need for staff to accompany students when they elope from a classroom. Physical proximity can be a source of positive reinforcement to an eloping student. Students who do not get the physical attention of staff usually return to the classroom on their own.

Campus is located on a busy street where traffic and construction are currently safety concerns. Students are provided transportation by district buses, vans, and cars, which at times have to park across the street from the campus. Handheld Stop Signs and safety vests were purchased to ensure the safety of students and staff while escorting students to different modes of transportation.

2. **Areas needing improvement:**
   Due to the location of Apollo in a somewhat rural area surrounded by fields and agriculture, the Apollo campus is subjected to a variety of wildlife and insects. Morning inspections reveal continuous exhibits of animal (primarily bird) droppings, spiderweb, and dirt. The students use all parts of campus on a daily basis and it is important that the common areas be kept clean.

3. **Goal 1:**
   Establish a cleaning schedule that ensures a clean, safe, and healthy campus. Work with custodial staff to make sure that regular maintenance needs are included in the daily duty lists. Perform daily quick inspections of the grounds that include web removal and upkeep.

4. **Related Activities:**
   Obtain a pressure washer to be kept on site for easy use. Submit work orders for installation of anti-pigeon wires above common areas and air conditioning units.

8.4.2

Emergency Preparedness Plan for

Madera County Superintendent of Schools

2026-2027

Date Adopted by Board: October 13, 2026

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October 13, 2026

Subject: MADERA COUNTY SUPERINTENDENT OF SCHOOLS EMERGENCY PREPAREDNESS PLAN

The Emergency Preparedness Plan (EPP) has been designed specifically to follow our own Standardized Emergency Management Systems (SEMS) and National Incident Management Systems (NIMS) compliant plans. The basic structure of the plan is in compliance with the requirements of both SEMS and NIMS and should not be significantly modified. A key component to this plan is the Incident Command System (ICS). There are five basic functions of the Incident Command System: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration.

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this EPP has been developed.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations.

All the material contained herein will be reviewed at least once annually and updated as legislation or legal requirements or local circumstances dictate.

This EPP has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education
Annual Review and Update: October 13, 2026

COMMUNITY RESOURCE CENTER
EMERGENCY PREPAREDNESS PLAN

ALL CALL : From any office phone dial 9999 and press the dial button. When prompted, with "Please enter a dialcast number," enter the all -call extension 444, after you hear a ding sound, begin to speak clearly and slowly.

26/27



Introduction

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools MCSOS Community Resource Center Building and addresses the procedures to be followed in the event of a variety of natural and/or created disasters.

Appropriate drills will be conducted at designated intervals throughout the year, and all appropriate and required notices will be posted in designated locations. Included in this plan are the locations of important items, such as, fire extinguishers, gas and water shutoffs, gas and electric lines, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools MCSOS Community Resource Center Building.

All the material contained in the plan will be reviewed annually and updated as legislation, legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

For additional information, or comments, please contact the Business & Administrative Services division at (559)662-6295.

Stay Safe,

Tricia Protzman
Madera County
Superintendent of Schools

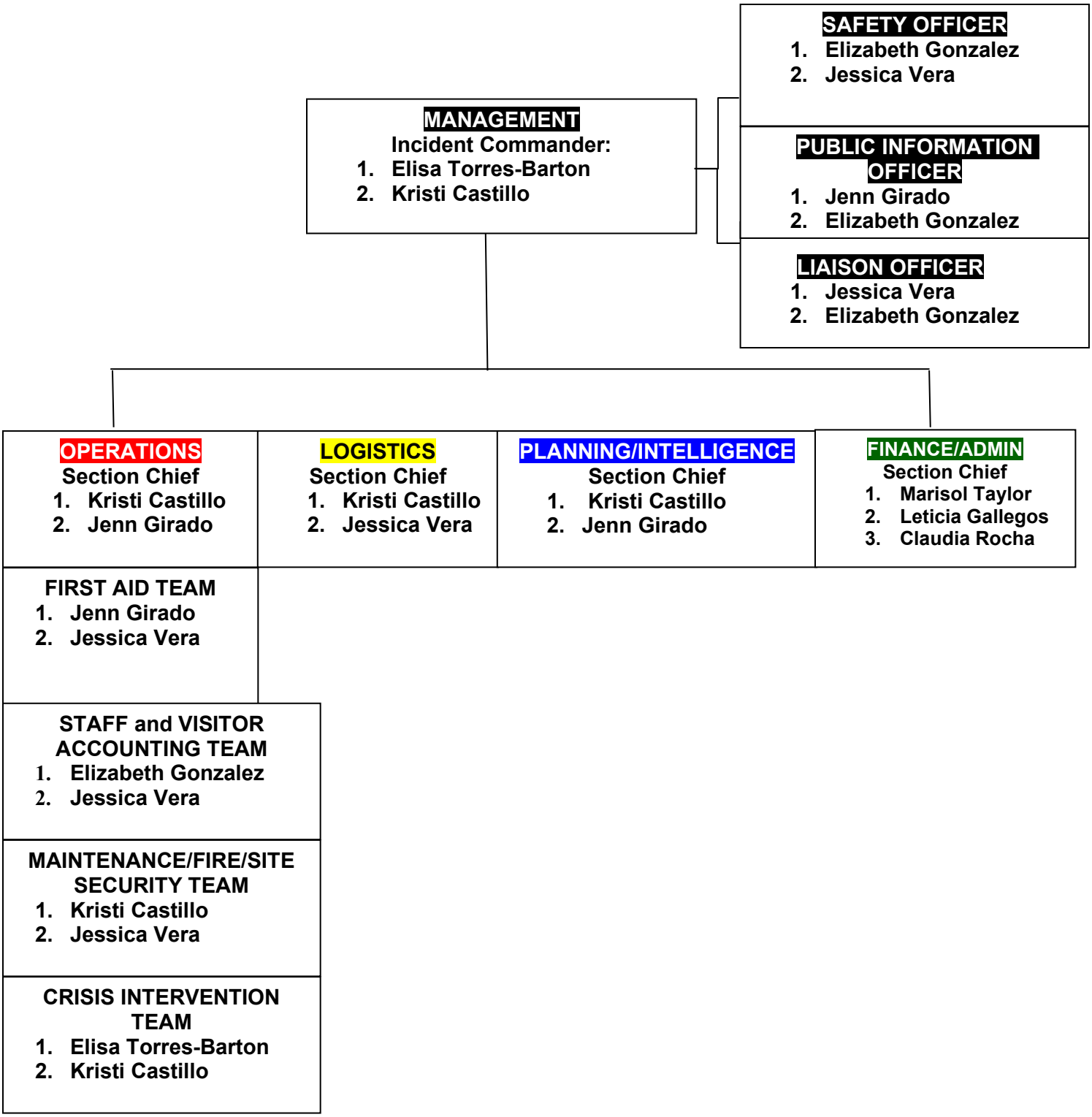
Annual Review: 10/13/2026

Madera County Superintendent of Schools

Community Resource Center

INCIDENT COMMAND SYSTEM (ICS) Organization Chart

October 13,2026



Early education center Emergency Preparedness Plan All Call #400

26/27



Introduction

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools Early Education Center and addresses the procedures to be followed in the event of a variety of natural and/or created disasters.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this plan are the locations of important items, such as, fire extinguishers, gas and water shutoffs, gas and electric lines, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools Early Education Center.

All the material contained in the plan will be reviewed annually and updated as legislation, legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

For additional information, or comment, please contact the Madera Superintendent of Schools Early Education Center at (559) 662-3816.

Stay Safe,

Jacklyn Jones,

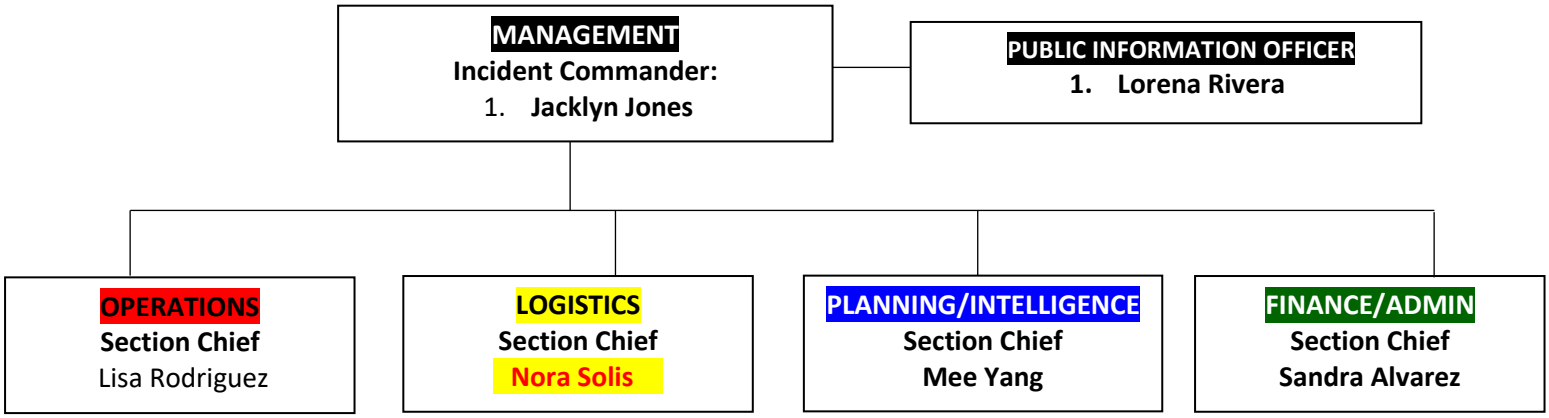
Director, Early Learning Programs

Annual Review: October 13, 2026

Incident Command Chart

Madera County Superintendent of Schools Early Education Center INCIDENT COMMAND SYSTEM (ICS) ORGANIZTION CHART

September 22, 2026



GOULD EDUCATIONAL CENTER
EMERGENCY PREPAREDNESS PLAN

ALL CALL **From any office phone Dial** 9999 and press the dial button. When prompted with, "Please enter the dialcast number, enter the all-call extension 6-0-0, after you hear the ding sound, begin to speak clearly and slowly

26/27



Introduction

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools – Gould Educational Center and addresses the procedures to be followed in the event of a variety of natural and/or created disasters.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this plan are the locations of important items, such as, fire extinguishers, gas and water shutoffs, gas and electric lines, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools – Gould Educational Center Site.

All the material contained in the plan will be reviewed annually and updated as legislation, legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

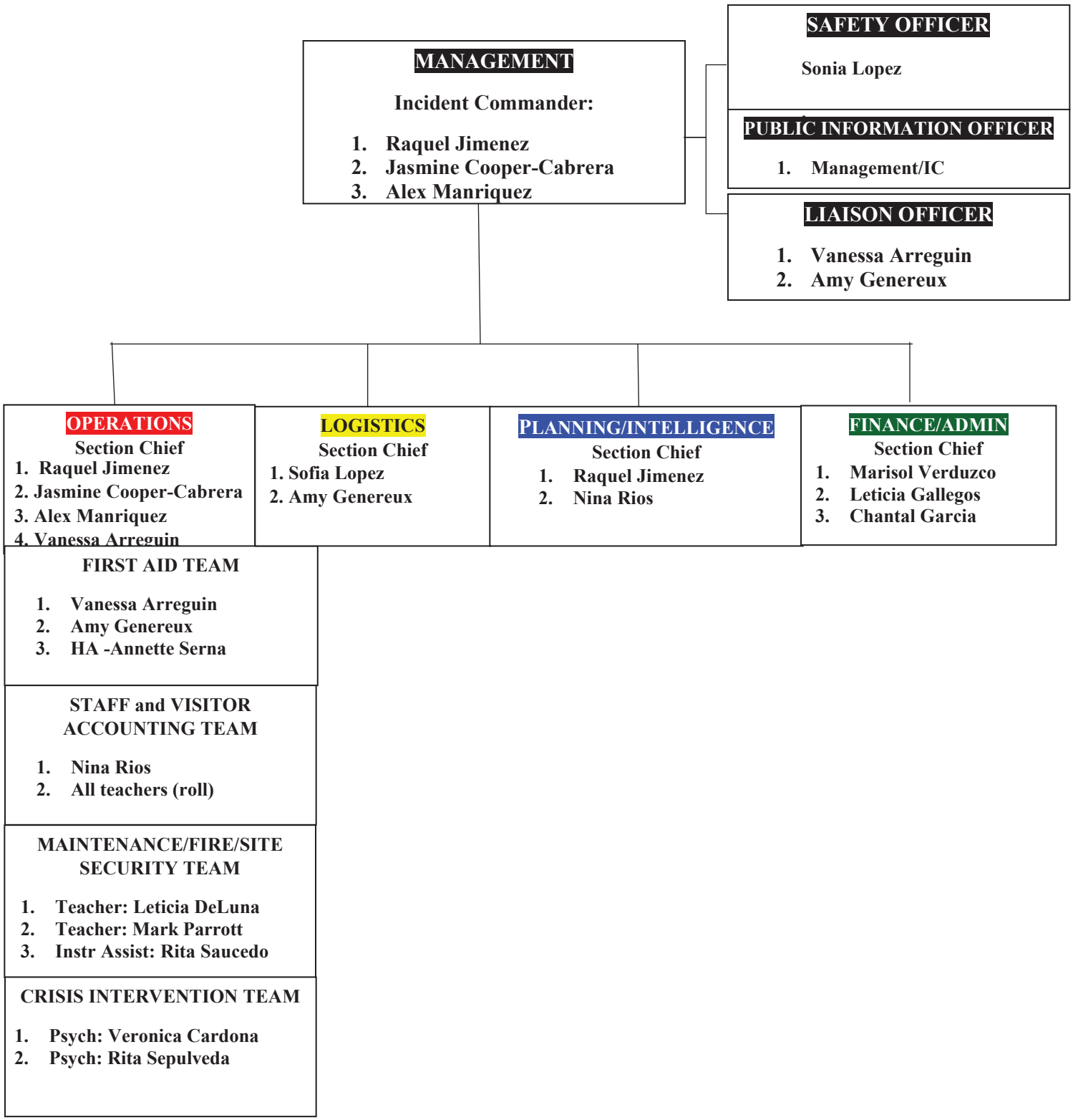
For additional information, or comment, please contact Gould Educational Center, Front Office at (559)674-0915

Stay Safe,

Trisha Protzman
Madera County
Superintendent of Schools

Annual Review: October 14 , 2025

Incident Command Chart



Madera County Independent academy
Emergency Preparedness Plan

ALL-CALL DIAL 9999, WHEN PROMPTED DIAL 100

26/27



Introduction

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This plan deals specifically with the Career & Alternative Education Services School site and addresses the procedures to be followed in the event of a variety of natural and/or created disasters.

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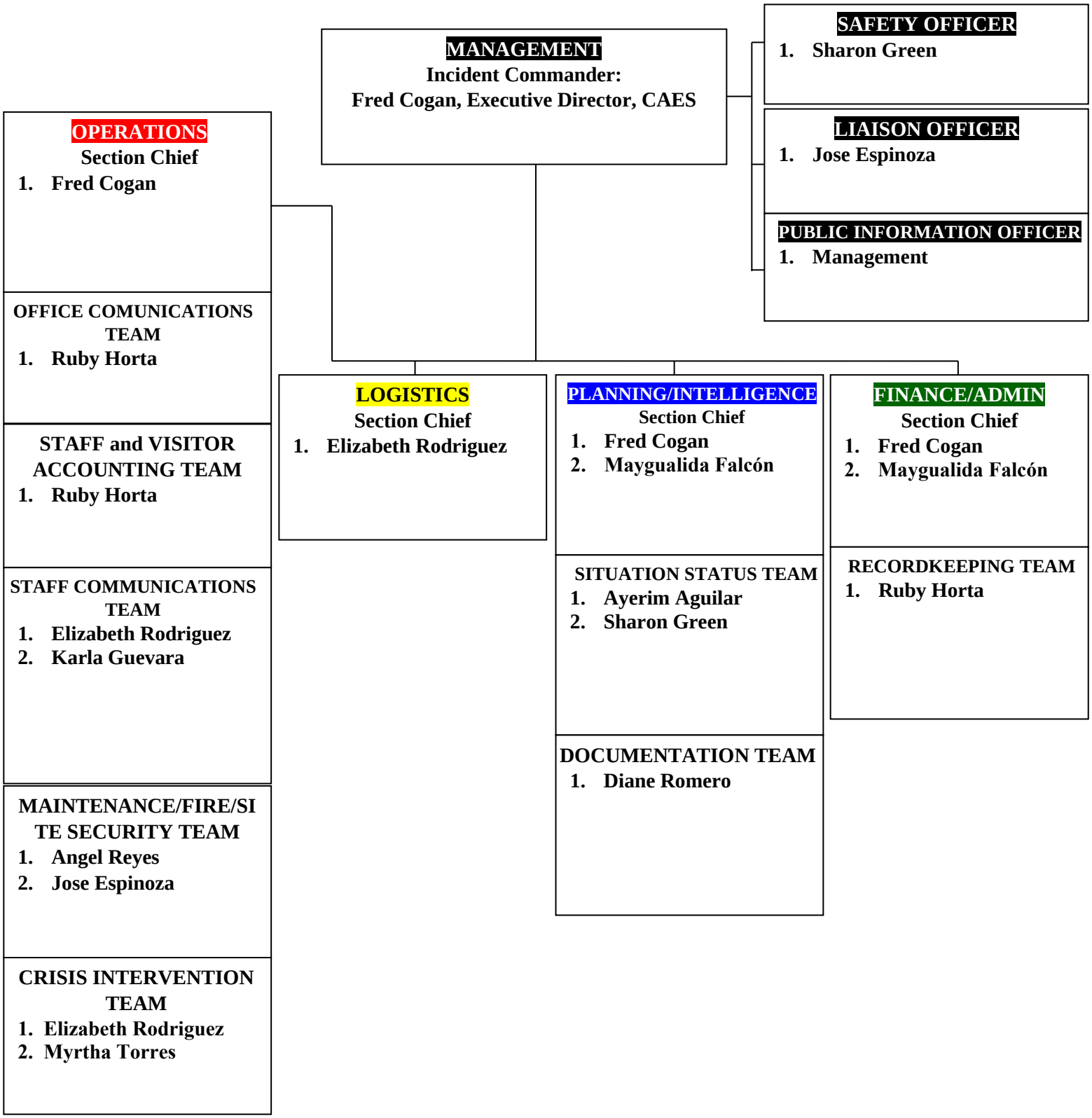
Stay Safe,

Patricia Protzman
Madera County
Superintendent of Schools

Annual Review: October 13, 2026

Incident Command Chart

Madera County Superintendent of Schools MADERA COUNTY INDEPENDENT ACADEMY
INCIDENT COMMAND SYSTEM (ICS) Organization Chart
October 2026



MCSOS 1
Emergency Preparedness Plan

All Call: From any office phone dial 9999 and press the dial button. When prompted, with "Please enter a dialcast number," enter the all-call extension 2-0-0, after you hear the ding sound, begin to speak clearly and slowly

26/27



Introduction

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This plan deals specifically with the Madera County Superintendent of Schools Administration Building and addresses the procedures to be followed in the event of a variety of natural and/or created disasters.

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Stay Safe,

Tricia Protzman
Madera County
Superintendent of Schools

Annual Review: October 13, 2026

Emergency Preparedness Plan

All Call : From any office phone dial 9999 and press the dial button. When prompted, with “Please enter a dialcast number,” enter the all -call extension 444, after you hear a ding sound, begin to speak clearly and slowly.

26/27



Introduction

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This plan deals specifically with the Madera County Superintendent of Schools MCSOS 2 Building and addresses the procedures to be followed in the event of a variety of natural and/or created disasters.

Appropriate drills will be conducted at designated intervals throughout the year, and all appropriate and required notices will be posted in designated locations. Included in this plan are the locations of important items, such as, fire extinguishers, gas and water shutoffs, gas and electric lines, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools MCSOS 2 Building.

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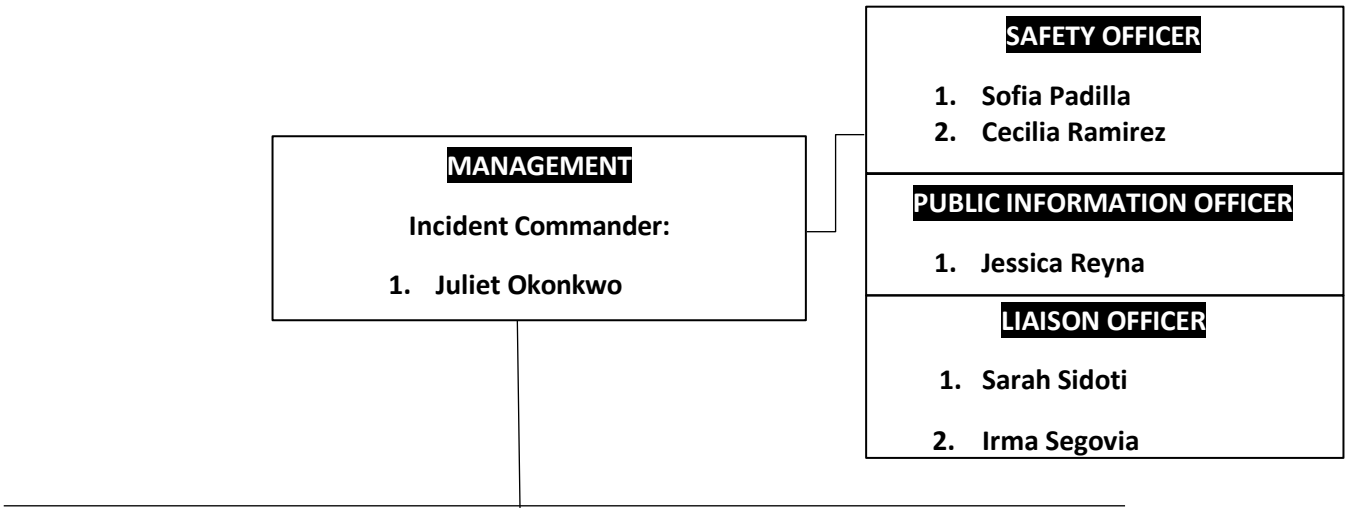
For additional information, or comments, please contact the Business & Administrative Services division at (559)662-6295.

Stay Safe,

Tricia Protzman
Madera County
Superintendent of Schools

Annual Review: 10/13/2026

Incident Command Chart



OPERATIONS Section Chief	LOGISTICS Section Chief	PLANNING/INTELLIGENCE Section Chief	FINANCE/ADMIN Section Chief
1. Tammy Garcia 2. Kimberly Zarco	1. Brent Ishii 2. Liz Gomez	1. Kara McGregor 2. Paula Amezola	1. Marisol Taylor 2. Leticia Gallegos 3. Claudia Rocha

FIRST AID TEAM

1. Stephanie Gutierrez
2. Kerry Parker
3. Lorena Huerta

STAFF and VISITOR ACCOUNTING TEAM

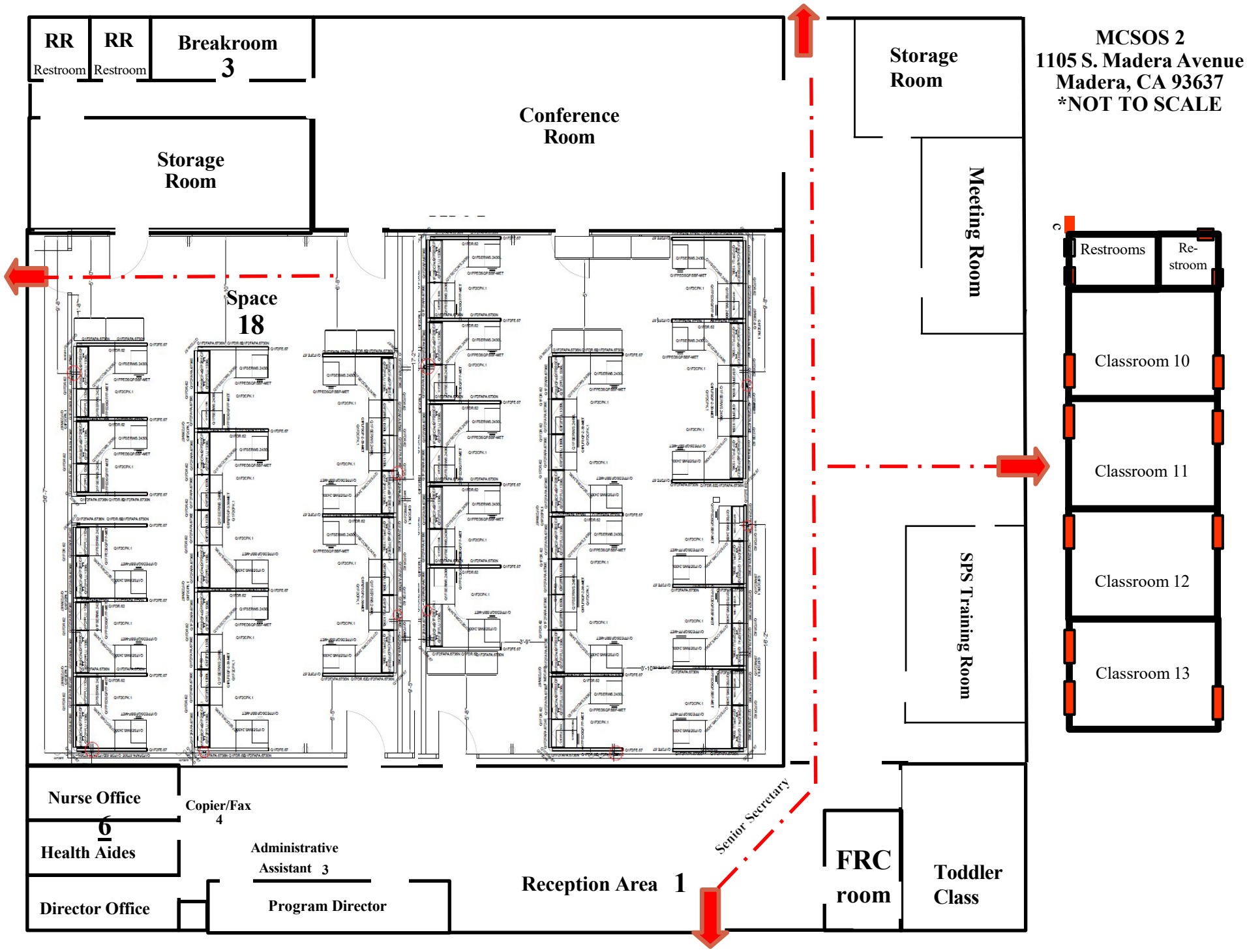
1. Chanthea Leat
2. Vanessa Portillo

MAINTENANCE/FIRE/SITE SECURITY TEAM

1. Kerin Cavallero
2. Anais Almaguer

CRISIS INTERVENTION TEAM

1. Victoria Duran
2. Maria Leon



MCSOS 2
1105 S. Madera Avenue
Madera, CA 93637
*NOT TO SCALE

Pioneer Technical Center Chowchilla
Emergency Preparedness Plan

ALL-CALL DIAL 9999, WHEN PROMPTED DIAL 800

26/27



Introduction

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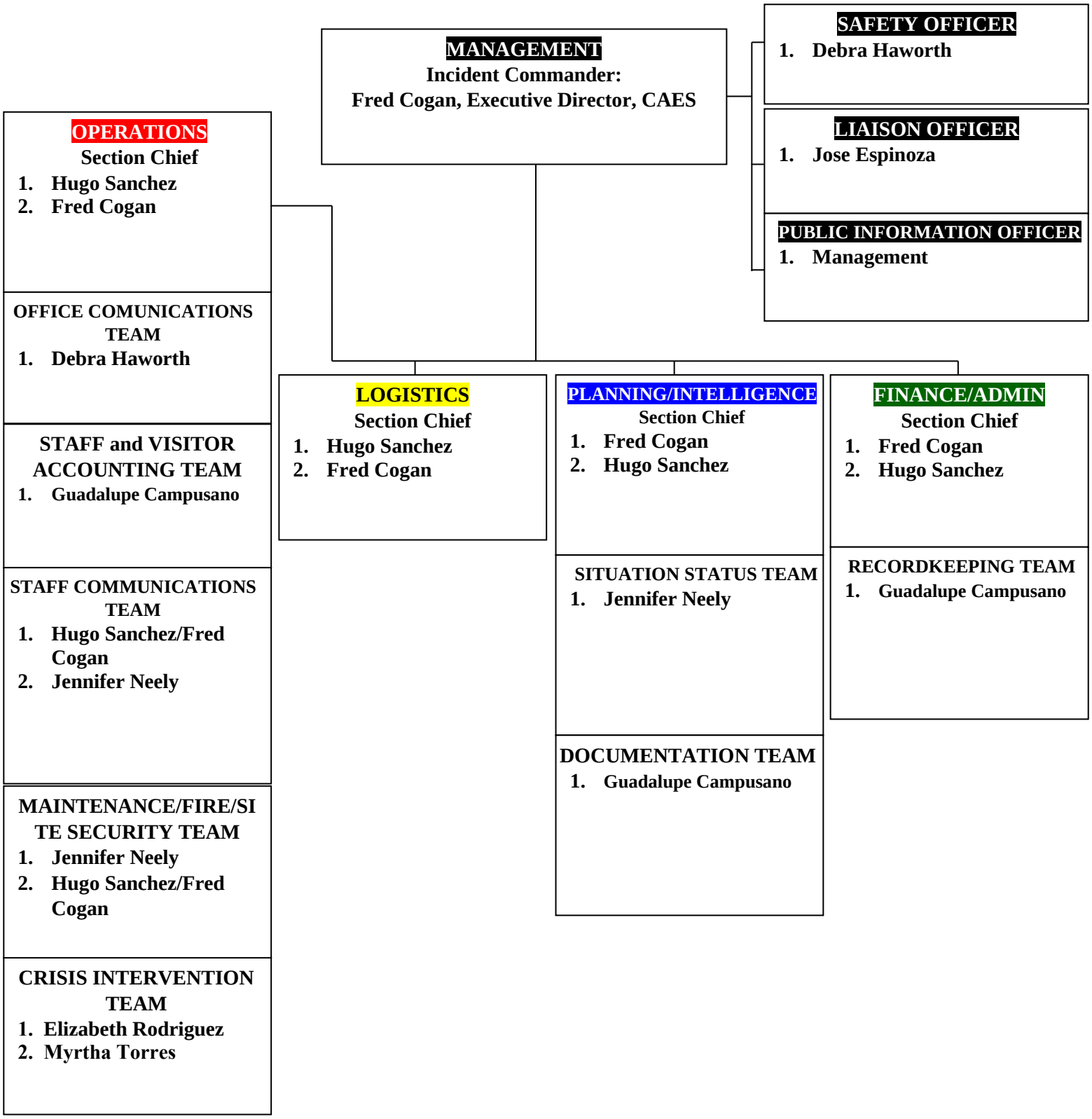
Stay Safe,

Patricia Protzman
Madera County
Superintendent of Schools

Annual Review: October 13, 2026

Incident Command Chart

Madera County Superintendent of Schools PIONEER TECHNICAL CENTER CHOWCHILLA
INCIDENT COMMAND SYSTEM (ICS) Organization Chart
October 2026



Pioneer Technical Center Madera
Emergency Preparedness Plan

ALL-CALL DIAL 9999, WHEN PROMPTED DIAL 300

26/27



Introduction

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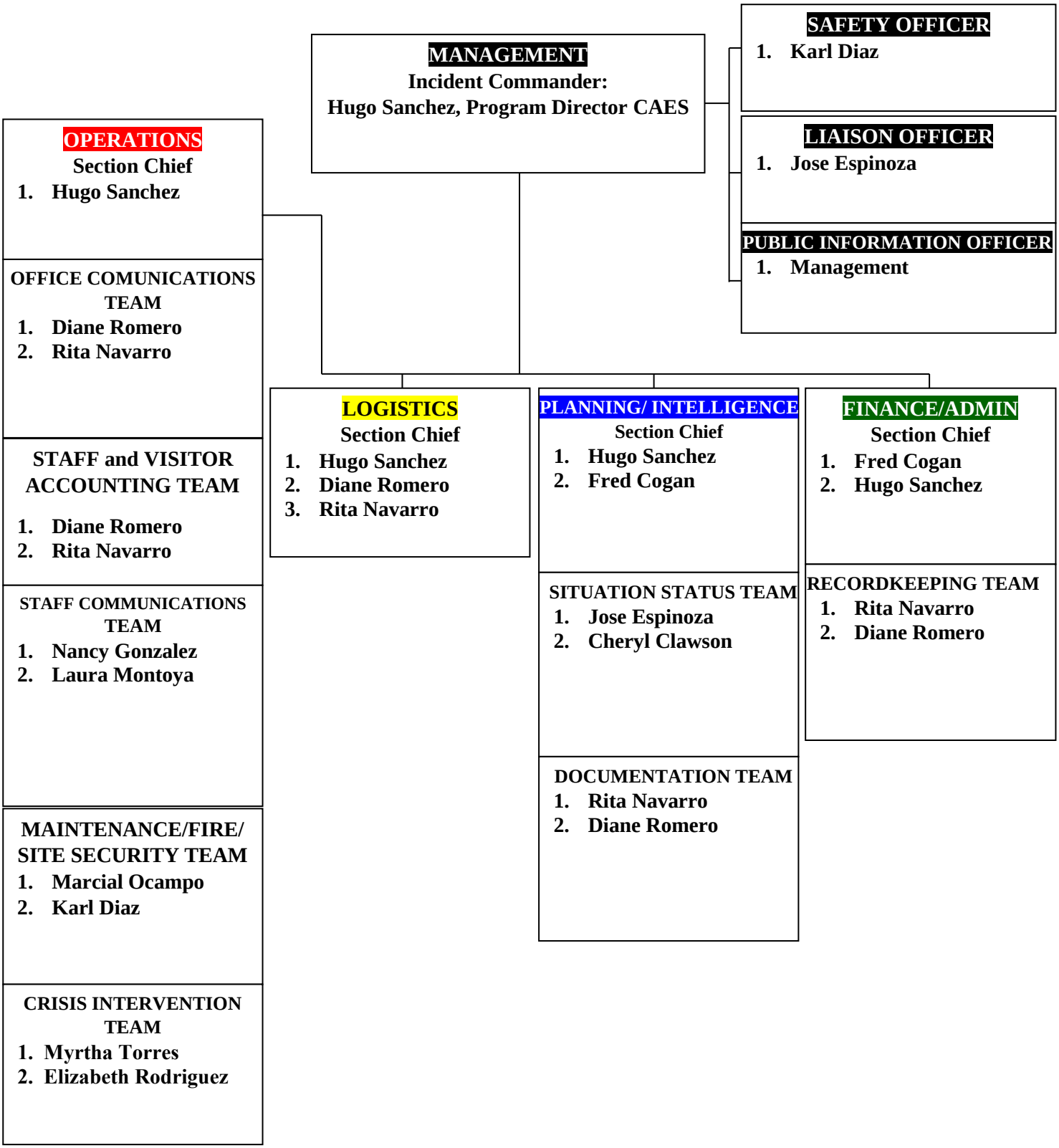
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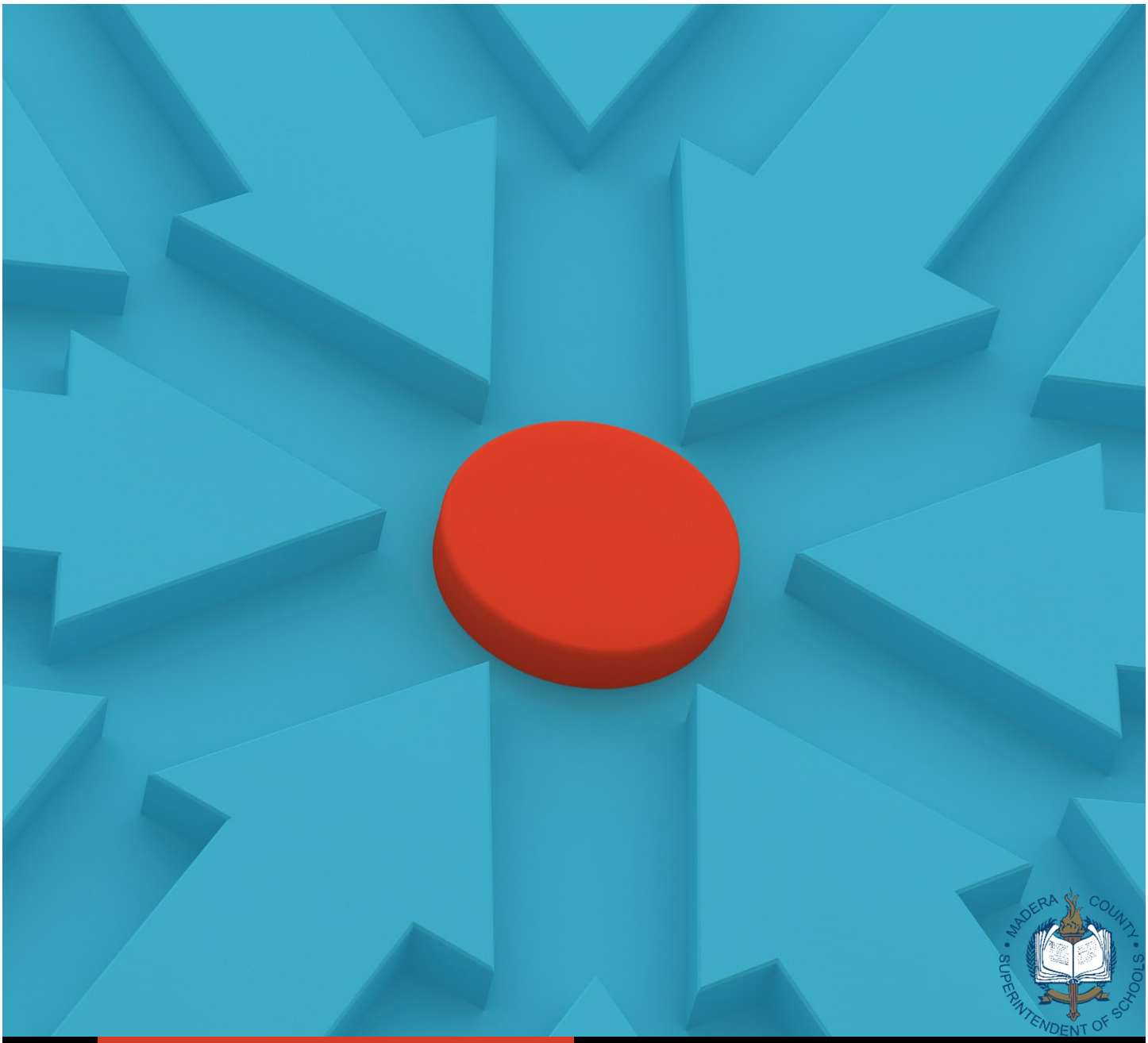
Stay Safe,

Patricia Protzman
Madera County
Superintendent of Schools

Annual Review: October 13, 2026

Madera County Superintendent of Schools PIONEER TECHNICAL CENTER
INCIDENT COMMAND SYSTEM (ICS) Organization Chart
October 2026





INSTRUCTIONAL CONTINUITY PLAN (ICP)

MADERA COUNTY SUPERINTENDENT OF SCHOOLS

AS MADE PART OF THE COMPREHENSIVE SCHOOL SAFETY PLAN BEGINNING JULY 1, 2025

Annual Board Review and Adoption October 13, 2026

Web-Based Resources	The following web-based resources may be utilized and expanded upon: ▪ Adobe Connect Pro ▪ Moodle for Classroom Management ▪ Edmentum Online Learning Programs ▪ CaliforniaStreaming.org ▪ www.madERS.org ▪ TeachTown (Special Day Classes) ▪ Study Sync ▪ iReady ▪ Edgenuity Staff will have access to online instructional resources, links to which will be maintained by the district with support from MCSOS.
Student Packets/ Textbooks	Full sets of textbooks and other essential instructional materials will be taken home by students or picked up by their parents/guardians listed on the student emergency card. This will allow students to continue to be involved in learning activities while they are away from school. One method to delivering lessons is by utilizing existing school bus stops/designated locations as pick up points. For students that do not have a bus stop due to their close proximity to their school, their parents/guardian would meet at their school site as the distribution point at a prescribed day and time. ***Textbooks and materials would be used by the student in conjunction with one of the following:*** <u>Instructional Support Via Phone Systems:</u> The use of the district's phone system can be utilized to deliver assignments over the phone. Communication systems such as ConnectEd from Blackboard Connect can be used to deliver this information. <u>Instructional Support Via Television/Websites:</u> One possibility is for MCSOS to partner with Fresno County Superintendent of Schools and Merced County Superintendent of Schools (MeTV.ws) for the use of their video system to deliver recorded lessons for those students who have Comcast in their home. These recordings could also be posted on the district's websites for home viewing.

Tricia Protzman
Superintendent of Schools

Agenda Item 8.5

Board of Education Action Item
October 13, 2026

Topic:
Consideration Resolution No. 3, 2026-2027 Gann Limit

Background:
The GANN Amendment, Proposition 4, was passed in November 1979, establishing limits on State and local government spending. The amendment, commonly referred to as the GANN Limit, limits the growth of spending to be no greater than the rate of inflation and the change in population. Each year, all school districts and county offices of education must calculate their GANN Limit and adopt it by Board resolution.

Fiscal Impact:
None at this time.

Resource:
Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:
It is recommended the Board adopt Resolution No. 3 2026-2027, GANN Limit, as presented.

RESOLUTION FOR ADOPTING
THE GANN LIMIT
Resolution Number 3 – 2026/2027

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the GANN Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised GANN Limit for the 2025-26 fiscal year and a projected Gann Limit for the 2026-27 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law; and,

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2025-26 and 2026-27 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2025-26 and 2026-27 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this district.

The foregoing resolution was adopted by the governing board hereof at a duly called meeting held on the 13th day of October, 2026, by the following vote:

AYES:

NOES:

ABSENT:

Dated: _____

_____
Patricia Protzman, Executive Secretary
Madera County Board of Education

Tricia Protzman
Superintendent of Schools

Agenda Item 8.6

Board of Education Action Item
October 13, 2026

Topic:
Consideration of Single Plan for Student Achievement (SPSA) for Madera County Superintendent of Schools (Endeavor/Voyager Secondary Schools)

Background:
The Single Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student performance. Annually, our school site council develops, reviews, and updates the SPSA. The review includes a comprehensive look at data and the development of actions necessary to achieve school goals. The plan also addresses funding and proposed expenditures related to state and federal categorical programs. Each year, the School Site Council and the Madera County Board of Education approve the SPSA for each site required to prepare a plan.

In support of strengthening student academic achievement, each local educational agency (LEA or school) that receives Title I, Part A funds or Title I, Part D must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy).

The school-parent compact is a written agreement between teachers, parents, and students. This document clarifies what families and schools can do to help children reach high academic standards. Every school receiving Title I Funds must develop a compact. This document is a written commitment indicating how all members of a school community agree to share responsibility for student learning.

Financial Impact:
$1,082,626.00

Resource:
Hugo Sanchez
Program Director
Career Technical & Alternative Education Services

Recommendation:
Approve the Title I Single Plan for Student Achievement (SPSA)

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Endeavor/Voyager Secondary Schools	20102072030153	09/24/2026	10/13/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Endeavor/Voyager Secondary Schools for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The SPSA will continue to focus on providing opportunities for each student to achieve at a high level through the implementation of rigorous instruction. Access to instructional technology including tablets, Chromebooks, and an improved school library will be maintained. Chromebooks for all students continue to provide safe internet access with increased safety measures provided by software to ensure access to only educational sites approved by the MCSOS IT department and the Madera County Probation Department (MCPD). Increased access to technology facilitates regular incorporation of i-Ready assessments and prescriptive lessons, as well as online courses through Edgenuity. High quality professional development for teachers will emphasize best practices for instruction including support for English Learners as students move closer to reclassification as English Fluent Proficient. School counseling staff will connect with students to prepare their transition back to their schools of residence or to pursue postsecondary opportunities. Students in the Cadet Academy (Voyager) will participate in interest surveys and career assessments, as well as, transitional meetings to plan for returning to their home district. School counselors continue working diligently to screen and determine eligibility for various state assembly bills that allow qualified students to graduate from high school by meeting minimum California high school diploma requirements. By maintaining a low student to teacher ratio and assigning a school counselor to provide academic counseling and support, Cadet Academy students, and those students attending school Endeavor will receive greater academic support and guidance to provide motivation toward completing high school diploma requirements. These changes have benefited all students, as expressed by teachers and correctional staff. Teachers, principals, administrators, and school counseling staff will continue to emphasize the importance of academic progress toward graduation. As students prepare to transition

from the correctional facility to their districts of residence, educational staff will conduct transitional meetings that will include students, parents/guardians, teachers, counselors, and probation officers. To improve parent participation on formal and informal committees, staff will make personal contacts through ParentSquare to encourage involvement and continue to provide educational partner feedback sessions through advisory committees held virtually to facilitate access for families with transportation and mobility issues.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Endeavor/Voyager Secondary Schools for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The SPSA will continue to focus on providing opportunities for each student to achieve at a high level through the implementation of rigorous instruction. Access to instructional technology including tablets, Chromebooks, and an improved school library will be maintained. Chromebooks for all students continue to provide safe internet access with increased safety measures provided by software to ensure access to only educational sites approved by the MCSOS IT department and the Madera County Probation Department (MCPD). Increased access to technology facilitates regular incorporation of i-Ready assessments and prescriptive lessons, as well as online courses through Edgenuity. High quality professional development for teachers will emphasize best practices for instruction including support for English Learners as students move closer to reclassification as English Fluent Proficient. School counseling staff will connect with students to prepare their transition back to their schools of residence or to pursue postsecondary opportunities. Students in the Cadet Academy (Voyager) will participate in interest surveys and career assessments, as well as, transitional meetings to plan for returning to their home district. School counselors continue working diligently to screen and determine eligibility for various state assembly bills that allow qualified students to graduate from high school by meeting minimum California high school diploma requirements. By maintaining a low student to teacher ratio and assigning a school counselor to provide academic counseling and support, Cadet Academy students, and those students attending school Endeavor will receive greater academic support and guidance to provide motivation toward completing high school diploma requirements. These changes have benefited all students, as expressed by teachers and correctional staff. Teachers, principals, administrators, and school counseling staff will continue to emphasize the importance of academic progress toward graduation. As students prepare to transition from the correctional facility to their districts of residence, educational staff will conduct transitional meetings that will include students, parents/guardians, teachers, counselors, and probation officers. To improve parent participation on formal and informal committees, staff will make personal contacts through ParentSquare to encourage involvement and continue to provide educational partner feedback sessions through advisory committees held virtually to facilitate access for families with transportation and mobility issues.

The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process. Endeavor/Voyager operate as part of Madera County Superintendent of Schools and are funded through the Consolidated Application. The School Site Council reviews annual updates of the proposed expenditures of funds allocated to the school annually. The SPSA aligns with the school goals for improving student achievement.

Educational Partner Involvement

How, when, and with whom did Endeavor/Voyager Secondary Schools consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, teachers, Juvenile Probation, Behavioral Health, and other educational partners is critical to the development of the SPSA. The SPSA involvement and review process aligns with MCSOS's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school. Established review processes included outreach to parents, classified and certificated staff, administration, and the community. LCAP/SPSA educational partner meetings contributed to the development of the SPSA, with parent representation from various MCSOS schools. In addition, the following groups and committees were a part of the review process and input gathering for the development of the SPSA:

-School Site Council
-English Learner Advisory Committee (ELAC)

-Leadership Team
-Curriculum Collaboration Groups
-Parents
-Students
-Teachers
-Community
-Treatment Team Meetings

To obtain additional educational partner input in the development and approval of the SPSA, the LEA hosted a series of educational partnership input meetings scheduled as follows:

Teachers Meetings on 8/6/25, 8/29/25, 9/26/25, 11/7/25, 12/5/25, 1/30/26, 2/27/26, 3/6/26, 4/10/26, 5/1/26 and 8/5/26.

The primary themes from 2026 Staff Survey responses were an appreciation for the improvements that have been made in instructional practices at MCSOS, and in continued and expanded professional learning activities. Staff also gave MCSOS generally high marks for implementation of state standards-based curriculum in ELA and ELD and the implementation of new math curriculum for the 2026-27 school year. The need for improved implementation of NGSS and social studies/history was reflected in their responses.

Parent Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in January 2026.

Themes from 2026 Families' Survey Responses:
- Many responses indicated no suggested changes, with parents stating they are very satisfied, everything is fine, or they love the school.
- Several parents offered gratitude and compliments to staff.

Suggestions for Improvement or Additions:
- Updated books for diverse learning needs.
- More hands-on learning opportunities.
- Add sports activities for student participation.

Student Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26 and 5/28/26. Surveys in January 2026.

Themes from 2026 Students' Survey Responses:
- Many students praised their teachers for being helpful, chill, kind, and supportive, also mentioning how much they appreciate that their teachers take time with them and provide individual support. The overwhelming majority of students emphasized how nice, helpful, respectful, and understanding their teachers are, and that teachers genuinely care about their success and provide personalized support.
- Students like that the school is quiet, peaceful, and welcoming, especially compared to traditional schools with more noise and chaos. The smaller class sizes and calm atmosphere contribute to better concentration
- Teachers and staff motivate students to do their best and provide emotional support and confidence.
- Some students value how easy it is to earn credits and catch up; the school is seen as a second chance.

School Site Council Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26, 5/28/26 (LCAP Approval) and 9/24/26 (SPSA Approval).

At these meetings, parents were asked for input on LCAP Goals/Actions and the use of Equity

Multiplier funds and the development of the focus goal.

Parent Advisory Committee Meetings on 4/16/26 and 4/21/26.

English Learner Advisory Council Meetings on 9/25/25, 12/11/25, 2/12/26, 3/26/26, 5/28/26 and 9/23/26.

Principal/Administrators Meetings on 8/6/25, 8/29/25, 9/26/25, 11/7/25, 12/5/25, 1/30/26, 2/27/26, 3/6/26, 4/10/26, 5/1/26 and 8/5/26. Surveys in December 2025.

Support Staff Meetings on 8/6/25, 8/29/25, 9/26/25, 11/7/25, 12/5/25, 1/30/26, 2/27/26, 3/6/26, 4/10/26, 5/1/26 and 8/5/26. Surveys in December 2025.

Bargaining Units Meetings on 8/6/25, 8/29/25, 9/26/25, 11/7/25, 12/5/25, 1/30/26, 2/27/26, 3/6/26, 4/10/26, 5/1/26 and 8/5/26.

SELPA Consultation with SELPA director 5/21/26.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Not eligible.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The Suspension Rate Indicator was the only indicator that meets this criteria, and it was in the "Orange" performance category. The increase was 4.6% after it was 0% the previous year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

No state indicator identified in which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Most students performing below grade level according to i-Ready diagnostic assessments for reading and mathematics.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Endeavor/Voyager Secondary Schools. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0%	3.45%	0%	0	1	0
African American	4.55%	6.90%	6.67%	1	2	2
Asian	0%	0%	0%	0	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	81.82%	75.86%	73.33%	18	22	22
Pacific Islander	0%	0%	0%	0	0	0
White	9.09%	10.34%	20.00%	2	3	6
Two or More Races	4.55%	3.45%	0%	1	1	0
Not Reported	0%	0%	0%	0	0	0
			Total Enrollment	22	29	30

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	1	2	3
Grade 9	1	7	4
Grade 10	10	4	6
Grade 11	4	9	7
Grade 12	6	7	10
Total Enrollment	22	29	30

Conclusions based on this data:

1. The disproportionality of the demographics of Endeavor/Voyager students is not representative of Madera County demographics.
2. Higher concentration of credit deficient students in grades 11 and 12.
3. 36.4% increase in student enrollment from 2023-24.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	5	11	7	31.3%	47.8%	30.4%
Fluent English Proficient (FEP)	4	4	5	25.0%	17.4%	21.7%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0	0	0

Conclusions based on this data:

1. Slightly higher percentage of English Learner students compared to other CAES schools and Madera Unified School District.
2. Opportunity to support students in meeting RFEP Criteria.
3. A 17.4 percentage decrease in English learner students from the previous year, 2024-25.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	*	*	4	*	*	*	*	*	*	0	0	0
Grade 8	*	5	4	*	4	*	*	4	*	0	80	0
Grade 11	*	7	15	*	7	12	*	7	12	0	100	80
All Grades	6	13	23	6	12	17	6	12	17	100.0	92.3	73.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	2484.	*	*	0.00	*	*	8.33	*	*	33.33	*	*	58.33
All Grades	N/A	N/A	N/A	*	0.00	0.00	*	8.33	5.88	*	25.00	23.53	*	66.67	70.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Too few students required to CAASPP test, which does not allow for meaningful data disaggregation.
2. Common Formative Assessments (i-Ready) provide updated academic achievement data for ELA for all students more often than CAASPP data.
3. An increase in middle school students according to local enrollment/attendance data.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	*	*	4	*	*	*	*	*	*	0	0	0
Grade 8	4	5	5	4	4	*	4	4	*	100.0	80	0
Grade 11	*	7	15	*	7	12	*	7	12	0	100	80
All Grades	8	13	24	8	12	17	8	12	17	100.0	92.3	70.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	2397.	*	*	0.00	*	*	0.00	*	*	8.33	*	*	91.67
All Grades	N/A	N/A	N/A	*	0.00	0.00	*	0.00	0.00	*	0.00	5.88	*	100.0	94.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	0	0	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0	0	0	0
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. There are too few students completing the assessment to gather significant data.
2. Common Formative Assessment (i-Ready) data provides updated academic achievement data in math for all students more often than CAASPP data.

3. 100% of eligible students were tested during the testing window for the most recent CAASPP Math assessment.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0	0	*	0	0	*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	5
12	*	*		*	*	0	*	*	0	*	*	0
All Grades	0	0	0	0	0	0	0	0	0	4	5	6

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0		*	0	0	*	0	0	*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0	0	*	0	0	*	0		*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*	0	*	*	0	*	*	0
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0	0	*	0	0	*	0	0	*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0	0	*	0	0	*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0	*	*	0	*	*	0	*	*	0
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0	0	*	0	0	*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0	*	*	0	*	*	0	*	*	0
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0	0	*	0	0	*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0	*	*	0	*	*	0	*	*	0
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	*	0	0	*	0	0	*	0	0	*	0	0
10	0	*	*	0	*	*	0	*	*	0	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	0	*	*	0	*	*	0	*	*	0
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Too few students assessed to gather meaningful data.
2. i-Ready assessments provide relevant formative data compared to ELPAC, given the small number of students required to complete state assessments, and provide local criteria which can be used for RFEP purposes.
3. Increase integrated and designated ELD instruction for students.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
29	**100%**	**37.9%**	**0.0%**
Total Number of Students enrolled in Endeavor/Voyager Secondary Schools.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	11	37.9%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	29	100%
Students with Disabilities	6	20.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	6.9%
American Indian	1	3.4%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	22	75.9%
Two or More Races	1	3.4%
Pacific Islander	0	0.0%
White	3	10.3%

Conclusions based on this data:

1. High percentage of at-promise students are English Learners and SWD.

2. A disproportionate amount of Hispanic students (75.9%) compared to Madera County demographics for the same group of students.

3. 100% of Endeavor/Voyager students are Socio-Economically Disadvantaged and almost 200 students enrolled throughout the year with a Stability Rate of 1% (DataQuest 2024-25).

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Orange
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
English Learner Progress No Performance Color		
College/Career No Performance Color		

Conclusions based on this data:

1. Continue with behavior interventions and incentives for positive behavior to reduce suspensions, such as referrals to behavioral counseling, conflict resolution skills, points for pantry, etc.
2. California School Dashboard indicates suspension rate was 4.6% in 2024-25 after 0% in 2023-24 school year.
3. Suspensions have increased.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Conclusions based on this data:

1. Too few students to gather data.
2. Local formative assessments (i-Ready) are important for collecting student achievement data.
3. Student group data may be gathered through local formative assessments, curriculum samples, and qualitative data.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
5 Students	4 Students	4 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		5 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students

Conclusions based on this data:

1. There is not sufficient state data as the number of students assessed is too low.
2. There is a need to use i-Ready to gather formative assessment data for mathematics.
3. Collect data from teachers' assessments of students academic achievement on curriculum and use qualitative data as well.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 Students	1 Student	0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		2 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. There is not sufficient state data as the number of students assessed is too low.
2. Collect data from teachers' assessments of students academic achievement on curriculum and use qualitative data as well.
3. Consider the needs of students in an alternative setting while exploring an updated science curriculum.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 5 Students	Number Students: 5 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. There is a need to increase integrated and designated ELD instruction for all English learner students.
2. Use i-Ready and StudySync to gather local assessment data for English learner students.
3. There is a need to disaggregate ELPI data locally due to the low number of students requiring testing not yielding Dashboard Data.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Too few students enrolled to generate meaningful dashboard data on College/Career Indicator.
2. Need to track local data from school counselors facilitating transition plan meetings, since the low student population will not yield Dashboard data.
3. Currently, four students who completed high school graduation requirements are enrolled in college courses with two transferring to Fresno State University.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Students at Endeavor/Voyager have an attendance rate of almost 100%.
2. Great opportunities to ensure students are making academic progress due to regular school attendance.
3. Smaller class size allows students to develop stronger relationships with teachers and get more academic support.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Need to track local data from school counselors facilitating transition plan meetings since the low number of students will not yield Dashboard data.
2. According to local data, students are enrolled at Endeavor/Voyager for fewer than 30 days, but the average length of stay has increased slightly.
3. Most student complete graduation requirements at their district of residence.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Orange	Orange
4.6% suspended at least one day	5.1% suspended at least one day	5.1% suspended at least one day
Increased 4.6%	Increased 5.1%	Increased 5.1%
194 Students	39 Students	39 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0% suspended at least one day	0 Students	4.6% suspended at least one day
Maintained 0%		Increased 4.6%
27 Students		194 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
5.9% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 5.9%	16 Students	5 Students
34 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	5% suspended at least one day
	1 Student	Increased 5%
		140 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	3.8% suspended at least one day
6 Students		Increased 3.8%
		26 Students

Conclusions based on this data:

1. Suspension rates increased by 4.6%.
2. Positive behavior recognition and external learning opportunities for students is yielding positive results.
3. Suspension Rate for SWD was slightly higher.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement
Endeavor/Voyager students will stay on course to graduate and qualify as prepared to be College Career Ready through the use of state-adopted standards-based instructional materials.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Endeavor/Voyager students will stay on course to graduate and qualify as prepared to be college and career ready through state adopted standards-based instruction.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The LCFF Evaluation Rubrics, Dashboard Alternative School Status (DASS), and local assessment data support the need to improve academic proficiency of students at Endeavor/Voyager. Although there were not enough students assessed to collect data via state assessments, academic indicators reveal that students are not meeting standard in ELA and Math, which leads to instruction needing delivery with equal consistency and increased rigor utilizing up-to-date curriculum. Where possible, and with permission from the probation department, more project-based learning should be implemented, as well as, the use of technology for instructional purposes.

Although there was progress made in serving English Learners, more work needs to be accomplished in this area specific to supporting English Learner students to be reclassified Fluent English Proficient. Provide ongoing monitoring of reclassified students, and use appropriate instructional strategies for identified English Learners yet to be reclassified. Online formative assessments, such as i-Ready, provide valuable data on EL student proficiency in ELA and math instructional practices.

A comprehensive professional development plan ensures high quality and rigorous instruction for both areas. Areas of need identified to be addressed in this professional development plan include research-based instructional strategies for all students including English Learners, use of instructional technology, working with students on IEPs or 504s, differentiated instruction, and mentoring/coaching new teachers, along with content specific ELA/ELD and math. Improved transition planning for those "long term commit" students is an additional area of need. Communication between instructional staff at Endeavor/Voyager and schools of residence when students are preparing to be released from custody has improved allowing for easier student transitions. A school counselor meets with students regularly, contributing to transition plans that are easily understood by students and available upon their release from custody. In addition, transition plans provide students a variety of educational options and an understanding of requirements for each district.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students that Meet or Exceed standard as measured by CAASPP ELA (Priority 4)	2025-26: 0%	10%
Percentage of students that Meet or Exceed standard as measured by CAASPP MATH (Priority 4)	2025-26: 0%	10%

Percentage of ELs scoring Level 3 (Expanding/Bridging) or 4 (Bridging) as measured by ELPAC (Priority 4)	2025-26: 0%	50%
Number of EL Reclassifications (Priority 4)	0 students in 2025-26	1 student
Percentage of students with access to a broad course of study (Priority 7)	100%	100%
Percentage of properly credentialed teachers as measured by SARC review (Priority 1)	100%	100%
Percentage of sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials” (Priority 1)	100%	100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All students in the Cadet Academy and students with longer sentences will have Individual Graduation Progress Plans.	All Students	55,207 LCFF - Base 1000-1999: Certificated Personnel Salaries counselor E.Rodriguez 278,121 LCFF - Base 1000-1999: Certificated Personnel Salaries 2 teachers Klein, Coburn 28,540 LCFF - Base 1000-1999: Certificated Personnel Salaries .08 Administrator Sanchez, Cogan time
1.2	Facilitate students' transferring and enrolling at Pioneer Technical Center upon release from Endeavor/Voyager.	All Students	24,849 Title I Part D 2000-2999: Classified Personnel Salaries Counselor Specialist time: K.Guevara .20 FTE
1.3	Career assessment implemented with all students in the Correctional Academy within the first month of sentencing. Academic counselor meets with students in the academy regularly to administer Career Assessments and discuss results.	All Students	22,600 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries already in Activity 2 K. Guevara
1.4	All EL students will be assessed using ELPAC and evaluated for reclassification to fluent English proficient using reclassification criteria. i-Ready will provide proficiency data to support meeting local assessment criteria for reclassification.	English Learner (EL) students	20,214 Title I Part D 1000-1999: Certificated Personnel Salaries ELD Director G. Pierce-Cummings 8,580

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures LAS Links software
1.5	Maintain all students' having access to standards' aligned instructional materials. Continued staff professional development on instructional strategies will continue to contribute to better grades and students will earn more credits toward graduation.	All Students	1,758 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional Development
1.6	All students will receive instruction from State adopted Common Core State Standards and will increase academic proficiency to be demonstrated on local and state assessments. Updated social-science curriculum (SAVVAS) aligned to California CCSS will increase rigor and academic proficiency of all students. New curriculum will contribute to increased scores on local and state ELA assessments and require professional development and support to ensure all components of the curriculum are implemented effectively. A new teacher will work with students specifically to develop academic proficiency in math. The additional teacher will also decrease the student to teacher ratio, allowing for more individualized support for math and other subjects.	All Students	158,817 Equity Multiplier 1000-1999: Certificated Personnel Salaries R. Shockley 1.0 FTE, SAVVAS Curriculum Equity Multiplier funds
1.7	100% of students at Endeavor/Voyager have access to a course of study that allows students to earn credits that meet diploma track graduation requirements in students' districts of residence. Communication with MCSOS CAES counselor specialist/registrar and home districts has expedited accessing academic records. Academic counselors are able to provide teachers with updated records and help to give credit-recovery work to all credit deficient students. Efficiency in this process helps to ensure students do not fall further behind academically. Counselor specialist to monitor and track student enrollments to maintain home districts informed of student incarcerations and releases.	All Students	0 LCFF - Base 2000-2999: Classified Personnel Salaries Already in activity 2
1.8	All SPED students receive targeted support and appropriate Special Education services from RSP teachers, either in the classroom or individually.	Students on IEPs	76,190 LCFF 1000-1999: Certificated Personnel Salaries SPED teacher D. Clark
1.9	All students with valid scores will show individual growth on ELA and Math tests measured by i-Ready assessments.	All Students	7,245 LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures i-Ready

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.10	Students needing access to UC-approved courses, as per their home district, will be accommodated on an individual basis online using online curriculum (Edgenuity); however, the school does not receive UC completion rates for accountability purposes.	All Students	30,600 LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures Image Learning
1.11	Teachers will use the i-Ready Learning Teacher Toolbox Kit to increase academic achievement for SED students in ELA and Math, since 0% are meeting or exceeding standard on state assessments (CAASPP).	Socio-Economically Disadvantaged Students	2,290 LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures i-Ready Toolbox Software
1.12	In order to increase student enrollment in CTE courses, an Introduction to Welding course is provided to Endeavor/Voyager students. A recent student survey yielded interest in enrolling in a CTE Welding or Construction Course. A CAES CTE teacher (0.2 FTE) will facilitate this class for students and encourage enrollment in CTE courses upon release in their home districts or another CAES Division school. The instructor will emphasize the importance of safety in construction areas and use virtual welders to create a virtual welding scenario in a safe environment for the learner in absence of an actual welding shop. CTE/ROP teacher will facilitate the class Introduction to Welding course 7.5 hours per week.	All Students	22,9989 LCFF - Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Welding teacher

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the articulated goal was achieved through implemented services. Professional development for certificated and classified employees focused on increasing student academic proficiency in ELA and math. Qualified certificated and classified staff members nurtured, served, and guided students to be college and career ready by creating opportunities for students to give back to the community, and participate in academic competitions consisting of poetry and writing with students from various schools in Fresno and Madera counties. Cadet Academy students volunteer in various community services throughout Madera County and are often praised for their work ethic and respectful behavior. Teachers and academic school counselor provided regular updates to students to inform of their academic progress toward completing graduation requirements.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Smaller student enrollments have impacted external learning opportunities beyond the classroom, limiting field trips and other extracurricular activities such as sporting events or in-person poetry and essay writing competitions, but many of these annual extended learning activities have resumed. Continued collaboration with Madera County Juvenile Probation has allowed planning for these opportunities to increase for the 2026-27 school year. Teachers continue creating opportunities for students to safely engage in physical activities to promote holistic health. State and local

assessment data (ELPAC and CAASPP) provided limited data on the DASS dashboard since too few students (11 or more) were part of the cohort to complete the assessments.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the comprehensive needs assessment process and data analysis, school staff and leadership team members determined that no changes needed to be made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Well-Being and Positive Campus Culture
Endeavor/Voyager will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

MCSOS will provide resources and services to improve the social-emotional well-being of each student and provide a safe environment conducive to learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many incarcerated students have a history of both academic struggles and high absenteeism rates prior to incarceration. This goal aims to target the whole child to account for academic, social-emotional, and behavioral well-being. An annual survey will measure whether students, teachers, principal and educational support staff feel they have best supports in an emotionally, physically and cognitively safe learning environment. Through regularly scheduled professional learning opportunities, all educational staff members will develop research-based best practices to support the social-emotional needs of incarcerated youth. Partnerships with Madera County Department of Behavioral Health (and potentially other agencies) will provide relevant SEL training to MCSOS teachers, administrators and support staff directly affecting students in Endeavor/Voyager.

Additionally, external learning opportunities will allow students to extend educational lessons beyond the classroom, since many seldom have those opportunities in their home districts.

Collaboration with Probation department facilitates referrals of students needing additional mental health supports, while school counselors provide academic supports in progress toward graduation, transition to home districts, registration for community college, financial aid applications, and/or other post-graduation opportunities. The inclusion of these types of SEL support will contribute to students progressing toward graduation and maintaining 0% chronic absenteeism.

A school counselor from the Career Alternative Education Services (CAES) Division will serve as a transition specialist to support students and families upon release through graduation, whether students enroll in their districts of residence or in a CAES school. The transition specialist will work with families to decrease recidivism rates of incarcerated youth in Madera County by providing ongoing support and referrals to services and resources to support the needs of students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities maintained as measured by SARC review (Priority 1).	2025-26 Good Repair	Good Repair
Attendance rate as measured by district average attendance at P2 (Priority 5).	2025-26 99%	100%
Chronic Absenteeism rate. (Priority 5).	2025-26 0%	0%

Suspension rate (Priority 6).	2025-26 4.6%	0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The educational services provided by Madera County Superintendent of Schools will maintain a positive collaboration with the Deputy Chief Probation Officer of the Madera County Detention facility. The educational administrator will ensure that the number of teachers provided to Endeavor/Voyager will create a safe learning environment. This number will remain in compliance with Title 15 and the California Educational Code. The lower class size provides opportunities for more personalized instruction and assistance for unduplicated pupils, and increases all students' ability to access curriculum and earn additional credits toward graduation.	All Students	66,370 Title I Part D 1000-1999: Certificated Personnel Salaries 1 additional teacher 25% to Title I Part D, A. Igler
2.2	Many students in the correctional facility have low academic performance, contributing to being credit deficient, and not aware of post-secondary options and services. Teachers or academic counselors will prepare one presentation each semester that features community resources, or on a topic that provides future options for students after their time in the correctional facility. Presentations to students help them gain a greater sense of connection and responsibility to the community and commitment to their own learning goals.	SED Students	1000 LCFF - Supplemental and Concentration 4000-4999: Books And Supplies supplies
2.3	Students in the correctional facility have low academic performance and lack positive school or community contacts in comprehensive school settings. CAES academic counselors will work individually and with groups of students from the time of student enrollment through the student's graduation from high school. The work of academic school counselors will develop students' trust in adults, and provide resources in the CAES division and community. As a result, student engagement will increase, and students will commit to their learning goals and post-secondary options.	All Students	2,500 LCFF - Supplemental and Concentration 4000-4999: Books And Supplies supplies/ student incentives
2.4	In order to reduce recidivism rates, decrease absenteeism/truancy, and increase graduation rates of SED students in Madera County, a counselor specialist will monitor and track enrollments for youth exiting Endeavor/Voyager, whether students return to their districts of residence or remain in a CAES Division school. Students and families will receive referrals to resources and services available in Madera County, as well as direct services from transition specialist to meet academic needs, including FAFSA completion and college registration. Transition specialist will work closely with Alternative Education Placement Team (AEPT) to facilitate enrollment process for families and ensure	SED students	0 Foster Youth 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	students minimize the time not enrolled in school resulting from incarceration.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, actions and services were implemented to achieve the articulated goal. Educational enrichment activities and field trips were provided for students in the Correctional Academy, which contributed to students emotional and physical well-being . A variety of support services around trauma, mental health, crisis intervention, and truancy reduction were provided to students. Collaboration with Madera County Department of Behavioral Health and other agencies contributed greatly to achieving this goal by providing research-based, trauma informed practices, strategies for mental health self-care, and other SEL topics. All teachers were equipped to better support students and make appropriate referrals to a school counselor or school psychologist. Increased communication with Madera County Juvenile Probation staff has contributed to a better system of support for students, both academically, behaviorally, and social-emotionally.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Enrichment activities were provided for students; however, expenditures came in lower than expected, in part to lower student enrollment. Existing employees provided most activities during their regular work hours, along with volunteers from the community, resulting in lower costs. In addition, planned events were greatly affected as off-campus event organizers limited offerings. Additionally, Madera County Juvenile Detention program covers most transportation expenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were not any changes made and continued collaboration with Madera County Juvenile Probation maintains lower costs than would be otherwise.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increased Parent Engagement and Communication
Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase parent involvement by developing meaningful partnerships and participation outreach, in order to increase student engagement, achievement and social-emotional well-being.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The academic success of students is greatly influenced by strong relationships with at least one parent or guardian. Using feedback from parents to increase specific program services or consider services that are not offered will contribute to developing the best academic program for all students. Due to the short-term enrollments of most incarcerated students, establishing strong school-to-family relationships will lead to greater student engagement, improved academic success and increased social-emotional well-being of students. Providing families and other pro-social adults with information about the unique academic needs of their students through training and other supports will develop their capacity to advocate for their child's academic needs. Research continues to highlight the importance of parents in the academic success of their children, and MCSOS considers strong partnerships with all parents, particularly parents of English Learners and SED students, as vital for students at Endeavor/Voyager Teachers will connect with families to share the academic progress of students, as well as concerns. Parents will be encouraged to attend student recognition ceremonies, including graduation ceremonies, as well as parent advisory committees

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents of Low-Income Students (SED) Using ParentSquare to Allow for Two-Way Communication with School	100% of parents of Low-Income students are in contact with teachers via ParentSquare texting feature.	100% of parents of Low-Income students will be in contact with teachers via ParentSquare texting feature.
Percentage of Parents of English Learners Using ParentSquare to Communicate with the School	100% of parents of English Learners' Parents are in contact with teachers via ParentSquare texting feature.	100% of parents of English Learners will be in contact with teachers via ParentSquare texting feature.
Number of Parents Attending School Events	Approximately 58 parents attended school events including graduation, speech and rotary contests.	50 parents/family members will attend school events in 2026-27.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Teachers, support staff, and principal to use ParentSquare to increase two-way communication between school and home.	Socio-Economically Disadvantaged Students (SED)	1,303 LCFF - Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures ParentSquare app for parent outreach
3.2	Increase outreach efforts through phone calls, mailers, and opportunities for parent/guardian feedback. Endeavor/Voyager will have interpreters to facilitate communication as needed.	English Learner (EL) Students	1,200 LCFF - Base 4000-4999: Books And Supplies supplies 65,253 Title I Part D 2000-2999: Classified Personnel Salaries IA additional student support M.Sanchez

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

ParentSquare allowed for two-way communication for teachers and families to connect regarding student progress or concerns. ParentSquare allows sender and receiver to access messages in their preferred language.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Instructional assistant will now provide services at another CAES school for 0.2 FTE, but will continue to support students and teachers at Endeavor/Voyager.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes made and plan on greater implementation of actions.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$275,292.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,082,626.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$22,600.00
Title I Part D	$176,686.00
Title II Part A: Improving Teacher Quality	$1,758.00
Title IV Part A: Student Support and Academic Enrichment	$8,580.00

Subtotal of additional federal funds included for this school: $209,624.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Equity Multiplier	$158,817.00
Foster Youth	$0.00
LCFF	$76,190.00
LCFF - Base	$363,068.00
LCFF - Supplemental and Concentration	$274,927.00

Subtotal of state or local funds included for this school: $873,002.00

Total of federal, state, and/or local funds for this school: $1,082,626.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	158,817.00
Foster Youth	0.00
LCFF	76,190.00
LCFF - Base	363,068.00
LCFF - Supplemental and Concentration	274,927.00
Title I Part A: Allocation	22,600.00
Title I Part D	176,686.00
Title II Part A: Improving Teacher Quality	1,758.00
Title IV Part A: Student Support and Academic Enrichment	8,580.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	913,448.00
2000-2999: Classified Personnel Salaries	112,702.00
4000-4999: Books And Supplies	4,700.00
5000-5999: Services And Other Operating Expenditures	1,758.00
5800: Professional/Consulting Services And Operating Expenditures	50,018.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	158,817.00
1000-1999: Certificated Personnel Salaries	Foster Youth	0.00
1000-1999: Certificated Personnel Salaries	LCFF	76,190.00

1000-1999: Certificated Personnel Salaries	LCFF - Base	361,868.00
2000-2999: Classified Personnel Salaries	LCFF - Base	0.00
4000-4999: Books And Supplies	LCFF - Base	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental and Concentration	229,989.00
4000-4999: Books And Supplies	LCFF - Supplemental and Concentration	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental and Concentration	41,438.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22,600.00
1000-1999: Certificated Personnel Salaries	Title I Part D	86,584.00
2000-2999: Classified Personnel Salaries	Title I Part D	90,102.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,758.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	8,580.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	945,000.00
Goal 2	69,870.00
Goal 3	67,756.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Hugo Sánchez	Principal
Myrtha Torres	Other School Staff
Sharon Revis-Green	Classroom Teacher
Linda Brobst	Classroom Teacher
Jennifer Neely	Classroom Teacher
Anthony Igler	Classroom Teacher
Indira Villalobos/Mia V (MCIA)	Parent or Community Member
Floriberta Jaramillo Cervantes (PTC)	Parent or Community Member
Ariana C (PTC)	Secondary Student
Cecilia Batt (Chow)	Parent or Community Member
Aiden G (Chow)	Secondary Student
Alex R (End/Voy)	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/24/26.

Attested:

Principal, Hugo Sanchez on 9/24/26

SSC Chairperson, Ariana C-J on 9/24/26

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Attested:

Principal, Hugo Sanchez on 9/24/26

SSC Chairperson, Ariana C-J on 9/24/26 Ariana Cervantes

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Tricia Protzman
Superintendent of Schools

Agenda Item 8.7

Board of Education Action Item
October 13, 2026

Topic:
Consideration of Supervisor of Attendance Certification

Background:
The governing board of each school district and county superintendent of schools must appoint a supervisor of attendance to supervise the attendance of students in the school district or county. The supervisor of attendance promotes a culture of attendance and establishes a system to accurately track student attendance to: raise awareness of school personnel, parents, guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy; identify and respond to grade level or student group chronic absenteeism patterns; identify and address factors contributing to chronic absenteeism; ensure that students with attendance problems are identified as early as possible to provide interventions; and evaluate the effectiveness of strategies implemented to reduce chronic absenteeism. *(Ed Code 48240)*

Supervisors of attendance must be certificated for the work by the county board of education. *(Ed Code 48241)*

To support Madera County district supervisors of attendance, Madera County Superintendent of Schools Educational Services offered a three-hour workshop focused on the role and responsibilities of supervisors of attendance and strategies to support them in their responsibilities.

Financial Impact: None

Resource:
Elisa Torres-Barton, EdD
Assistant Superintendent
Educational Services

Recommendation:
It is recommended that the Board approve the attached list of the Attendance Engagement Training and Workshop attendees as certified as supervisors of attendance for their respective districts.

Attendance Engagement Training & Collaborative for Attendance Teams
September 9, 2026
9:00 am - 12:00 pm
Madera County Superintendent of Schools

The following participants attended the annual training and received certificates of completion. The training fulfilled the Education Code Section 48241 certification requirement for Supervisors of Attendance.

First Name	Last Name	District
Marie	Astorga	Bass Lake Joint Union Elementary
Jacinta	Bento	Chowchilla Elementary School District
Delia	Cardenas	Madera Unified
Rachel	Donatelli	Madera Unified
Hilda	Garnica	Madera Unified
Amber	Goslee	Yosemite Unified
Yvonne	Horton	Bass Lake Joint Union Elementary
Moises	Juarez	Madera Unified
Nicole	Meeker	Bass Lake Joint Union Elementary
Jenny	Murray	Yosemite Unified
Sadhna	Neill	Yosemite Unified
Richard	Rhodes	Yosemite Unified
Analicia	Sanchez	Madera Unified
Laine	Tompkins	Yosemite Unified
Jennifer	Valencia	Madera Unified
Michelle	White	Chowchilla Elementary School District
Catherine	Williams	Bass Lake Joint Union Elementary
Charlotte	Wilson	Yosemite Unified

Tricia Protzman
Superintendent of Schools

Agenda Item 8.8

Board of Education Action Item
October 13, 2026

Topic:
Consideration Resolution No. 4 2026-2027 Authorizing filing of application(s) for State Allocation Board-Administered Programs for the Madera County Superintendent of Schools

Background:
The proposed resolution authorizes the Madera County Superintendent of Schools to file application(s) for eligibility determination, funding, and related certifications under programs administered by the State Allocation Board through the Department of General Services, including the School Facility Program for New Construction and Modernization. The resolution also acknowledges the requirements of Education Code section 17070.54 and School Facility Program Regulations sections 1859.18 and 1859.18.1(b)(3), including submission of a complete and valid five-year school facilities master plan. For associated full adjusted grant applications submitted through May 4, 2027, the master plan must be submitted within 90 days of notification that the application is being processed; for applications submitted on or after May 5, 2027, it must be submitted concurrently with the Approved Application.

Fiscal Impact:
Approval of the resolution has no immediate fiscal impact. Filing eligible applications may provide access to state funding for qualifying new construction and modernization projects. Any future local matching requirements, project costs, or related financial commitments will be presented separately for consideration, as applicable.

Resource:
Marisol Verduzco
Chief Officer
Business & Administrative Services

Recommendation:
The board approve Resolution No. 4 2026-2027, authorizing the filing of application(s) for State Allocation Board-Administered Programs for the Madera County Superintendent of Schools.

RESOLUTION NO. 4 2026-2027

RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE ALLOCATION BOARD–ADMINISTERED PROGRAMS FOR THE MADERA COUNTY SUPERINTENDENT OF SCHOOLS

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the **Madera County Superintendent of Schools** intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-Administered Program(s); and

WHEREAS, the **Madera County Superintendent of Schools** intends to file applications for eligibility determination and/or applications for funding under the School Facility Program (SFP) as provided in Section 17070.10, et seq., of the Education Code; and

WHEREAS, the **Madera County Superintendent of Schools** is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code and School Facility Program (SFP) Regulation Section 1859.18; and

WHEREAS, the **Madera County Superintendent of Schools** is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

NOW, THEREFORE BE IT RESOLVED THAT, as a condition of participating in the SFP, as administered by the SAB, the **Madera County Superintendent of Schools** shall submit to the DGS a five-year school facilities master plan, updated five-year school facilities master plan, or a governing board resolution updating the required components of the master plan that were materially affected and a description of what changed, approved by the governing board of the **Madera County Superintendent of Schools** for all application submittals on or after October 31, 2024; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(b)(3), as a condition of participation in the SFP New Construction and Modernization programs, for associated full adjusted grant applications submitted through May 4, 2027, the **Madera County Superintendent of Schools** shall submit a complete and valid master plan within 90 days of the Office of Public School Construction notification of processing the application; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(b)(3), as a condition of participation in the SFP New Construction and Modernization programs, for associated full adjusted grant applications submitted on or after May 5, 2027, the **Madera County Superintendent of Schools** shall submit a complete and valid master plan concurrently with the Approved Application; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(b)(3), the **Madera County Superintendent of Schools** acknowledges that the Apportionment may be rescinded for failure to submit a complete and valid master plan within the timeline specified in (b)(3).

PASSED AND ADOPTED on **October 13, 2026,** by the **Madera County Superintendent of Schools** Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTION:

Date:_____

Cathie Bustos, Board President

Madera County Superintendent of Schools

CERTIFICATION

I, **Tricia Protzman**, certify that the foregoing is a correct copy of a resolution passed and adopted by the **Madera County Superintendent of Schools** on **October 13, 2026**.

Date:_____

Tricia Protzman, Board Secretary/Clerk

Madera County Superintendent of Schools