



Board of Trustees

Andrea Hoheisel
Luke Wilson
Mike Bridges
Ron Zufall
Joe Ayer

Superintendent

Owen Crosby, Ed.D.

**Shasta Union High School District
Board of Trustees Regular Meeting**

Board Room
Shasta Union High School District
2200 Eureka Way Suite B, Redding, CA 96001
June 17, 2026
12:15 p.m. – Call to Order

Mission:

To inspire and prepare every student to succeed in high school and beyond.

Our Board and staff are committed to excellent education through academics, Career Technical Education, the arts, athletics and activities. Our students gain the confidence and skills to adapt in their ever-changing world. Together with our families, we develop responsible members of the community.

Vision:

Educating Every Student for Success

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact Board Secretary Owen Crosby at (530) 241-3261 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2200 Eureka Way Suite B, Redding, CA during normal business hours.

Agenda

1. CALL PUBLIC SESSION TO ORDER
2. ROLL CALL
3. OPENING BUSINESS
 - 3.1 Pledge of Allegiance
 - 3.2 Mission and Vision Statements

4. PUBLIC COMMENT

The public may comment on any specific agenda item or any item of interest to the public that is within the Board's jurisdiction. The Board may limit comments to no more than three minutes pursuant to Board policy. The maximum time allowed for each agenda item shall be 20 minutes. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting.

5. APPROVAL OF AGENDA
6. BUSINESS

6.1 Administration

- A. PUBLIC HEARING: The Board may hear comments from the public regarding the proposed negotiations and compensation agreement between the District and the Shasta Secondary Education Association (SSEA) for 2026-27 (*Discussion*)
- B. Approve the proposed negotiations and compensation agreement between the District and SSEA for 2026-27, and the related AB 1200 Public Disclosure (*Action*)

- C. PUBLIC HEARING: The Board may hear comments from the public regarding the proposed negotiations and compensation agreement between the District and the Educational Support professionals Association (ESP) for 2026-27 (*Discussion*)
- D. Approve the proposed negotiations and compensation agreement between the District and ESP for 2026-27, and the related AB 1200 Public Disclosure (*Action*)
- E. PUBLIC HEARING: The Board may hear comments from the public regarding the proposed negotiations and compensation agreement between the District and Confidential, Management, Supervisory and Contracted for 2026-27 (*Discussion*)
- F. Approve the proposed negotiations and compensation agreement between the District and Confidential, Management, Supervisory and Contracted, and the related AB 1200 Public Disclosures (*Action*)
- G. Approval/ratification of employment agreement with Associate Superintendent of Human Resources (*Action*)
- H. Approval/ratification of employment agreement with Associate Superintendent of Instructional Services (*Action*)
- I. Approval/ratification of employment agreement with Associate Superintendent of Business Services (*Action*)
- J. Approval/ratification of employment agreement with Superintendent (*Action*)
- K. Approve salary schedules for SSEA, ESP, Confidential, Management, Supervisory and Contracted (*Action*)
- L. The Board will conduct the second reading of Board Policy 5141.4: Child Abuse Prevention and Reporting (*Discussion/Action*)

6.2 Business Services

- A. Adopt the 2026-27 Budget (*Action*)
- B. Approve the resolutions in conjunction with Proposition 2 - Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 (*Action*)
 - Resolution acknowledging the five-year Facilities Master Plan certifications required under one or more SAB-administered Program(s) of the Office of Public School Construction (OPSC) Instructional Services
 - Resolution acknowledging the five-year Facilities Master Plan certifications required under the Career Technical Education Facilities Program (CTEFP) of the OPSC
 - Resolution authorizing the Superintendent and Associate Superintendent of Business Services to execute required OPSC documents

6.3 Instructional Services

- A. Approve the 2026-2027 Local Control and Accountability Plan (LCAP) (*Action*)
- B. Review Pioneer Continuation High School Implementation Plan (*Information*)

7. APPROVAL OF CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

7.1 Administration

- A. Approve 2028-2029 calendar for school, ESP, and PHS
- B. Approve resolution revising the observance of Lincoln Day to February 20, 2029 for the 2028-2029 school year

C. Approve Shasta Charter Academy Memorandum of Understanding for July 1, 2026 – June 30, 2027

7.2 Business Services

A. Approve a request to declare property as surplus (IT Department - Paper Cutter)

7.3 Human Resources

A. Approve new job description for Systems Analyst I

B. Annual review of District's Uniform Complaint Policy and Non-Discrimination Policy

8. CLOSED SESSION

8.1 Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957)

8.2 Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Owen Crosby – Superintendent, David Flores – Associate Superintendent of Business Services, Jason Rubin – Associate Superintendent of H.R. and Leo Perez - Associate Superintendent of Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential/Contracted.

8.3 Conference with Legal Counsel – Anticipated Litigation (G.C. 54956.9) One Case.

9. RECONVENE IN OPEN SESSION

10. ADVANCE PLANNING

10.1 Next Meeting Date: August 11, 2026

10.2 Suggested Future Agenda Items

11. ADJOURNMENT

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Public Disclosure of Proposed Collective Bargaining Agreements for the 2026-27 fiscal year with the Certificated (SSEA) and Paraprofessionals (ESP) Bargaining Units

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The Certificated and Paraprofessional staffs have agreed on compensation for the 2026-27 fiscal year.

The terms for Certificated (SSEA) staff is as follows:

- 3.23% ongoing salary increase
- 1.5% ongoing salary increase for RTI implementation
- \$2,700 “off schedule” one-time payment (TA + RTI MOU)
- \$500 ongoing annual increase to the health and welfare benefit
- Salary schedule changes

The 3.23% is 75% of the projected COLA for 2026-27 ($4.31\% \times .75 = 3.23\%$). The 2025-26 MOU agreement for RTI included a one-time payment of 1.5% that would be permanently added to the salary schedule in 2026-27 with the continuance of the RTI implementation.

The one-time payment will be included in the November paycheck.

The \$500 increase to the health and welfare contribution is to help offset the increase in health insurance costs.

The hourly pay schedule is now calculated using step 1 of column 1-5 on schedule A, 184 days. All certificated salary schedules will step in one (1) year increments rather than every two (2) years.

The terms for Paraprofessional staff is as follows:

- 3.23% ongoing salary increase

- .5% ongoing salary increase for RTI implementation
- \$2,200 “off schedule” one-time payment (TA + RTI MOU)
- \$500 ongoing annual increase to the health and welfare benefit

The 3.23% is 75% of the projected COLA for 2026-27 ($4.31\% \times .75 = 3.23\%$). The 2025-26 MOU agreement for RTI included a one-time payment of .5% that would be permanently added to the salary schedule in 2026-27 with the continuance of the RTI implementation.

The one-time payment will be included in the November paycheck.

The \$500 increase to the health and welfare contribution is to help offset the increase in health insurance costs.

A public hearing will be held before approval of the negotiation agreements and AB1200's.

REFERENCES:

AB1200

TENTATIVE AGREEMENT BETWEEN
THE SHASTA UNION HIGH SCHOOL DISTRICT
AND THE SHASTA SECONDARY EMPLOYEES ASSOCIATION

The Shasta Union High School District (hereafter “District”) and the Shasta Secondary Employees Association (hereafter “SSEA”) do tentatively agree as follows:

1. Approve 2028/29 School Calendar. See attachment.
2. Optional CORE Extra-Duty Work - MOU will be implemented for the 26/27 school year to provide optional paid extra-duty work to CORE teachers prior to the opening staff development day in regards to PLC.
3. Schedule of Hourly Pay - Increase rates. See attachment.
4. Salary Schedules - Change step from every 2 years to every 1 year for all certificated salary schedules.
5. Contract language changes to the following articles as presented effective July 1, 2026:
 - Article 8 Class Size (RSP Caseloads)
 - Article 11 Leaves
 - Appendix A
6. \$500 on the MedCap plus COLA per Article 10.4.2.10 resulting in approximately \$18,600 effective October 1, 2026.
7. Compensation
 - Ongoing salary increase of 4.73% effective July 1, 2026.
 - Ongoing salary increase of 75% of funded and augmented COLA. Currently COLA is 4.31% resulting in a salary increase of 3.23%.
 - Ongoing salary increase of 1.5% per 2025-2026 RTI MOU.
 - \$1,700 one-time paid in November for active staff as of October 1, 2026 issued in HSA, 457, 403b or check.

Copies of the language modifications to the contract will be available on the SSEA and the District web sites.

Tentatively agreed to this 19th day of May 2026 in Redding California.



Shasta Secondary Employees Association
Sheena Thurston, Lead Negotiator



Shasta Union High School District
Jason Rubin, Associate Superintendent

TENTATIVE AGREEMENT BETWEEN
THE SHASTA UNION HIGH SCHOOL DISTRICT
AND THE EDUCATIONAL SUPPORT PROFESSIONALS

The Shasta Union High School District (hereafter "District") and Educational Support Professionals (hereafter "ESP") do tentatively agree as follows:

1. Approve 2028/29 ESP Calendar.

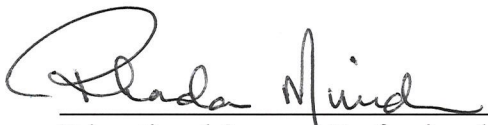
2. Contract language changes to the following article as presented effective July 1, 2026:
 - Article 8 Vacations
 - Article 9 Leaves

3. \$500 on the MedCap plus COLA per Article 14.2.2.4 resulting in approximately \$18,600 effective October 1, 2026.

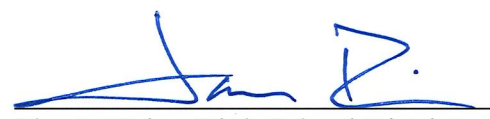
4. Compensation
 - Ongoing salary increase of 3.73% effective July 1, 2026.
 - Ongoing salary increase of 75% of funded and augmented COLA. Currently COLA is 4.31% resulting in a salary increase of 3.23%.
 - Ongoing salary increase of .5% per 2025-2026 RTI MOU.
 - \$1,700 one-time paid in November for active staff as of October 1, 2026 issued in HSA, 457, 403b or check.

Copies of the language modifications to the contract will be available on the ESP and the District web sites.

Tentatively agreed to this 21st day of May 2026 in Redding, California.



Educational Support Professionals
Rhonda Minch, ESP President



Shasta Union High School District
Jason Rubin, Associate Superintendent

**PUBLIC DISCLOSURE OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT**
(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: _____

Name of Bargaining Unit: SSEA - CTA
 Effective dates of the proposed agreement: 07/01/2026-06/30/2027
 Settles negotiations for which fiscal year: 2026/27
 Date of Public Meeting: June 17, 2026
 Disclosure prepared by: David Flores

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2026-27	2027-28	2028-29
Percentage Salary Change	5.69% On-going, 2.96% One Time	0%	0%
On-going or one time cost?	On-going & One Time		

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2026-27	2027-28	2028-29
On-Going Salary Cost	1,138,975	1,138,975	1,138,975
Benefits	250,395	250,395	250,395
One Time Cost	642,600		
Benefits	141,886		
Other Costs - Health & Welfare increase	117,500	117,500	117,500
Total Cost	2,291,356	1,506,870	1,506,870

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

Source of funds is our unrestricted and restricted ending balances. There are no future staff reductions budgeted but we do expect some savings from retiree's in 2027-28 that will help offset this increase.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

- Increase rates on schedule of hourly pay
- Salary schedules - change step from every 2 years to every 1 year for all certificated salary schedules
- \$500 increase to Med Cap
- On going increase of 3.23%
- On going increase for implementation of RTI 1.5%
- \$2,700 One time paid to SSEA members

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

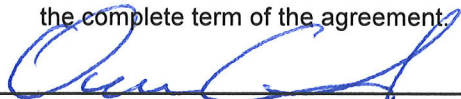
GENERAL FUND RESERVES

YEAR	2026-27	2027-28	2028-29
Designated for Economic Uncertainties (Object code 9789)	2,842,447	2,808,855	2,851,841
Board-Assigned Reserves (Object code 9780)	7,481,101	6,963,483	7,462,305
UnAssigned / Unappropriated Amount (Object code 9790)			
TOTAL RESERVES:	10,323,548	9,772,338	10,314,146

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official when submitted for Public Disclosure before formal action by the Governing Board on the proposed agreement.

The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.



District Superintendent
(Signature)

6/9/26

Date



District Chief Business Official
(Signature)

6/9/26

Date

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

District Superintendent
(Signature)

Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ took action to approve the proposed agreement with the bargaining unit noted above.

President, Governing Board
(Signature)

Date

**PUBLIC DISCLOSURE OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT**
(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: _____

Name of Bargaining Unit: ESP
 Effective dates of the proposed agreement: 07/01/2026-06/30/2027
 Settles negotiations for which fiscal year: 2026/27
 Date of Public Meeting: June 17, 2026
 Disclosure prepared by: David Flores

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2026-27	2027-28	2028-29
Percentage Salary Change	4.44% On-Going & 6.25% One Time	0%	0%
On-going or one time cost?	On-going & One Time		

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2026-27	2027-28	2028-29
On-Going Salary Cost	217,450	217,450	217,450
Benefits	78,782	78,782	78,782
One Time Cost	364,500		
Benefits	132,058		
Other Costs - Health & Welfare increase	56,000	56,000	56,000
Total Cost	848,790	352,232	352,232

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

Source of funds is our unrestricted and restricted ending balances.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

- 4.44% on-going increase to salary schedule
- One time \$2,700 pay out for all employees
- Health & Benefits increase of \$500 per ESP member

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

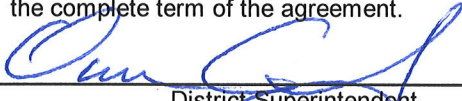
GENERAL FUND RESERVES

YEAR	2026-27	2027-28	2028-29
Designated for Economic Uncertainties (Object code 9789)	2,842,447	2,808,855	2,851,841
Board-Assigned Reserves (Object code 9780)	7,481,101	6,963,483	7,462,305
UnAssigned / Unappropriated Amount (Object code 9790)			
TOTAL RESERVES:	10,323,548	9,772,338	10,314,146

CERTIFICATION

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The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.



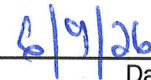
District Superintendent
(Signature)



Date



District Chief Business Official
(Signature)



Date

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President **after formal action** by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

District Superintendent
(Signature)

Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ took action to approve the proposed agreement with the bargaining unit noted above.

President, Governing Board
(Signature)

Date

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Public Disclosure of Proposed Collective Bargaining Agreements for the 2026-27 fiscal year with the Classified & Certificated Management/Confidential/Supervisory/ Contracted Employees

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Certificated and Classified Supervisory staff, Confidential, and Management staff have agreed on compensation for the 2026-27 fiscal year.

The terms for Classified/Confidential/Supervisory Management are as follows:

- 3.23% ongoing salary increase
- 0.5% ongoing salary increase for RTI implementation
- \$1,700 “off schedule” one-time payment
- \$500 ongoing annual increase to the health and welfare benefit

The 3.23% is 75% of the projected COLA for 2026-27 ($4.31\% \times .75 = 3.23\%$). The 2025-26 MOU agreement for RTI included a one-time payment of .5% that would be permanently added to the salary schedule in 2026-27 with the continuance of the RTI implementation.

The one-time payment will be included in the November paycheck.

The \$500 increase to the health and welfare contribution is to help offset the increase in health insurance costs.

The terms for Certificated Management are as follows:

- 3.23% ongoing salary increase
- 1.5% ongoing salary increase for RTI implementation

- \$2,700 “off schedule” one-time payment
- \$500 ongoing annual increase to the health and welfare benefit

The 3.23% is 75% of the projected COLA for 2026-27 ($4.31\% \times .75 = 3.23\%$). The 2025-26 MOU agreement for RTI included a one-time payment of 1.5% that would be permanently added to the salary schedule in 2026-27 with the continuance of the RTI implementation.

The one-time payment will be included in the November paycheck.

The \$500 increase to the health and welfare contribution is to help offset the increase in health insurance costs.

The terms for Contract Management are as follows:

- 3.23% ongoing salary increase
- 1.5% ongoing salary increase for RTI implementation
- \$1,700 “off schedule” one-time payment
- \$500 ongoing annual increase to the health and welfare benefit

The 3.23% is 75% of the projected COLA for 2026-27 ($4.31\% \times .75 = 3.23\%$). The 1.5% ongoing increase is a part of the RTI implementation and to keep pace with the certificated management increase.

The one-time payment will be included in the November paycheck.

The \$500 increase to the health and welfare contribution is to help offset the increase in health insurance costs.

A public hearing will be held before approval of the negotiation agreements and AB1200's.

REFERENCES:

AB1200

**PUBLIC DISCLOSURE OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT**
(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: _____

Name of Bargaining Unit:	<u>Certificated Mgmt</u>
Effective dates of the proposed agreement:	<u>07/01/2026-06/30/2027</u>
Settles negotiations for which fiscal year:	<u>2026/27</u>
Date of Public Meeting:	<u>June 17, 2026</u>
Disclosure prepared by:	<u>David Flores</u>

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2026-27	2027-28	2028-29
Percentage Salary Change	5.00% On-going, 1.77% One Time	0%	0%
On-going or one time cost?	On-going & One Time		

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2026-27	2027-28	2028-29
On-Going Salary Cost	93,977	93,977	93,977
Benefits	20,752	20,752	20,752
One Time Cost	35,100		
Benefits	7,751		
Other Costs - Health & Welfare increase	6,500	6,500	6,500
Total Cost	164,080	121,229	121,229

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

Source of funds is our unrestricted and restricted ending balances.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

- On going salary increase of 5.00%
- One time payment of \$2,700 per member
- Health benefits increase of \$500

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

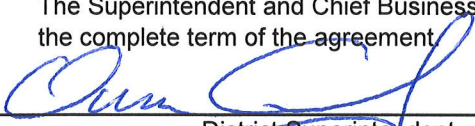
GENERAL FUND RESERVES

YEAR	2026-27	2027-28	2028-29
Designated for Economic Uncertainties (Object code 9789)	2,842,447	2,808,855	2,851,841
Board-Assigned Reserves (Object code 9780)	7,481,101	6,963,483	7,462,305
UnAssigned / Unappropriated Amount (Object code 9790)			
TOTAL RESERVES:	10,323,548	9,772,338	10,314,146

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official when submitted for Public Disclosure before formal action by the Governing Board on the proposed agreement.

The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.



District Superintendent
(Signature)

6/9/26

Date



District Chief Business Official
(Signature)

6/9/26

Date

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

District Superintendent
(Signature)

Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ took action to approve the proposed agreement with the bargaining unit noted above.

President, Governing Board
(Signature)

Date

**PUBLIC DISCLOSURE OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT**
(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: _____

Name of Bargaining Unit:	Classified Mgmt & Confidential
Effective dates of the proposed agreement:	<u>07/01/2026-06/30/2027</u>
Settles negotiations for which fiscal year:	<u>2026/27</u>
Date of Public Meeting:	<u>June 17, 2026</u>
Disclosure prepared by:	<u>David Flores</u>

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2026-27	2027-28	2028-29
Percentage Salary Change	4.1% On-going, 1.7% One Time	0%	0%
On-going or one time cost?	On-going & One Time		

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2026-27	2027-28	2028-29
On-Going Salary Cost	97,172	97,172	97,172
Benefits	35,205	35,205	35,205
One Time Cost	44,200		
Benefits	16,013		
Other Costs - Health & Welfare increase	13,000	15,000	15,000
Total Cost	205,590	147,377	147,377

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

Source of funds is our unrestricted and restricted ending balances.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

- On going salary increase of 4.1%
- One time payment of \$1,700 per member
- Health benefits increase of \$500

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

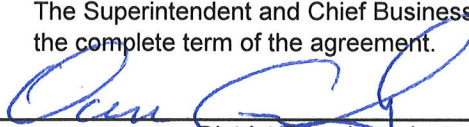
GENERAL FUND RESERVES

YEAR	2026-27	2027-28	2028-29
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Board-Assigned Reserves (Object code 9780)	7,481,101	6,963,483	7,462,305
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TOTAL RESERVES:	10,323,548	9,772,338	10,314,146

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official **when submitted** for Public Disclosure before formal action by the Governing Board on the proposed agreement.

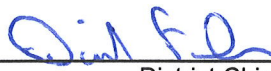
The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.



 District Superintendent
 (Signature)

6/9/26

 Date



 District Chief Business Official
 (Signature)

6/9/26

 Date

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President **after formal action** by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

 District Superintendent
 (Signature)

 Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ took action to approve the proposed agreement with the bargaining unit noted above.

 President, Governing Board
 (Signature)

 Date

**PUBLIC DISCLOSURE OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT**
(AB-1200, GOVERNMENT CODE SECTION 3547.5)

School District: _____

Name of Bargaining Unit:	Contracted Management
Effective dates of the proposed agreement:	<u>07/01/2026-06/30/2027</u>
Settles negotiations for which fiscal year:	<u>2026/27</u>
Date of Public Meeting:	<u>June 17, 2026</u>
Disclosure prepared by:	<u>David Flores</u>

Send to Shasta County Office of Education ten (10) days prior to Board approval.

A. Proposed Change in Salary

Indicate the percentage salary change over the prior year salary schedule for the current and two subsequent fiscal years. Are the costs on-going or one-time?

Year of Proposed Agreement	2026-27	2027-28	2028-29
Percentage Salary Change	4.9% On-going, .71% One Time	0%	0%
On-going or one time cost?	On-going & One Time		

B. Cost of agreement

Indicate the costs of salary and benefit increases that would be incurred under the agreement for the current and two subsequent fiscal years.

Year	2026-27	2027-28	2028-29
On-Going Salary Cost	45,191	45,191	45,191
Benefits	9,976	9,976	9,976
One Time Cost	6,800		
Benefits	1,501		
Other Costs - Health & Welfare increase	2,000	15,000	15,000
Total Cost	65,468	70,167	70,167

C. Source of funding

Indicate the source of funding for the proposed agreement. If Staff reductions would be required, this should be stated. Please use additional pages as necessary.

Source of funds is our unrestricted and restricted ending balances.

D. Major provisions

List the major provisions and each of the other costs of the agreement for the current and two subsequent fiscal years. Please use additional pages as necessary.

- On going salary increase of 4.9%
- One time payment of \$1,700 per member
- Health benefits increase of \$500

E. Impact of proposed agreement on District reserves

State Recommended Minimum Reserve Level (after implementation of Proposed agreement)

District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT for the current and two subsequent fiscal years.

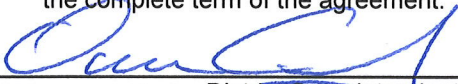
GENERAL FUND RESERVES

YEAR	2026-27	2027-28	2028-29
Designated for Economic Uncertainties (Object code 9789)	2,842,447	2,808,855	2,851,841
Board-Assigned Reserves (Object code 9780)	7,481,101	6,963,483	7,462,305
UnAssigned / Unappropriated Amount (Object code 9790)			
TOTAL RESERVES:	10,323,548	9,772,338	10,314,146

CERTIFICATION

To be signed by the District Superintendent and Chief Business Official when submitted for Public Disclosure before formal action by the Governing Board on the proposed agreement.

The Superintendent and Chief Business Official verify that the costs incurred by the District can be met during the complete term of the agreement.



District Superintendent
(Signature)

6/9/26

Date



District Chief Business Official
(Signature)

6/9/26

Date

CERTIFICATION

To be signed by the District Superintendent when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

The information provided in this document summarized the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirement of AB1200 and GC3547.5

District Superintendent
(Signature)

Date

After public disclosure of the major provisions contained in the Summary, the Governing Board, at its meeting on _____ took action to approve the proposed agreement with the bargaining unit noted above.

President, Governing Board
(Signature)

Date

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval/ratification of employment agreements for Associate Superintendent of Business Services, Associate Superintendent of Human Resources, Associate Superintendent of Instructional Services and Superintendent

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The above-referenced positions are employed on a three-year, ongoing contract. The Superintendent has reviewed the current year evaluation for the Associate Superintendent of Business Services, Associate Superintendent of Human Resources and Associate Superintendent of Instructional Services with the Board. The Superintendent recommends that the Board approve the extension of the employment contracts for an additional year for each of these individuals (through June 30, 2029). The Board is to vote by July 1st of each year regarding the extension of the Superintendent's contract.

REFERENCE:

Government Code 53262. Contracts were provided to the Board under separate cover and can be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Salary Schedules

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The Salary Schedules for SSEA, ESP, Confidential, Management, Supervisory and Contracted have been updated with the agreed upon salary increases from negotiations and will take effect July 1, 2026.

RESOURCES:

The Salary Schedules will be provided to the Board under separate cover at least 72 hours prior to the Board meeting. Copies may be obtained by contacting the District Office at 530-241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Second Reading – Board Policy 5141.4: Child Abuse Prevention and Reporting

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The District subscribes to the California School Boards Association (CSBA) Policy Manual Maintenance Program. Through this Program, CSBA provides sample policies and administrative regulations for adoption. The Board conducted the first reading of Board Policy 5141.4: Child Abuse Prevention and Reporting at the June 9 Board meeting. Per the Board's request, the policy is being brought back for a second reading.

REFERENCES:

Board Policy 5141.4: Child Abuse Prevention and Reporting

Policy 5141.4: Child Abuse Prevention And Reporting

Status: DRAFT

Original Adopted Date: 05/12/2015 | **Last Revised Date:** Pending

CSBA NOTE: The following optional policy may be revised to reflect district practice.

Pursuant to Education Code 44691, as amended by SB 848 (Ch. 460, Statutes of 2025), the California Department of Education (CDE) is required to develop and disseminate information to all districts, and their staff and volunteers, regarding the prevention, detection, and reporting of child abuse and assault, including sexual abuse and assault of children on district property, by district staff and volunteers, or in district-sponsored programs. Additionally, Education Code 44691 requires CDE to provide guidance on the responsibilities of mandated reporters, including, as amended by SB 848, the responsibilities of volunteers. For such information and resources, see CDE's website. For information on appropriate adult-student boundaries, see BP 4119.21/4219.21/4319.21 -Professional Standards and BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

SchoolSafety.gov is an interagency website created by the U.S. Department of Homeland Security, U.S. Department of Education, U.S. Department of Justice, and U.S. Department of Health and Human Services to provide districts with actionable recommendations to create safe and supportive learning environments for students, including information about how to prevent, identify, and respond to child exploitation.

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse, assault, and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse, assault, and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

CSBA NOTE: Pursuant to Education Code 51950, districts are encouraged to collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students.

The Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students.

Child Abuse Prevention

CSBA NOTE: Education Code 51900.6 and 51950, as amended by SB 848, authorize districts to provide age-appropriate instruction in sexual abuse and sexual assault awareness and prevention in grades kindergarten-12, provided that students are allowed to be excused from such instruction upon the written request of their parents/guardians.

Pursuant to Education Code 51950, the district may provide instruction regarding abuse, including sexual abuse, human trafficking prevention, and, as amended by SB 848, sexual assault. Pursuant to Education Code 51950, as amended by SB 848, CDE is required to, by July 1, 2026, develop resources and information regarding building awareness and understanding of (1) appropriate boundaries regarding adult-student interactions and relationships, (2) appropriate professional boundaries between students and school personnel and volunteers, (3) appropriate student-student interactions and relationships, (4) the detection and indicators of inappropriate behaviors in adults and students, and strategies to reduce risk and establish healthy boundaries, and (5) options to report child abuse, assault, and inappropriate interactions and relationships, and to safely seek assistance. Additionally, pursuant to Education Code 51950, as amended by SB 848, CDE is required to, by July 1, 2026, develop guidance on the appropriate means of instructing students regarding the prevention of abuse, including sexual abuse and assault, as specified.

Pursuant to Education Code 33546.2, the Instructional Quality Commission is required to consider incorporating into the health curriculum framework content on "sextortion." For purposes of Education Code 33456.2, "sextortion" means a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value.

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

Any instructional program on child abuse may include annual instruction on sexual abuse and assault, and human trafficking prevention, including instruction on the prevalence and nature of abuse, including sexual abuse and assault and human trafficking, strategies to reduce risk, techniques to set healthy boundaries, and how to safely seek assistance. (Education Code 51950)

Additionally, the district's program may include age-appropriate instruction in sexual abuse and sexual assault awareness and prevention. (Education Code 51900.6, 51950)

Parent(s)/guardian(s) shall have the right to excuse their child from all or part of instruction regarding abuse, including sexual abuse, and human trafficking prevention education, and assessments related to that education, in accordance with law and Board policy. (Education Code 51950)

CSBA NOTE: Pursuant to Education Code 33133.5, posters notifying students of the appropriate telephone number to call to report child abuse or neglect are available on CDE's website in five languages. Education Code 33133.5 encourages districts to post the appropriate version(s) of the poster in an area of the school where students frequently congregate.

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

CSBA NOTE: The following paragraph is for use by districts that serve students in grades 7-12. Education Code 215.5, as amended by AB 727 (Ch. 483, Statutes of 2025), requires districts that

issue student identification cards to have printed on either side of the card The Trevor Project's LGBTQ suicide hotline. For additional information required to be printed on student identification cards, see AR 5142 - Safety.

Additionally, student identification cards for students in grades 7-12 shall have printed on them the 988 Suicide and Crisis Lifeline, the National Domestic Violence Hotline (1-800-799-7233), and The Trevor Project's LGBTQ+ suicide hotline (1-866-488-7386, or by texting START to 678-678). In addition, student identification cards of students in grades 7-12 may have printed on them a quick response (QR) code that links to the county's mental health resources website. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

CSBA NOTE: The Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3) identifies persons who are mandated to report known or suspected child abuse or neglect and establishes procedures for filing a report. Pursuant to Penal Code 11165.7, as amended by SB 848, a mandated reporter includes a district Governing Board member, employee, or volunteer. Education Code 44691, as added by SB 848, requires CDE to provide guidance on the responsibilities of mandated reporters who are school personnel and requires districts to provide annual training to employees, volunteers, and persons working on their behalf who are mandated reporters. Additionally, although not required by law, a Board member, as a mandated reporter, may receive appropriate training. For more information on mandated reporters, see the accompanying administrative regulation. It is recommended that districts with questions regarding mandated reporter training requirements consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse, as specified in Penal Code 11164-11174.3, shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

CSBA NOTE: Education Code 44252 requires that teachers applying to the Commission on Teacher Credentialing for a new credential or a renewal of their credential read and sign a statement that they understand the duties imposed on them as mandated reporters pursuant to Penal Code 11164-11174.3.

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

CSBA NOTE: Education Code 44691 and Penal Code 11165.7 require districts to annually train their employees and, as amended by SB 848, volunteers, regarding the duties of mandated reporters. For more information regarding mandated reporting requirements, see the accompanying administrative regulation. However, pursuant to Penal Code 11165.7, a lack of training does not excuse any mandated reporter from the duty to report suspected child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: 2026-27 Budget

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

On May 14, 2026, Governor Gavin Newsom released the May Revision for the proposed 2026-27 State Budget. Governor Newsom’s May revision projects significant personal income tax (PIT) growth fueled by capital gains in the current year and moderating in the budget year, this eliminates projected ongoing deficits while providing budget stability that will last after he leaves office, if his forecast holds. It shore up existing programs instead of creating new ones and provides significant one-time discretionary fund preparing education for a rainy day. He has proposed a new benefit to local educational agency (LEA) employees of paid pregnancy disability leave (PPDL), which he proposes to fund through the Local Control Funding Formula (LCFF). The May Revision provides an historic increase to special education funding that surpasses the statewide equalized funding rate proposed in January. Unfortunately, the May Revision also continues Governor Newsom’s plan to under appropriate the Proposition 98 minimum guarantee to the tune of \$3.9 billion.

The economic assumptions used for the May Revision include an increase in revenues by approximately \$16.5 billion over the budget window due primarily to personal income taxes. Strong capital gains collections contributed to higher -than-expected revenues. Inflation assumptions increased from the Governor’s January Budget, rising energy prices continue to pose inflation risks, higher costs continue to affect operating costs across state programs. The labor market continues to grow at a slower pace than prior years. Hiring activities and job openings have moderated, the technology and financial sectors have a significant influence on state revenue. The California unemployment rate remains above the national average. The May Revision assumes moderate but stable growth with no projected contractions in the economy. The budget solutions rely heaving on continued revenue growth and economic stability.

The major TK-12 funding provisions in the 2026-27 May Revision are as follows:

- The Proposition 98 reserve has a balance of \$10.3 billion at the end of 2025-26, the balance significantly exceeds 3% of the TK-12 Proposition 98 minimum guarantee,

triggering the local reserve cap threshold, the local reserve cap will be operative in 2026-27. A resolution for 2026-27 is included to commit our unrestricted general fund ending balance, this includes balances in fund 17.

- Funded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF) is 2.87%. The May Revision also proposes an additional investment in the LCFF COLA of 1.44%, bringing the total COLA adjustment for 2026-27 to 4.31%.
- May Revision proposes no deferrals for the 2026-27 budget year.
- The May Revision proposes an historic 43% increase to the special education base rate from the current-year rate of \$917 to a proposed rate of \$1,340, which represents \$423 per funded ADA. This increase surpasses the statewide equalized funding rate proposed in January, and with an additional investment of \$1.8 billion ongoing in addition to the previously proposed increase of \$509 million.
- The Governor provides much of the additional one-time Proposition 98 revenues to LEAs through the Student Support and Professional Development Discretionary Block Grant. The May Revision increases this investment to \$5.0 billion, up from \$2.8 billion in January. As proposed in January, use of these funds is intended to be fully discretionary and allocated on a per-ADA basis. We estimate LEAs would receive \$936.98 per ADA.
- The May Revision includes several targeted investments to address ongoing teacher shortages and strengthen literacy instruction and educator development statewide. The proposal provides a one-time increase of \$428.8 million to extend the Literacy Coaches and Reading Specialists Grant Program through June 30, 2031, for all grantees, ensuring continued support for literacy instruction and intervention efforts.
- The May Revision maintains the Administration's commitment to universal school meals as part of the broader "California for All Kids" framework for TK-12 education. The May Revision proposes an additional \$2.8 million ongoing to fully fund universal meals. The May Revision also maintains the Governor's proposal to provide \$100 million in one-time funding for an additional round of kitchen infrastructure and training grants to support LEAs in expanding meal preparation capacity and strengthening implementation of the state's universal meals program.

In all, Governor Newsom's 2026-27 May Revision presents a notably stronger outlook for TK-12 education than the Governor's Budget in January, which was already a solid start to 2026-27 State Budget deliberations. With substantial increases to Proposition 98 funding, a higher LCFF COLA, significant new investments in special education, and expanded one-time discretionary resources, the proposal reflects Governor Newsom's continued commitment to stabilizing and strengthening LEAs during a period of fiscal and operational pressure. That said, concerns remain regarding the Administration's continued reliance on the Proposition 98 settle-up proposal, which continues to create uncertainty around the minimum guarantee and remains a point of discomfort for many education interest holders.

GENERAL FUND

The 2026-27 Proposed Budget includes the following major components:

- COLA % for 2026-27 is 2.87% with an additional augmentation of 1.44% for a total COLA of 4.31%, 2027-28 is 3.30%, 2028-29 is 3.09%
- Salary step and column movement is included
- STRS and PERS rates based on the May Revise
- Revenue and expense for the CTE grants
- Declining enrollment and correspondingly, ADA
- The 3.5% Reserve for Economic Uncertainties is maintained

The ADA projection for 2026-27 is projected to be 3,815, a decrease of 176 from the prior year. In 2027-28 the projected ADA is 3,792, in 2028-29 the ADA projection is 3,718. We will continue to monitor our enrollment and ADA projections and make any necessary changes at First Interim.

The Multi-Year Projection (MYP) utilizes the factors listed in the planning factors table above. The Estimated Actuals projected unrestricted ending balance for 2025-26 is \$12,824,784, in 2026-27 it is \$14,477,385, in 2027-28 it is \$15,831,574, and in 2028-29 it is \$18,279,183. These amounts do not include the recently settled negotiations with the Shasta Secondary Employees Association (SSEA) and the Educational Support Professionals Association (ESP).

General Fund Components of the 2026-27 ending balance are as follows:

Revolving Cash	\$ 17,100
Restricted Programs	11,213,673
Instructional Materials	5,239,794
Declining Enrollment Mitigation	5,577,034
Farm & Foundation Funds	940,256
Economic Uncertainty 3.5%	2,703,201
Total Projected Ending Balance	25,691,058

OTHER FUNDS

A summary of the budgets for all other funds of the District follows:

Shasta Charter Academy Fund 37

The Shasta Charter Academy is projected to have positive fund balances at June 30, 2027, 2028 and 2029. Their ending balance for 2026-27 is budgeted at \$3 million which includes a 25% reserve. Their ADA is projected to remain flat for the next three years at 290.

University Preparatory School (U-Prep)

The U-Prep charter is projected to have positive fund balance changes in 2027, 2028 and 2029. The positive fund balance change for 2027 is \$97k, for 2028 it is \$156k, and for 2029 it is \$195k. The U-Prep ending balance is budgeted at \$7.5 million which includes an 8% reserve for economic uncertainty. They project to have an ending balance in 2027-28 of \$7.6 million, and \$7.8 million in 2028-29.

Farm Fund 02

This fund is used to account for the activities at the district farm. This fund accounts for livestock and other sales. For state reporting purposes, this fund is combined with the General Fund. The projected ending balance is \$47,215.

Adult Education Fund 11

This fund accounts for the Adult Ed program operated by the District. The projected ending balance is \$0. There is no projected contribution from the General fund to the Adult Education Fund. Adult Education is funded through a grant in partnership with Shasta College and other local high school districts. The fund is projected to have \$232k in revenue and an equal amount in expenses.

Cafeteria Fund 13

The Cafeteria Fund is projected to not encroach on the General Fund for 2026-27, or any of the future two years. The projected ending balance for 2026-27 is \$178k. The ending balance is designated for stores, revolving cash and reserves. These funds are not available for the general operating expenses of the district. Food Service has increased their meal count substantially under the Everyone Eats Free program. The increased meal counts has allowed the Food Service program to become a self-sustaining program.

Deferred Maintenance Fund 14

This money is used for major maintenance projects (painting, roofing, paving, etc.) as determined by the district. The estimated ending balance for 2026-27 is \$433,856. There is a planned \$100,000 transfer in the MYP for each year.

Pupil Transportation Equipment Fund 15

This fund is used to account for transportation equipment replacements. The projected ending balance for 2026-27 is \$79,971.

Foundation Trust Fund 16

This fund accounts for the scholarship funds of the District managed by the schools. The ending balance is projected at \$988,118. For state reporting purposes, this fund is combined with the General Fund.

Special Reserve Fund 17

This fund is used to offset the deficit spending in the General Fund. The 2026-27 projected ending balance is \$3.4m.

Retiree Benefit Fund 20

This fund accounts for the District's annual contributions to retiree health benefits and the related purchase of such benefits for retirees. In 2019-20 we joined the PERS OPEB Trust Fund. We transferred \$1.6 million to the Trust Fund. The remaining funds were left in fund 20 for operational purposes. It is planned that the remaining funds combined with the annual General Fund contribution will be enough to cover the retiree portion of health benefits annually. In the event it is not, a withdrawal will be made from the Trust to cover the shortfall. The projected ending balance in fund 20 is \$1.5m.

Capital Building Bond Fund 21

This fund is for recording the proceeds and expenditures associated with the bond sale of Measure I and Measure M. Measure I was fully expended in 2023-24. In November of 2024 Measure M was passed in the amount of \$56m. The District plans to do a draw down of Measure M in the amount of \$20m. These dollars will be expended on district bond projects between 2025-26 through 2027-28. The 2026-27 projected ending balance for this fund is \$4.9m.

Capital Facilities Fund (Developer Fees) 25

This fund is the accounting entity for school impact fees on new development. We are projecting fees of \$330,000, and expenditures of \$14,732. The projected ending balance for 2026-27 is \$2.1m.

County Schools Facilities Fund 35

The county schools facilities fund is used to record state matching funds for past projects. In 2024/25 we received \$3.3m in state matching funds for modernization projects that were completed three to four years ago. We are utilizing these funds to augment our bond projects. We are currently projecting to expend \$1m in 2026/27, leaving a balance of \$773k.

Special Reserve for Capital Projects Fund 40

This fund was used to deposit the funds from the Bond Anticipation Note (BAN) we did in 2019. We project to transfer the remaining balance of \$1.2m to fund 21 to cover bond project expenditures, leaving an ending balance of \$178,409 as of June 30, 2024. The remaining balance is generated by a Cal Shape Grant. We began utilizing the CalShape grant funds in 2024-25 and anticipate fully expending them in 2025-26.

Bond Interest and Redemption Fund 51

This fund accounts for the receipt of property taxes to repay the principal and interest on the Measure B bond sales. This fund is managed by the county auditor/treasurer. This fund is restricted in use and cannot be used to pay General Fund expenses. Measure I will be tracked out of fund 21.

Debt Service Fund 56

The Certificates of Participation (COP) have been fully repaid. The remaining balance in this fund is \$205,214.

REFERENCES:

AB1200

The SACS Report was provided to the Board under separate cover and copies may be obtained by contacting the District Office at 530-241-3261. A public hearing for the budget was held at the June 9, 2026 Board meeting.

Item	2025/26 Estimated Actuals			2026/27 Adopted Budget			2027/28 Projected Budget			2028/29 Projected Budget		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
COLA %	2.30%			4.31%			3.30%			3.09%		
Projected Enrollment	4,343			4,301			4,301			4,301		
District ADA	3,991			3,815			3,792			3,718		
County ADA	50			50			50			50		
District + County ADA	4,041			3,865			3,842			3,768		
REVENUE												
LCFF	\$ 57,338,212	0	57,338,212	59,792,122	0	59,792,122	60,762,048	0	60,762,048	62,332,919	0	62,332,919
Federal	0	3,579,474	3,579,474	0	2,906,463	2,906,463	0	2,906,463	0	2,906,463	2,906,463	2,906,463
State	1,644,434	8,633,950	10,278,384	1,820,327	4,634,706	6,455,033	1,820,327	4,634,706	6,455,033	1,820,327	4,634,706	6,455,033
Other Local	2,915,173	4,496,235	7,381,408	3,954,016	4,403,420	8,357,436	3,954,016	4,403,420	8,357,436	3,954,016	4,403,420	8,357,436
Total Revenue	\$ 61,897,819	16,679,659	78,577,478	65,566,465	11,944,589	77,511,054	66,536,391	11,944,589	78,480,980	68,107,262	11,944,589	80,051,851
EXPENDITURES												
Certified Salaries	\$ 23,467,147	5,500,573	28,967,720	22,623,175	4,992,511	27,615,686	22,116,742	5,090,903	27,207,645	22,510,309	5,189,294	27,699,603
Classified Salaries	9,620,561	4,100,856	13,721,417	10,058,242	3,936,204	13,994,446	10,280,746	3,991,830	14,272,576	10,503,251	4,047,456	14,550,707
Employee Benefits	14,038,103	6,671,684	20,709,787	14,522,991	7,191,589	21,714,580	14,663,281	7,291,334	21,954,615	15,024,661	7,388,050	22,412,711
Total Salary & Benefits	47,125,811	16,273,113	63,398,924	47,204,408	16,120,304	63,324,712	47,060,769	16,374,067	63,434,836	48,038,220	16,624,801	64,663,021
Books & Supplies	3,076,902	5,337,466	8,414,368	2,852,309	1,288,620	4,140,929	2,852,309	1,288,620	4,140,929	2,852,309	1,288,620	4,140,929
Services & Other Expenses	6,843,053	3,816,034	10,659,087	5,434,106	2,074,831	7,508,937	5,434,106	2,074,831	7,508,937	5,434,106	2,074,831	7,508,937
Capital Outlay	649,395	1,620,636	2,270,031	150,000	7,000	157,000	650,000	507,000	1,157,000	650,000	507,000	1,157,000
*Other Outgo (excluding Transfers of Indirect Costs)	1,300,481	357,426	1,657,907	1,300,480	283,658	1,584,138	826,799	283,658	1,110,457	826,799	283,658	1,110,457
**Other Outgo - Transfers of Indirect Costs	(1,002,912)	877,485	(125,427)	(545,180)	425,765	(119,415)	(545,180)	425,765	(119,415)	(545,180)	425,765	(119,415)
Total Expenditures	57,992,730	28,282,160	86,274,890	56,396,123	20,200,178	76,596,301	56,278,803	20,953,941	77,232,744	57,256,254	21,204,675	78,460,929
DIFFERENCE:	\$ 3,905,089	(11,602,501)	(7,697,412)	9,170,342	(8,255,589)	914,753	10,257,588	(9,009,352)	1,248,236	10,851,008	(9,260,086)	1,590,922
OTHER USES - Transfer to Cafeteria	0	0	0	0	0	0	0	0	0	0	0	0
OTHER USES - Transfer to Retiree Benefits	(620,000)	0	(620,000)	(620,000)	0	(620,000)	(620,000)	0	(620,000)	(620,000)	0	(620,000)
OTHER USES - Transfer to Transportation Equipment	(18,000)	0	(18,000)	(18,000)	0	(18,000)	(18,000)	0	(18,000)	(18,000)	0	(18,000)
OTHER USES - Transfer to Uprep for Medical Funds												
OTHER SOURCES - Transfers from Retiree Fund	734,601	0	734,601	734,601	0	734,601	734,601	0	734,601	734,601	0	734,601
OTHER SOURCES - Transfers from Fund 17	0	0	0	0	0	0	0	0	0	0	0	0
OTHER SOURCES - Transfers from Fund 11												
Contributions	(8,120,225)	8,120,225	0	(7,639,642)	7,639,642	0	(9,000,000)	9,000,000	0	(8,500,000)	8,500,000	0
Total Other Financing Sources/Uses	(8,023,624)	8,120,225	96,601	(7,543,041)	7,639,642	96,601	(8,903,399)	9,000,000	96,601	(8,403,399)	8,500,000	96,601
CHANGE TO FUND BALANCE	\$ (4,118,635)	(3,482,276)	(7,600,811)	1,627,301	(615,947)	1,011,354	1,354,189	(9,352)	1,344,837	2,447,609	(760,086)	1,687,523
AUDIT ADJUSTMENT	(1,645,789)		(1,645,789)	0		0	0		0	0		0
BEGINNING BALANCE	18,600,693	15,337,196	33,937,889	12,836,369	11,854,920	24,691,289	14,463,670	11,238,973	25,702,643	15,817,859	11,229,621	27,047,480
ENDING BALANCE	\$ 12,836,369	11,854,920	24,691,289	14,463,670	11,238,973	25,702,643	15,817,859	11,229,621	27,047,480	18,265,468	10,469,535	28,735,003
COMPONENTS OF THE ENDING BALANCE												
NONSPENDABLE FUND BALANCE												
Revolving Cash	\$ 15,690		15,690	17,100		17,100	17,100		17,100	17,100		17,100
Prepaid Expenditures	1,949		1,949	0		0	0		0	0		0
RESTRICTED PROGRAMS		11,854,920	11,854,920	11,238,973	11,238,973	11,238,973	11,229,621	11,229,621	11,229,621	10,469,535	10,469,535	10,469,535
R6019 Student Support and Prof. Dev. Descr BG		629,145	629,145	629,145	629,145	629,145	629,145	629,145	629,145	629,145	629,145	629,145
R6266 Educator Effectiveness, FY 2021-22		0	0	0	0	0	0	0	0	0	0	0
R6300 Lottery: Instructional Materials		3,438,919	3,438,919	3,274,863	3,274,863	3,274,863	3,274,863	3,274,863	3,274,863	3,274,863	3,274,863	3,274,863
R6546 Mental Health-Related Services		201,237	201,237	128,180	128,180	128,180	0	0	0	0	0	0
R6752 Arts, Music, & Instr. Mths Discretionary BG		174,648	174,648	174,648	174,648	174,648	0	0	0	0	0	0
R6770 Arts & Music in Schools Prop 28		425,788	425,788	1,008,415	1,008,415	1,008,415	1,216,924	1,216,924	1,216,924	456,838	456,838	456,838
R7339 Dual Enrollment Opportunities		65,989	65,989	11,459	11,459	11,459	0	0	0	0	0	0
R7399 LCFF Equity Multiplier		576,809	576,809	448,831	448,831	448,831	500,000	500,000	500,000	500,000	500,000	500,000
R7412 A-G Access/Success Grant		0	0	0	0	0	0	0	0	0	0	0
R7413 A-G Learning Loss Mitigation Grant		0	0	0	0	0	0	0	0	0	0	0
R7435 Learning Recovery BG		758,996	758,996	0	0	0	0	0	0	0	0	0
R9010 Other Restricted Local		5,583,389	5,583,389	5,563,432	5,563,432	5,563,432	5,608,689	5,608,689	5,608,689	5,608,689	5,608,689	5,608,689
COMMITTED	9,776,779		9,776,779	0	0	0	0	0	0	0	0	0
Instructional Materials (Unrestricted Lottery)	4,901,996		4,901,996	0		0	0		0	0		0
Declining enrollment mitigation/COLA Decreases	3,934,527		3,934,527	0		0	0		0	0		0
Farm and Foundation Funds	940,256		940,256	0		0	0		0	0		0
Information Technology Equipment	0		0	0		0	0		0	0		0
Transportation equipment	0		0	0		0	0		0	0		0
ASSIGNED	0		0	11,743,369	11,743,369	11,743,369	13,075,282	13,075,282	13,075,282	15,479,905	15,479,905	15,479,905
Unrestricted Lottery	0		0	5,239,794	5,239,794	5,239,794	4,215,870	4,215,870	4,215,870	4,215,870	4,215,870	4,215,870
Declining enrollment mitigation/COLA Decreases	0		0	5,563,319	5,563,319	5,563,319	7,919,556	7,919,556	7,919,556	10,324,179	10,324,179	10,324,179
Farm and Foundation Funds	0		0	940,256	940,256	940,256	939,856	939,856	939,856	939,856	939,856	939,856
UNASSIGNED/UNAPPROPRIATED												
Reserve for Economic Uncertainties - 3.5%	3,041,951		3,041,951	2,703,201		2,703,201	2,725,476		2,725,476	2,768,463		2,768,463

**Shasta Charter Academy
2026-27 Original Budget
Multi-Year Projection
May 22, 2026**

	2026-27 Projected Budget	2027-28 Projected Budget	2028-29 Projected Budget
ENROLLMENT	295	295	295
ADA	290	290	290
REVENUES			
State Aid Undistributed	1,547,617	1,595,693	1,644,875
State Aid Supp/ Conc Grant	271,431	270,118	278,394
EPA Funds	908,395	938,372	967,368
State Aid Prior Year	-	-	-
In-Lieu Property Taxes	1,399,538	1,448,795	1,493,867
Federal Special Education	40,600	41,006	41,416
Other Federal Income	-	-	-
Mandated Costs	17,539	17,715	17,892
State Lottery	55,100	55,651	56,208
State Lottery Restricted	23,780	24,018	24,258
STRS On Behalf	164,280	165,923	167,582
Other State Income	347,574	351,050	354,560
Interest	40,000	25,000	20,000
FMV	-	-	-
Local Income	28,600	28,314	28,031
State Special Education	289,710	292,607	295,533
TOTAL REVENUES	5,134,164	5,254,261	5,389,984
EXPENDITURES			
Certificated Salaries	2,444,071	2,527,394	2,603,215
Classified Salaries	523,784	539,497	555,682
Employee Benefits	818,204	843,568	868,031
Books and Supplies	64,824	68,065	71,468
Services & Other Exp	702,302	737,418	774,288
Capital Outlay	20,500	15,500	10,500
Other Outgo / Financing Uses	-	-	-
TOTAL EXPENDITURES	4,573,685	4,731,441	4,883,186
DIFFERENCE	560,479	522,820	506,798
BEGINNING BALANCE	2,504,872	3,065,351	3,588,171
Restatement/Adjustment	-	-	-
ENDING BALANCE	3,065,351	3,588,171	4,094,969
COMPONENTS OF THE ENDING BALANCE			
Reserve: Revolving Cash	25,000	25,000	25,000
Reserve: Prepaid Expenditures	-	-	-
Reserve: Student Support & PD DBG	0	-	-
Reserve: Educator Effectiveness	-	-	-
Reserve: Restricted Lottery	36,012	36,372	36,736
Reserve: State Special Ed	(0)	-	-
Reserve: Mental Health-Rltd Srvc	1,933	1,953	1,972
Reserve: Arts Music & IM Disc BG	-	-	-
Reserve: Arts and Music in Schools	11,400	11,514	11,630
Reserve: Learning Recovery EBG	(0)	-	-
Reserve: Other Restricted State	-	-	-
Board Des: Capital Projects	1,842,535	2,325,372	2,793,684
Board Des: Clubs	2,672	2,699	2,726
Board Des: Unrestricted Lottery	2,377	2,401	2,425
Reserve for Economic Uncertainty	1,143,421	1,182,860	1,220,796
Total	3,065,351	3,588,171	4,094,969

**University Preparatory Charter School
2025-2026 Proposed Budget
Multi-Year Projection
June 10, 2026**

Item	2026-2027 Proposed Budget	2027-2028 Projected Budget	2028-2029 Projected Budget	Comments
ENROLLMENT	990	990	990	
ADA	960	960	960	97% ADA
REVENUES				
State Aid	\$ 4,710,487	\$ 4,841,996	\$ 4,980,185	
Property Taxes	4,967,194	5,142,016	5,301,986	Based on ADA
EPA	2,821,774	2,914,893	3,004,962	
Mandated Block Grant	39,856	41,072	42,441	Based on ADA
Lottery - Restricted	78,720	78,720	78,720	Based on ADA
Lottery - Unrestricted	182,400	182,400	182,400	Based on ADA
Proposition 28	152,294	152,294	152,294	
ELO-P	0	0	0	
Mental Health Services	82,571	82,571	82,571	
Interest	50,000	50,000	50,000	Budgeted as received
Other Local	0	0	0	Budgeted as received
Title II	20,043	20,043	20,043	
STRS on Behalf	567,993	567,993	567,993	STRS on BEHALF
TOTAL REVENUES	\$ 13,673,332	\$ 14,073,998	\$ 14,463,596	
EXPENDITURES				
Certificated Salaries	\$ 6,047,053	\$ 6,246,696	\$ 6,446,250	
Classified Salaries	1,062,796	1,094,680	1,127,520	
Employee Benefits	2,672,905	2,723,765	2,784,939	STRS 26-27 through 29-30 19.10% PERS 27-28 26.40%, 27-28 26.90%, 28-29 26.10%
STRS on Behalf	567,993	567,993	567,993	STRS on Behalf - Revenue Off-set
Books and Supplies	439,205	439,205	439,205	
401(a) Contribution	150,000	150,000	150,000	Reserve For Charter Goals Available
Services & Other Exp	706,730	706,730	706,730	
3% Oversight to SUHSD	225,968	232,707	239,554	
13% Services to SUHSD	1,703,694	1,755,781	1,806,428	Based on Revenues
Capital Outlay	0	0	0	
Other Outgo	0	0	0	
TOTAL EXPENDITURES	\$ 13,576,344	\$ 13,917,555	\$ 14,268,621	
DIFFERENCE	96,988	156,443	194,975	
OTHER USES	0	0	0	
CHANGE TO FUND BAL.	\$ 96,988	\$ 156,443	\$ 194,975	
BEGINNING BALANCE	7,407,306	7,504,294	7,660,737	
ENDING BALANCE	\$ 7,504,294	\$ 7,660,737	\$ 7,855,711	
COMPONENTS OF THE ENDING BALANCE				
Revolving Cash	\$ 1,000	\$ 1,000	\$ 1,000	
Reserve for Economic Uncertainties	1,086,108	1,113,404	1,141,490	Maintain 8% Reserve
MAA	302,737	302,737	302,737	
Hourly Programs	65,359	65,359	65,359	
Unrestricted Lottery	1,351,187	1,351,187	1,351,187	
Restricted Lottery	710,407	710,407	710,407	
Confucius Classroom	24,565	24,565	24,565	
Ethnic Studies	12,267	0	0	
Proposition 28	293,894	146,947	0	
ELOP	51,846	0	0	
Other State - SSPDDBG	127,781	0	0	
A-G Learning Loss	8,045	0	0	
Mental Health Services	81,092	0	0	
Reserve for Charter Goals	3,388,006	3,945,130	4,258,967	

**Shasta Union High School District
2026-27 Adopted Budget
Farm Fund**

Item	2026-2027 Adopted 0000
REVENUES	
Livestock Sales	\$ 0
Farmhouse Rent	
Interest	1,000
Cont. To Program	
TOTAL REVENUES	\$ 1,000
EXPENDITURES	
Instr. Materials	\$ 6,000
Scholarships	
Cattle Purchase	
Farm Supplies	0
TOTAL EXPENDITURES	\$ 6,000
DEFERRED	\$ (5,000)
OTHER SOURCES	
OTHER USES - Trnsfr to Gen Fund	0
CHANGE TO FUND BAL.	\$ (5,000)
BEGINNING BALANCE	52,215
ENDING BALANCE	\$ 47,215

**SUHSD
Adult Ed Fund
2026-2027
Adopted**

Item	0000 Undist	6391 Adlt EdBick	7690 STRS On-Behalf	Totals
REVENUE				
State Aid	\$ -			\$ -
Interest	\$ -			\$ -
Fair Market Value	\$ -			\$ -
State Income			\$ 13,836	\$ 13,836
Adult Ed Fees	\$ -			\$ -
Local Income		\$ 218,617		\$ 218,617
Contribution	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ -	\$ 218,617	\$ 13,836	\$ 232,453
EXPENDITURES				
Certificated Salaries	\$ -	\$ 107,536		\$ 107,536
Classified Salaries	\$ -	\$ 27,166		\$ 27,166
Employee Benefits	\$ -	\$ 63,392	\$ 13,836	\$ 77,228
Books & Supplies	\$ -	\$ 2,000		\$ 2,000
Services & Other Operating Exp	\$ -	\$ 8,113		\$ 8,113
Capital Outlay	\$ -			\$ -
Other Outgo (Ind Cost Rate 5.0%)	\$ -	\$ 10,410		\$ 10,410
Total Expenditures	\$ -	\$ 218,617	\$ 13,836	\$ 232,453
DIFFERENCE	\$ -	\$ (0)	\$ -	\$ (0)
OTHER SOURCES - OTHER USES	\$ -	\$ -		\$ -
CHANGE TO FUND BALANCE	\$ -	\$ (0)	\$ -	\$ (0)
BEGINNING BALANCE	\$ -	\$ -	\$ -	\$ -
ENDING BALANCE	\$ -	\$ (0)	\$ -	\$ (0)
COMPONENTS OF THE ENDING BALANCE				
1. Reserve for Economic Uncertainties	\$ -			\$ -
2. Designated for Other Uses	\$ -	\$ -		\$ -

**Shasta Union High School District
2026-27 Adopted Budget
Cafeteria Fund**

ITEM	2026-27 Adopted Budget
REVENUE	
Federal Revenue	\$ 1,286,678
State Revenue	1,919,685
Local Revenue	101,591
Total Revenue	\$ 3,307,954
 EXPENDITURES	
Classified Salaries	\$ 1,041,699
Employee Benefits	518,647
Food & Supplies	1,535,500
Services & Operating Expense	121,300
Capital Outlay	80,000
Other Outgo	0
Transfers of Indirect/Direct Support Costs	109,005
Total Expenditure	\$ 3,406,151
 DIFFERENCE	 (98,197)
 OTHER SOURCE - Contrib From Gen Fund	 \$ 0
OTHER USES - Debt Repayment	0
 CHANGE TO FUND BALANCE	 \$ (98,197)
 BEGINNING BALANCE	 \$ 276,750
 ENDING BALANCE	 \$ 178,553
 COMPONENTS OF THE ENDING BALANCE	
1. Stores	\$ 9,000
2. Revolving Cash	1,175
3. Reserve	168,378

**Shasta Union High School District
2026-27 Adopted Budget
Deferred Maintenance Fund
June 9, 2026**

ITEM	2026-27 Adopted Budget
REVENUE	
FMV of Cash	\$ 0
Transfer from Gen Fnd (obj 8091)	100,000.00
Transfer from fund 40 (obj 8915)	
Interest	5,000.00
Total Revenue	\$ 105,000.00
EXPENDITURES	
Technology	\$
Architect Fees	
Construction	75,000.00
Plumbing	10,000.00
Electrical	10,000.00
Heating and Cooling	50,000.00
Floor Systems	0.00
Total Expenditures	\$ 145,000.00
DIFFERENCE	(40,000.00)
CHANGE TO FUND BALANCE	\$ (40,000.00)
BEGINNING BALANCE	473,856.00
ENDING BALANCE	433,856.00

**Shasta Union High School District
2026-27 Adopted Budget
Transportation Equipment Fund
June 9, 2027**

Item	2026-27 Adopted Budget
REVENUES	
State Revenue	\$ 0.00
FMV	0.00
Interest	800.00
TOTAL REVENUES	\$ 800.00
 EXPENDITURES	
Maintenance & Repairs	\$ 0.00
Equipment Replacement	0.00
TOTAL EXPENDITURES	\$ 0.00
 DIFFERENCE	 \$ 800.00
 OTHER SOURCES - Trfr From Gen Fund	 18,000.00
OTHER USES - Trfr to Gen Fund	0.00
 CHANGE TO FUND BAL.	 \$ 18,800.00
 BEGINNING BALANCE	 61,171.00
 ENDING BALANCE	 \$ 79,971.00

**Shasta Union High School District
2026-27 Adopted Budget
Foundation Trust Fund
6/9/2027**

ITEM	2026-27 Adopted Budget
REVENUE	
Contributions/Donations	\$ 150,000.00
Interest	600.00
Fair Market Value of Cash	(2,000.00)
Total Revenue	\$ 148,600.00
EXPENDITURES	
Supplies	3,000.00
Scholarships Awarded	\$
District Office	1,500.00
FHS	16,000.00
PHS	2,000.00
SHS	16,023.00
EHS	10,000.00
Total Scholarships Awarded	45,523.00
Total Expenditures	\$ 48,523.00
OTHER SOURCES - Transfers In	0.00
CHANGE TO FUND BALANCE	\$ 100,077.00
BEGINNING BALANCE	888,041.00
ENDING BALANCE	\$ 988,118.00

**Shasta Union High School District
2026-27 Adopted Budget
Special Reserve - Non Capital
June 9, 2027**

ITEM	2026-27 Adopted Budget
REVENUE	
Interest	\$ 60,000.00
Adjust Market Value of Cash	(20,000.00)
Total Revenue	\$ 40,000.00
 EXPENDITURES	
Total Expenditure	\$ 0.00
DIFFERENCE	\$ 40,000.00
OTHER SOURCES - Trfr from Gen. Fund	0.00
OTHER USES - Trfr to General Fund	0.00
CHANGE TO FUND BALANCE	\$ 40,000.00
BEGINNING BALANCE	3,362,621.00
ENDING BALANCE	\$ 3,402,621.00

**Shasta Union High School District
2026-27 Adopted Budget
Retiree Benefits Fund
June 9, 2026**

	<u>CTA</u>	<u>ESP</u>	<u>CSEA</u>	<u>Mgmt/ Conf/ Supv</u>	<u>Total</u>
Beginning Balance, July 1, 2026	\$ 1,268,187	\$ (160,256)	\$ 247,863	\$ 117,285	\$ 1,473,079
District Contribution	373,949	91,684	67,400	86,967	620,000
Interest Earnings	33,083	(1,382)	6,351	4,115	42,167
Premiums Paid*	(465,408)	(127,867)	(29,917)	(111,409)	(734,601)
Transferred from CalPers Trust	0	0	0	0	0
2022/23 Contribution of \$500k from Fund 01, Arts, Music, Discr. Blk Grnt	0	0	0	0	0
2026/27 Ending Balance	\$ 1,209,811	\$ (197,821)	\$ 291,697	\$ 96,958	\$ 1,400,645
Fair Market Value of Cash					88,302
Adjusted Ending Balance					<u>\$ 1,488,947</u>

**Shasta Union High School District
2026-27 Adopted Budget
Building Fund (21)
June 9, 2026**

ITEM	2026-27 Adopted Budget
REVENUE	
Interest	\$ 0.00
Fair Market Value of Cash	0.00
Proceeds from Sale of Bonds	0.00
All Other Financing Sources	0.00
Total Revenue	\$ 0.00
 Expenditures	
Object 2310	15,000.00
Object 2410	15,000.00
Object Range 3000	7,072.00
New Equipment	10,000,000.00
 Total Expense	 10,037,072.00
Other Uses	
Other Sources	0.00
Interest and Expense Adjustment	0.00
Beginning Balance	14,970,727.00
Ending Balance	4,933,655.00

**Shasta Union High School District
2026-27 Adopted Budget
Capital Facilities Fund
June 9, 2026**

ITEM	2026-27 Adopted Budget
REVENUE	
Interest	\$ 235,000.00
Fair Market Value of Cash	5,000.00
School Impact Refund	(10,000.00)
Developer Fees	100,000.00
Total Revenue	\$ 330,000.00
 EXPENDITURES	
General Supplies	\$
Rentals	
Repairs/Upgrades	
Collection Fees from SCOE	
Admin Charges From General Fund	5,650.00
Capital Equipment	
Architect fees for auditorium seating	0.00
SLC Turf Field	0.00
Misc. District wide projects	0.00
FHS Furniture Budget	0.00
SHS Furniture Budget	0.00
EHS Furniture Budget	9,082.00
Total Expenditures	\$ 14,732.00
 DIFFERENCE	 315,268.00
 OTHER USES - Trfr to Debt Fund	 0.00
Net Total Transfers In and Out	0.00
 CHANGE TO FUND BALANCE	 \$ 315,268.00
 Audit Adjustment	 0.00
BEGINNING BALANCE	\$ 1,794,455.00
ENDING BALANCE	\$ 2,109,723.00

**Shasta Union High School District
2026-27 Adopted Budget
County Schools Facilities Fund (35)
June 9, 2026**

ITEM	2026-27 Adopted Budget
REVENUE	
Interest	\$ 0.00
Fair Market Value of Cash Modernization, OPSC All Other Financing Sources	
Total Revenue	\$ 0.00
 Expenditures	
Architec Fees	1,000,000.00
Total Expense	1,000,000.00
 Other Uses	
Other Sources	0.00
 Interest and Expense Adjustment	 0.00
Beginning Balance	1,773,394.00
Ending Balance	773,394.00

**Shasta Union High School District
2026-27 Adopted Budget
Special Reserve - Capital Projects
June 9, 2026**

ITEM	2026-27 Adopted Budget
REVENUE	
Dev Fees	
Refund School Impact	
Interest	\$ 500.00
FMV of Cash	0.00
Proceeds from Bond Anticipation Notes	0.00
Cal Shape Grant	80,204.00
Total Revenue	\$ 80,704.00
 EXPENDITURES	
Filters & thermostats	80,204.00
Total Expenditure	\$ 80,204.00
 DIFFERENCE	 500.00
 OTHER SOURCES - Trfr from Gen. Fund	 \$ 0.00
OTHER SOURCES - TRFR to fund 21	0.00
OTHER USES - Trfr to fund 14 (obj 7615)	0.00
 CHANGE TO FUND BALANCE	 \$ 500.00
 BEGINNING BALANCE	 38,106.00
AUDIT ADJUSTMENT	0.00
ENDING BALANCE	\$ 38,606.00

**Shasta Union High School District
2026-27 Adopted Budget
Debt Service Fund Fund
June 9, 2026**

ITEM	2026-27 Adopted Budget
REVENUE	
Interest	\$ 4,000.00
Inc/(Dec) in FMV of Cash	0.00
Total Revenue	\$ 4,000.00
 EXPENDITURES	
Interest	\$ 0.00
Principal	
Offset for Audit Adjustment	0.00
Total Expenditures	\$ 0.00
 INTERFUND TRANSFERS IN	
From Fund 01, object 7619	\$ 0.00
From Fund 25, object 7619	\$ 0.00
Adjust for Audit Adjustment	0.00
OTHER SOURCES - Proceeds from COPS	0.00
Total Interfund Transfers and Other Sources	\$ 0.00
 CHANGE TO FUND BALANCE	 \$ 4,000.00
 BEGINNING BALANCE	 201,214.00
Beginning Balance Audit Adjustment	0.00
ENDING BALANCE	 \$ 205,214.00

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Approve the resolutions in conjunction with Proposition 2 - Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Proposition 2 requires districts to submit a five-year Facilities Master Plan (FMP) at the time the Office of Public School Construction (OPSC) reviews their funding applications. For districts submitting applications after October 31, 2024, OPSC requires the district to adopt and submit a resolution certifying that it understands this condition of applying for Proposition 2 funds.

Proposition 2 also requires districts to submit a Career Technical Education Facilities Program (CTEFP) five-year FMP at the time OPSC reviews their applications. For districts submitting applications after October 31, 2024, OPSC requires the district to adopt and submit a resolution certifying that it understands this condition of applying for Proposition 2 funds.

In addition, a resolution designating Authorized District Representatives for OPSC required to be submitted at the time of the applications.

REFERENCES:

California Code Regulation 1859.95.1

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: ADOPT RESOLUTION # [REDACTED], acknowledging the five-year Facilities Master Plan certifications required under one or more SAB-Administered Program(s) of the Office of Public School Construction

RECOMMENDATION:

That the Board of Trustees adopt Resolution # [REDACTED] acknowledging the five-year Facilities Master Plan certifications required to submit modernization and new construction funding applications to the Office of Public School Construction (OPSC).

BACKGROUND:

The Office of Administrative Law (OAL) is in the process of approving regulations regarding the distribution of Proposition 2 funds that impact how OPSC processes applications received on or after October 31, 2024, for new construction and modernization applications. Proposition 2 requires that, as a condition of participating in the School Facility Program (SFP), school districts must submit to OPSC a five-year school facilities master plan, or an updated five-year school facilities master plan, approved by the governing board of the school district.

New construction and modernization application packages received on December 4, 2024, through 12 months following OAL's approval of regulation implementing these policies will be required to submit a school board resolution that includes several acknowledgements, to be specified in regulation Section 17070.54. The resolution includes the required certifications.

**GOVERNING BOARD RESOLUTION ON THE FIVE-YEAR SCHOOL FACILITIES
MASTER PLAN REQUIREMENT
FOR
SCHOOL FACILITY PROGRAM NEW CONSTRUCTION AND MODERNIZATION
FULL FUNDING APPLICATIONS**

RESOLUTION NO. [insert resolution number here]

RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR
STATE ALLOCATION BOARD–ADMINISTERED PROGRAMS FOR THE
SHASTA UNION HIGH SCHOOL DISTRICT ON JUNE 17TH, 2026,

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 Shasta Union High School District 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 Shasta Union High School District 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 Shasta Union High School District 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 Shasta Union High School District 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 Shasta Union High School District 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 SHASTA UNION HIGH School District 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)(1)(A), as a condition of participation in the SFP New Construction and Modernization programs, for applications submitted through May 4, 2027, the Shasta Union High School District 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)(1)(B), the Shasta Union High School District acknowledges that the Apportionment may be rescinded for failure to submit a complete and valid master plan within the timeline specified in (b)(1)(A).

PASSED AND ADOPTED on June 17th, 2026, by the Shasta Union High School District Board of Trustees by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTION:

Date: June 17, 2026

Andrea Hoheisel, Board President
Shasta Union High School District

CERTIFICATION

I, Mike Bridges certify that the foregoing is a correct copy of a resolution passed and adopted by the Shasta Union High School District on June 17th, 2026.

Date: _____

Mike Bridges, Clerk
Shasta Union High School District

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: ADOPT RESOLUTION # [REDACTED], acknowledging the five-year Facilities Master Plan certifications required under the Career Technical Education Facilities Program (CTEFP) of the Office of Public School Construction

RECOMMENDATION:

That the Board of Trustees adopt Resolution # [REDACTED] acknowledging the five-year Facilities Master Plan certifications required to submit Career Technical Education Facilities Program (CTEFP), applications to the Office of Public School Construction (OPSC).

BACKGROUND:

The Office of Administrative Law (OAL) is in the process of approving regulations regarding the distribution of Proposition 2 funds that impact how OPSC processes applications received on or after October 31, 2024, for career technical education applications. Proposition 2 requires that, as a condition of participating in the School Facility Program (SFP), school districts must submit to OPSC a five-year school facilities master plan, or an updated five-year school facilities master plan, approved by the governing board of the school district.

Application packages received on December 4, 2024, through 12 months following OAL's approval of regulation implementing these policies will be required to submit a school board resolution that includes several acknowledgements, to be specified in regulation Section 17070.54. The resolution includes the required certifications.

**GOVERNING BOARD RESOLUTION ON THE FIVE-YEAR SCHOOL FACILITIES
MASTER PLAN REQUIREMENT
FOR
SCHOOL FACILITY PROGRAM CAREER TECHNICAL EDUCATION FACILITIES
PROGRAM FUNDING APPLICATIONS**

RESOLUTION NO. [insert resolution number here]

RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE
ALLOCATION BOARD–ADMINISTERED CAREER TECHNICAL EDUCATION
FACILITIES PROGRAM FOR THE SHASTA UNION HIGH SCHOOL DISTRICT

ON
JUNE 17TH, 2026

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 Shasta Union High School District intends to file applications for funding, and/or certify information under the Career Technical Education Facilities Program (CTEFP), a program within the School Facility Program (SFP); and

WHEREAS, the Shasta Union High School District is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

WHEREAS, the Shasta Union High School District 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 CTEFP, as administered by the SAB, the Shasta Union High School District 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 Shasta Union High School District for all *Application for Career Technical Education Facilities Funding* (Form SAB 50-10) submittals on or after October 31, 2024, pursuant to SFP Regulation Section 1859.18; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(c)(1), the Shasta Union High School District, as a condition of SFP funding, must submit a five-year school facilities master plan within 18 months of fund release, or concurrently with submittal of the 100 percent complete *Expenditure Report* (Form SAB 50-06) if submitted less than 18 months following fund release; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(c)(2), the Shasta Union High School District acknowledges that the Apportionment may be rescinded for failure to submit a complete and valid master plan within the timeline specified in (c)(1).

PASSED AND ADOPTED on June 17th, 2026, by the Shasta Union High School District Board of Trustees by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTION:

Date: _____

Andrea Hoheisel, Board President
Shasta Union High School District

CERTIFICATION

I, Mike Bridges certify that the foregoing is a correct copy of a resolution passed and adopted by the Shasta Union High School District on June 17, 2026.

Date: _____

Mike Bridges, Clerk
Shasta Union High School District

Resolution No. [REDACTED]
BOARD OF TRUSTEES OF THE
SHASTA UNION HIGH SCHOOL DISTRICT

Designation of District Representative

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 Shasta Union High School District 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 SAB and DGS require a school district's Board of Education to authorize specific individuals to sign and submit information on behalf of a school district; and

WHEREAS, the Shasta Union High School District understands that the signing and submittal of forms on behalf of the school district commits the school district to comply with program requirements.

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Shasta Union High School District Board of Education authorizes the individuals identified below to physically sign all documents and papers or submit documents via OPSC Online that are associated with SAB-Administered Program(s). Any previous authorized District Representatives not listed below are to be removed from the list of District Representatives:

1. Owen Crosby, Superintendent
2. David Flores, Associate Superintendent of Business Services

PASSED AND ADOPTED by the Board of Trustees of the Shasta Union High School District, Shasta County, State of California, this 17th day of June 2026, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTENTION: _____

Date: _____

CERTIFICATION

I, Mike Bridges certify that the foregoing is a true and correct copy of the resolution duly adopted by the Shasta Union High School District at a meeting thereof held on the 17th day of June 2026, and that the same now appears on record in my office.

Date: _____

Mike Bridges
Clerk

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Local Control and Accountability Plan (LCAP)

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

With the change to the Local Control Funding Formula (LCFF) in 2013-14, all school districts in California are now required to develop a Local Control and Accountability Plan (LCAP). This is the third installment of a three-year plan with specific goals and actions/services designed to address the eight priorities established by the California Department of Education. In addition to other forms of engagement with various community partners (students, parents, staff, administration, the Board), the approval process for the SUHSD LCAP requires a public hearing be held so the Board can hear comments on the 2025-26 Annual Update, draft 2026-27 LCAP, and Parent Budget Overview. A public hearing was held at the June 9, 2026 regular Board meeting. Administration recommends approval of the 2026-2027 LCAP.

REFERENCES:

The 2026-27 LCAP and Infographic can be found on the District [website](#). Copies can be made available by calling the District Office at 530-241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Pioneer Continuation High School Implementation Plan

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

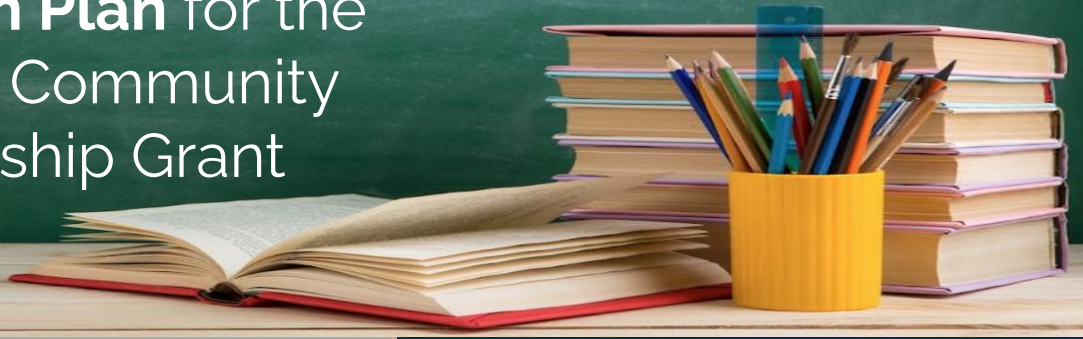
Due to the 2022 legislative update, the California Department of Education requires all Implementation Grantees have their Implementation Plan presented to the Governing Board and posted on the school's website. The Shasta County Office of Education is a supporting partner to the 27 funded school sites in creating, reviewing, and updating the site-based Community Schools Partnership Implementation Plan every school year. Pioneer Continuation High School's Plan has been modified to reflect the previous year's learning and the modified areas of focus and activities of the actual work based on that learning.

REFERENCES:

Education Code 48918(j)

Implementation Plan for the SCOE California Community Schools Partnership Grant

2025-2026



Shasta County Office of Education COMMUNITY SCHOOLS

Providing extra support for
healthier students and families

Schools have many resources and supports, but sometimes needs fall outside of the school's sphere of influence. Community Schools partner with families and community organizations to offer families a wide range of services to address academic and non-academic barriers to learning and success.

Every Community School has different priorities based on their unique and identified needs, so they all look a bit different. All Community Schools, however, work with **students and their families** to provide the services and support.

A draft "Implementation Plan" was submitted for every school site listed in the application as a tentative plan.. Each year, the plan is modified to reflect the previous year's learning and the modified areas of focus and activities of the actual work based on that learning.

The previous 9 Capacity-Building Strategies from 2024 were streamlined by the CDE and the State Technical Assistance Center to 5 in 2025.

5 Capacity-Building Strategies

Developed and Implemented
in Phases:

1. Shared Commitment, Understanding and Priorities
2. Centering Community Based Learning
3. Collaborative leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

Due Before June 30, 2026

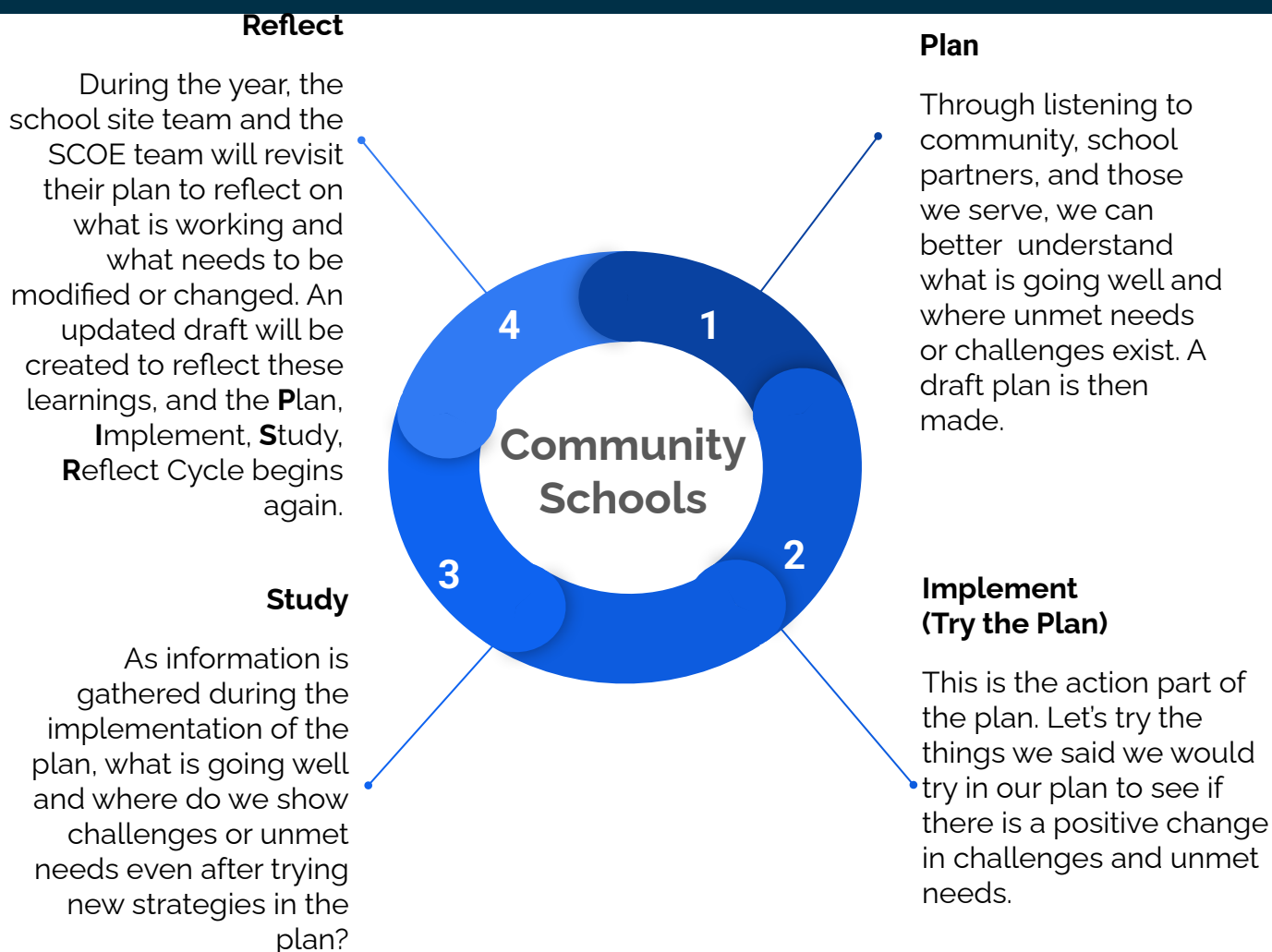
Share Implementation Plans

The Implementation Plan must be presented to District governing boards each year as an **Information Item** and posted on the school/district website. Evidence of this will be required in the 2026 Annual Progress Report for the grant.

Developing the Implementation Plan Over Time

- **Shasta County Office of Education** is a supporting partner to our 27 funded school sites in creating, reviewing, and updating the site-based Community Schools Partnership Implementation Plan(s) every school year.
- **School sites** are encouraged to collaborate with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop, review and modify their site Community Schools Partnership Implementation Plan.
- **Shasta County Office of Education** is the supporting partner for helping to organize community partners and/or subcontractors.
- **School sites** should look for opportunities to include partners in the development and review of the plan. It is recommended that the plan be reviewed twice a year.

This is a journey...



CCSPP: 2025-2026 IMPLEMENTATION PLAN

School Site and Consortium Lead Contact Information

Implementation Plan	Cohort 2 July 1, 2025 - June 30, 2026
District Name	Shasta Union High School District
School Name	Pioneer Continuation High School
Grades	9-12
School Contact Person	Tim Calkins
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#))

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community school work:

Priorities built around the Overarching Values

1. Relationship-Centered Spaces:

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

Our consortium of 27 schools continues to deepen its collective understanding of how to work together while honoring the unique strengths and needs of each district and school site. A primary focus for the 2025-2026 school year was capturing the full story of each school as a community school, looking beyond grant participation. This intentionality proved vital during a period of significant leadership transition; 13 of our 27 sites have welcomed new principals since the grant began, with three sites experiencing multiple changes. To support these transitions, the LEAD Grant LEA (SCOE) and participating sites focused on intentional messaging and a reflection of current need. This included hosting school-wide events to boost family engagement, utilizing social media to highlight activities like Literacy and STEAM nights, and creating student voice panels. We have also prioritized internal efficiency by connecting departments across SCOE to better serve requested district needs. All communication materials are now designed to be more reader-friendly and are translated into multiple languages to ensure accessibility for all families.

We have maintained strong connections with community partners through transparent and insightful dialogue. By providing clarity on grant activities and sharing public records (while strictly maintaining family confidentiality), we have fostered a collaborative environment where all voices are considered. A key area of ongoing focus for our partners involves parental consent for services. We remain committed to the requirement that all grant-funded supports are voluntary, confidential, and provided only upon the explicit request and consent of a parent or guardian. Site-based Community Connectors strictly adhere to district policies for all campus activities. These conversations, while sometimes challenging, are essential for correcting misunderstandings and refining our plans.

Meaningful engagement with staff, families, and students remains the heart of our community school initiative. By gaining perspectives that challenge our own, we are better equipped to guide the Shasta County Office of Education Consortium through a process of continuous improvement. This collaborative approach brings us closer to a shared, authentic vision of what our community schools can achieve.

Lead Agency (Grant Holder: SCOE) examples of Relational Centered Spaces:

Monthly Site Administrator Virtual Collaboration Calls:

The Shasta County Office of Education (SCOE) Community Schools Consortium conducts 45-minute virtual touch-point calls for administrators on a monthly basis (totaling 15 sessions to date) for 25-26 school year. These calls provide a dedicated forum for school-site leaders to collaborate, share

successes regarding their Community Connectors, and exchange student and family engagement strategies. Participants can discuss implementation barriers in a supportive environment, fostering a network of peer support. During these sessions, the SCOE team provides updates from the California Department of Education (CDE) and both State and Regional Technical Assistance Centers (STAC/RTAC). The agenda includes brief professional development on topics like chronic absenteeism, feedback cycles on service impact, and collaborative evaluation of the cost-effectiveness of various grant-funded initiatives. This structured dialogue is central to our continuous improvement model, which focuses on defining objectives, testing new strategies, measuring impact, and determining subsequent steps.

Site-Based Community Connector:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent), and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community, related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.
 - ❖ Example of an impact story from one of our community schools:

Empowerment and Resilience

In September 2025, Community Connect received a referral for a resilient single parent managing the care of two young students and an older disabled son. At that time, the family was in the middle of a crisis centered on one of the students' school experiences and behaviors at home. The referral detailed significant behavioral struggles in the classroom and home, including screaming, hiding under tables, and exhibiting physical aggression toward staff. The student often retreated into a fantasy world, pretending to be an animal and refusing to acknowledge adult redirection, which created a mounting barrier to her education and the family's stability.

Community Connect immediately engaged with the family to provide support through a positive parenting program and an additional group specific to trauma, offered through the Community Schools program. As the Community Connector conducted regular home visits, it became clear that the parent was rapidly absorbing and implementing these new strategies. During these sessions, the parent shared the history of abuse the family had survived and escaped. She noted that the group was particularly impactful because it taught her about the physiological functions of the brain, allowing her to view her children's behaviors through a trauma-informed lens. This shift in perspective was described by the client as "extremely helpful" in managing the daily complexities of her household.

The transformation extended to the classroom, where staff reported significant improvement in the students' growth. Empowered by these resources, the parent took an active leadership role, collaborating with teaching staff to share tools that supported her daughter's unique needs.

Following this success, the parent transitioned into intensive therapy with consistent attendance. Reflecting on the journey, she described these specialized resources as "life-changing." This case illustrates how collaborative, trauma-informed education can empower a family to move from survival to thriving.

2. Shared Power:

Community schools are grounded in the belief that schools belong to all of us—students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE) examples of Shared Power:

- ❖ Deliver specialized resources and collaborative frameworks, such as Empathy Interview Training, to cultivate participatory decision-making within school-site Leadership Teams.
- ❖ Team Mapping: Execute systematic evaluations of team objectives, membership, and functional efficacy to optimize collective impact.
- ❖ Facilitate consistent strategic alignment forums to bridge school-site Leadership Teams with broader Consortium perspectives.
- ❖ Embed representatives from school-site Leadership Teams directly into the formal governance and decision-making architecture of the Consortium.

School Site examples of Shared Power:

- ❖ Develop school-site Leadership Teams that intentionally integrate the diverse voices of families, students, staff, and community partners.
 - **Governance & Leadership:** Utilization of Site Councils, Lighthouse Teams, Student Voice Committees, Action Teams, and Attendance Review Teams to drive site transformation.
 - **Parent & Family Engagement:** Strengthening alliances through Parent Clubs/PTO, Boosters, collaborative SSTs/IEPs, informal dialogue sessions, and robust two-way communication platforms like ParentSquare.
 - **Professional Collaboration:** Fostering shared expertise through Professional Learning Communities (PLCs), grade-level syncs, para-professional development, and integrated counseling coordination.
- ❖ Leverage empathy interviews, focus groups, and surveys to transform interest-holder feedback into actionable, collaborative decisions.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

- ❖ **Career Pathway Development (High School Focus):** Implementing simulations, workshops, testing (e.g., ASVAB), and career-focused excursions to ensure high school students gain the foundational skills and exposure necessary for future professional success. Specific activities include the Game of Life Simulations, CTE Workshops, College Career Days, and site visits to varied employment sectors.
- ❖ **Place-Based and Experiential Learning:** Utilizing local cultural and natural assets (e.g., SCOE Planetarium, Lassen Park, local museums) to provide engaging, interdisciplinary field experiences that anchor curriculum in local history and knowledge.
- ❖ **Civic Engagement and Strategic Community Service:** Establishing structured partnerships with local service organizations (e.g., Exodus Farms, Haven Humane, 4-H) to cultivate civic responsibility, provide service-learning opportunities, and integrate student representatives into multicultural community events.
- ❖ **Integrated Academic Enrichment:** Offering hands-on, expanded learning opportunities across all grade levels, such as STEM/STEAM programs, to reinforce core academic competencies and encourage interdisciplinary problem-solving.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual understanding instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

By the end of the grant period, School Site Leadership Teams will be more familiar with Improvement and Compassionate Systems strategies to continuously improve their goals and actions within their community school. The Shasta County Community School Consortium SCOE Team will provide coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working, and what they will try next. (Plan, Do, Study, Act Cycles) These cycles will include methods for sharing and celebrating school successes and identifying areas for growth.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members, and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Our LEAs and sites have established specific LCAP and SPSA objectives that focus on thorough needs and asset assessments alongside comprehensive family engagement strategies. To ensure every student and family is effectively reached, the consortium, schools, and districts utilize diverse engagement tools, including surveys, focus groups, empathy interviews, and both formal and informal dialogue platforms. (additional response as part of Part C below)

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

During Year 1 of implementation, our school sites and consortium deepened their Needs and Asset Assessments. These efforts expanded upon the extensive family and community engagement initiatives established through previous CCSPP grants and aligned programs, such as our comprehensive attendance support systems. These assessments actively engaged students, staff (including teachers, counselors, and administrators), families, and community partners to identify critical priorities. ***Integrated student support and enhanced community engagement emerged as the primary focus areas for this grant.*** To inform our individual site and consortium-wide strategies, we utilized diverse data collection methods, including empathy interviews, focus groups, community summits, and home visits.

To ensure these assessments remain meaningful, the consortium collaborates annually with school and district teams to test and refine engagement strategies. We prioritize scaling strategies that demonstrate positive outcomes while respecting the unique needs of each site. By involving a broad spectrum of partners, school sites continue to reflect on diverse datasets to build more effective environments. Best practices—such as hosting family events at varied times to ensure accessibility, utilizing multilingual surveys, and facilitating collaborative focus groups—have successfully increased the diversity of voices and perspectives integrated into decision-making processes.

As our community schools evolve, we maintain a balanced approach between consortium-wide and site-specific actions and goals. We prioritize continuous communication and feedback loops with our partners, ensuring that our efforts are constantly refined based on direct community input.

Lead Agency (Grant Holder: SCOE):

- ❖ The Lead Agency consistently consults with the California Department of Education (CDE) and the State Transformational Assistance Center (S-TAC) to stay informed on the latest research and best practices. These state partners also actively engage with the Shasta County consortium to learn from our local implementation successes. Following a transition in leadership from the Alameda to the Sacramento County Office of Education, S-TAC continues to provide meaningful guidance. State Partners offer monthly collaboration sessions for all grant-funded administrators, providing a platform for peer-to-peer learning and direct engagement with state-level expertise from across the region.
- ❖ Regularly scheduled virtual touch-point calls for administrators facilitate ongoing coordination and professional support.
- ❖ Relationship building with school sites is a priority
- ❖ Data analytics derived from Capacity Building Strategies are systematically reviewed to identify emerging trends, thematic needs, and key implementation takeaways.

Consolidated Strategic Initiatives Derived from Longitudinal Assessment Data from the Consortium:

- ❖ **Advancing Community and Family Partnerships:**
 - Schools prioritize the cultivation of sustainable alliances with community organizations and the deepening of authentic family engagement.
 - Current initiatives include the establishment of dedicated family resource centers, flexible scheduling for community forums, parent-led advisory groups, and targeted prevention education workshops.
- ❖ **Optimizing Student Attendance and Engagement:**
 - Addressing chronic absenteeism through a multi-tiered system of support remains a primary objective for the consortium.
 - Key strategies involve positive attendance messaging and recognition, reflecting on current data trends, trauma-informed behavioral interventions, positive experiences strategies, and the integration of specialized behavior technicians to support student stability.
- ❖ **Holistic Social-Emotional Development:**
 - Schools are embedding social-emotional learning (SEL) into the daily curriculum, acknowledging the vital link between emotional well-being and academic efficacy.
 - Evidence-based programs include "Leader in Me," the Positive Parenting Program (Triple P), mentorship programs, and nurture groups are central to this work.
- ❖ **Strengthening Literacy and Academic Foundations:**
 - Consortium members are dedicated to elevating literacy rates and overall academic achievement through data-informed instructional planning.

- Implementation tactics include innovative reading incentives, expanded access to literature through book vending machines, and alignment of school plans with rigorous performance metrics.

❖ **Workforce Sustainability and Professional Growth:**

- Ensuring staff retention and fostering professional expertise are critical for long-term program success.
- Strategic efforts are focused on providing comprehensive training and support systems to mitigate turnover and enhance instructional quality.

Key Strategic Takeaways:

- **Data-Driven Collaborative Governance:** Implementation efforts leverage rigorous data analysis—specifically regarding attendance and literacy—to foster transparent, collective decision-making among staff, families, and community partners.
- **Integrated Student & Family Supports:** Community Connectors provide a vital link to essential resources, while expanded site-based roles, such as behavior technicians and literacy coordinators, ensure holistic support for student well-being.
- **Evidence-Based Engagement & Innovation:** The use of innovative incentive programs and specialized academic tools has successfully increased student engagement and motivated measurable growth in core competencies.
- **Capacity Building & Cultural Proficiency:** Prioritizing professional development in trauma-informed care and cultural sensitivity ensures an inclusive school environment and strengthens the efficacy of Professional Learning Communities.
- **Sustained Continuous Improvement:** A commitment to ongoing assessment and the adaptation of strategies ensures the community school remains responsive to evolving local needs and long-term goals.

Integrated Student Supports

Integrated Student Supports

Connecting students and families with available services, as well as fostering a positive and healthy school climate

Community Connect Coordinators provide essential on-site navigation, bridging the gap between families and vital community resources. Their primary objective is to address family barriers—such as chronic absenteeism, behavioral challenges, and housing instability—that fall outside the traditional scope of school influence. By facilitating deeper engagement between families, students, and educators, Coordinators play a pivotal role in strengthening the school community.

Community Connectors participate in specialized training tailored to address the specific needs identified through our longitudinal data collection. For the 2025-2026 school year, these professional development sessions offered both internal and community partnerships that have included, and are not limited to:

- Motivational Interviewing training and practices, monthly
- Clinical Consultant/Mentor Meetings, weekly
- Boundaries in the Field: Home Visiting
- De-Escalation Strategies for Crisis Interventions
- Home Safety: Home Visiting
- Case Management, Collaboration, Case Notes, Documentation
- Workshop 1: Foundations of Trauma-Informed Care and Empathic Communication
- Workshop 2: Responding to Trauma and Building Resilience
- Workshop 3: Sustaining Trauma-Informed Practice: Addressing Vicarious Trauma and Combating Stigma
- Skills and Resources for Working with Diverse Populations
- The Hopeful Science of Positive Experiences
- The Cost of Poverty
- Whole Child Supports for Native Youth

The following examples highlight how school site Community Connectors support both existing site initiatives and events and the development of new, impactful programming and/or events.

Operational Guidelines & Scope

- Community Connectors are SCOE staff funded through the Community Schools Grant and are prohibited from holding existing school roles such as: Yard Duty, Librarian, etc.
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations, Multi-Cultural Events	Builds community spirit, encourages family participation, and adds to the positive school environment	Coordination of logistics, funding for events, and ensuring accessibility for all families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.

	communication		
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through the Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and Student/Family orientation to foster cultural awareness and community integration.	Enhances cultural understanding, strengthens community ties, and supports family inclusion.	Cultural sensitivity training, funding for events, and outreach to diverse families.

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts require consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness	Boosts school spirit, fosters inclusivity, and	Event planning resources, funding, and

	events, and school celebrations (e.g., Thanksgiving and Christmas events).	engages students and staff in community-building activities	ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like the Staff Appreciation Luncheon and the Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity, and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate.

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and Enrichment Opportunities	Support programs like Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	Improves academic performance, encourages creativity, and develops problem-solving skills.	Access to materials and technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility, teaches empathy, and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.

	students for the future.		
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

*"To put it simply, our **[Community Connect Coordinator]** has been phenomenal for us... He has built strong, authentic relationships with our students and families, and his presence has had a very positive impact on our campus culture."*

— **Principal**

*"Our **[Community Connect Coordinator]** is always willing to jump in and help where needed. She supports our families with her whole heart and is knowledgeable of the resources available."*

— **Principal**

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families, as well as understanding the theoretical roots and practical elements of community-based learning.

School Site
Goals
By the end of Year 3, school sites that choose this area of focus will increase the number of community-based learning (CBL) projects implemented by teachers at each school site by the end of the school year.
Action Steps
<ol style="list-style-type: none"> 1. Promote professional development workshops for teachers on the development and implementation of CBL projects provided by the Consortium 2. Distribute the resources the Consortium provides for teachers to create and implement CBL projects in their classrooms. 3. Encourage teachers to collaborate with community partners and involve students in designing and implementing CBL projects.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Increase in the number of CBL projects implemented at each school site. 2. Number of teachers who participate in the professional development workshops. 3. Student engagement and participation in CBL projects.

Shasta County Community School Consortium	
Goals	
By the end of Year 3 of the implementation grant, 75% of educators in the consortium participating school sites will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instruction.	
Action Steps	
<ol style="list-style-type: none"> 1. Identify or develop professional development opportunities focused on CBL for educators in the consortium. 2. Provide professional development opportunities for educators in the consortium that focus on the theoretical roots and practical elements of CBL, as well as examples of CBL in action. 3. Provide ongoing support and resources to educators as they integrate CBL principles into their instruction. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. 75% of educators in the consortium have participated in at least one professional development opportunity focused on CBL by the end of Year 3. 2. 5 or more opportunities for educators in the Consortium to collaborate with community partners on community-based curriculum or pedagogical projects will be developed or identified. 3. Log of ongoing support and resources provided to educators as they integrate CBL principles into their instruction. 	

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual, like an organizational chart of other graphic):

Strategic Alignment through Asset Mapping

Annual systemic reviews allow our schools to evaluate current structures, identifying opportunities to celebrate successes while streamlining operations. A cornerstone of this process is Team Mapping. This strategy enables sites to leverage existing leadership, community partnerships, and governance structures to accelerate the cycles of deep listening and relationship building. Typically facilitated by the School Site Administrator (serving as the Community School Coordinator), the Team Mapping process provides a comprehensive overview of site-level teams—their composition, specific functions, and core priorities. This data-driven insight empowers administrators to optimize decision-making bodies; notably, most of our sites have successfully designated their existing Site Council as their primary Community School Leadership Team.

Key Staff/Personnel for Site & Consortium Lead Team

Key Staff Name	Main Role/Function at Consortium and Site Level
Site Administrator	Community School Coordinator: Coordinating and overseeing the implementation of the community school model at their specific site. They lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan and actions that address the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day, utilizing resources and supports within their “sphere of influence” and capacity. They also work closely with the Leadership Team to identify and address the needs of students and families and to ensure that the services provided are culturally responsive and meet the needs of diverse communities. Additionally, the counselor helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
District CBO	School Site/District Leadership Team/Fiscal: Overseeing the financial management of the community school model at their specific site. They work closely with the school site administrator and the CCSPP consortium's fiscal person to ensure that funds are allocated appropriately and expenses are properly documented and reported. They play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.

<p>Community Connector</p>	<p>School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the family's request, ensuring that they are culturally responsive and can meet the needs of diverse communities.</p>
<p>Wendy Hall</p>	<p>Consortium Lead Agency Community School Coordinator: Coordinating the implementation of the community school plan across all participating schools. They work closely with the school site's Leadership Teams, school administrators, district staff, and community partners to develop and implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families as it relates to the grant. They also serve as the primary liaison between the Consortium & the California Department of Education.</p>
<p>April Matthews</p>	<p>Consortium Lead Agency Integrated Student Supports Internal Director: Overseeing the provision of the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partner closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.</p>
<p>Jake Hahn</p>	<p>Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs, and celebrations and grant annual reports.</p>
<p>SCOE Business Accountant</p>	<p>Consortium Lead Agency Community School Fiscal Accountant: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team which includes the district CBO, to ensure that resources are used effectively & efficiently, that financial goals & targets are met, and funds are used within the allowable uses as determined by the grant.</p>

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sustainability Plan

To ensure the long-term viability of our community schools, SCOE—as the Lead LEA—is committed to the intentional sustainability of the processes, mindsets, and collaborative structures established during this grant period. We actively work with partners and interest-holders to secure diverse revenue streams that maintain our support framework. While funding sources fluctuate, we prioritize sustaining the foundational relationship-building and deep listening practices that drive our collective vision. This includes leveraging partnerships, as well as accessing local and state resources. To support local Community Schools and consortia, through collaboration with the California Children's Trust, a toolkit has been developed for securing billing vendors. SCOE utilized experienced statewide and local consultants with deep expertise in behavioral health systems, school-based services, program implementation, and cross-agency collaboration to strengthen consortium services through the Children and Youth Behavioral Health Initiative. Through the Technical Assistance received, SCOE continued to research and analyze different mental health and behavioral needs and services that could help sustain the vital services and transformative mindsets cultivated through this initiative after the grant concludes, including options such as certifying eligible Community Connect Coordinators as Wellness Coaches.

We are dedicated to ensuring that the impactful work and vital support structures established for our school sites and families remain in place long after the grant concludes. To facilitate this transition, our goal for the end of Year 4 for each cohort is to present a comprehensive "Menu of Services" that outlines costs and sustainability options. This menu will clearly distinguish between services SCOE can sustain through ongoing funding and those that would require site or district investment **should they choose to continue** those specific supports. This proactive approach allows districts to plan effectively to either opt in or out of services following Year 5. Importantly, **participating sites and districts bear zero liability for opting not to sustain staff or services beyond the grant term.** Meanwhile, our SCOE team remains committed to identifying new, strategic funding sources that align with the evolving needs of our schools and families. As part of the consortium's sustainability plan, we found a way to extend the positively impactful Cohort 1 supports, established during the grant period, for an additional year. This extension aligns Cohort 1 services to conclude alongside Cohort 2 in June 2028. This action provides an increased timeline to secure long-term funding for the critical resources and supports requested by our schools.

Capacity Building and Strategic Sustainability

To ensure long-term efficacy, the consortium prioritizes high-impact capacity building directly informed by site-level and family feedback. Our support model centers on structured collaboration, including monthly virtual sessions for school administrators to share best practices and address implementation barriers. Furthermore, we provide targeted one-on-one coaching for Community Connectors and facilitate direct fiscal alignment sessions with district leadership. These consultations

ensure that Community School Fund Plans are seamlessly integrated with LCAP and SPSA objectives, maintaining strict adherence to district policies while maximizing resource impact.

Consolidated Services

Our Consortium's consolidated service strategy plays a key role in building sustainability beyond the life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure provides a platform for ongoing communication and coordination, allowing us to identify and address emerging needs and opportunities in a timely and efficient manner. This sustained effort and relationship building allow us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long-term, based on local context.

Alignment

Community Schools should not be viewed as a standalone program, but rather as an essential framework for aligning the diverse initiatives and structures that enable a school and its community to thrive. Our school sites utilize their core guiding documents—including LCAPs, SPSAs, Safety Plans, and Community School Fund Plans—to create a coherent system of support. A successful Community School model is built on continuous reflection, asking critical questions: "Whose perspective is missing?", "What successes should we celebrate and scale?", "How can we further streamline our efforts for improvement?", and "What evidence shows we are making a meaningful difference?" These steps are vital for maintaining a responsive and effective school environment.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Shasta County Community School Consortium
Goals
During the grant period, increase and strengthen School-Community Partnerships through “Relational Mapping” and Community Connect.
Action Steps
<ol style="list-style-type: none"> 1. Utilize school site Relational Mapping and Community Connect to identify and map community assets and resources available to support student success and well-being. 2. Hire a Community Connector for each school site. 3. Engage identified partners in school-based initiatives and programs. 4. Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination. 5. Become proficient in referring students to the Consortium’s internal community school support like Community Connect, Bridges to School Success Programs, Triple P, etc.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Increase the number of community partners engaged in school-based initiatives and programs by 25% within the first two years of implementation. 2. Increase the number of students and families served by community partners by 10% within the first year of implementation. (Increase the connection and engagement rates of families referred by the school sites) 3. Include maintaining and expanding school-community partnerships beyond the life of the grant period as part of the Consortium’s sustainability plan.
Shasta County Community School Consortium
Goals
Apply for California Accountable Communities for Health Initiative’s (CACHI) funding for the Accountable Community for Health Initiative with strategic community partners to establish an ACH, a community-driven collaborative dedicated to making lasting and transformational change in the health of a community and forwarding the goal of health equity in our community.
Action Steps

1. Research and review the California Accountable Communities for Health Initiative's Accountable Community for Health (ACH) funding requirements and application process.
2. Collaborate with the Health Alliance of Northern California (HANC), Shasta Health Assessment and Redesign Collaborative (SHARC), and the Children’s Legacy Center to develop a comprehensive funding proposal that reflects the needs of our community.
3. Submit the funding proposal for the ACH Initiative to secure the funding necessary to establish the ACH infrastructure.

Outcome/Indicators

Active Community Partner Engagement:

Site-Level Community Connectors: Our Connectors maintain a consistent presence with local nonprofits, government agencies, and businesses. These ongoing interactions ensure a deep understanding of available services, streamlining the referral process for families seeking specific support or resources. This collaborative loop is further strengthened as agency representatives frequently attend Community Connect staff meetings to provide real-time service updates.

- Regional collaboration is prioritized through reciprocal site visits between rural schools and Shasta County locations, fostering a robust network for professional sharing and strategic coordination.
- **Key LEA Lead (SCOE) Partnerships & Collaborations:**
 - Shasta County Oral Health Advisory Committee (Quarterly)
 - United Way 211 Advisory Committee (Monthly)
 - SHARC Integrated Care Committee (Monthly)
 - Community Health Alliance for Children and Youth (CHACY) (Monthly as of March 2025)
 - Healthy Shasta Steering Committee (Monthly)
 - SCOE School Nurse Coordination (Monthly)
 - Public Health & School Nurse Collaborative (Monthly)
 - North State Together (Weekly Planning & Professional Development)
 - Partners for Rural Impact (Professional Development)
 - SHARC Community of Practice (Monthly)
 - First 5 Shasta
 - Health Alliance of Northern California Community Of Practice

Beyond formal partnerships, ongoing collaboration with community-based agencies remains vital. These relationships ensure that Community Connect Coordinators have access to current, relevant information, allowing them to effectively link families with essential community support. Key collaborators include, but are not limited to:

- Shasta County Health and Human Services: Children's and Housing Support Programs
- Collaboration with Homeless & District Liaisons
- Northern Valley Catholic Services
- Crime Victims Assistance

- City of Redding Recreation
- Hearts of Hope Grief Support
- Next Step Housing
- One Safe Place and the Children's Legacy Center
- Hill Country & Care Center
- Help Me Grow
- North American Mental Health
- Shasta Community Health Center/Enhanced Care Management
- Homeless Management Information System

Consortium Level Community Connector Family Referral Data:

Shasta County Office of Education
COMMUNITY SCHOOLS
 2025/2026

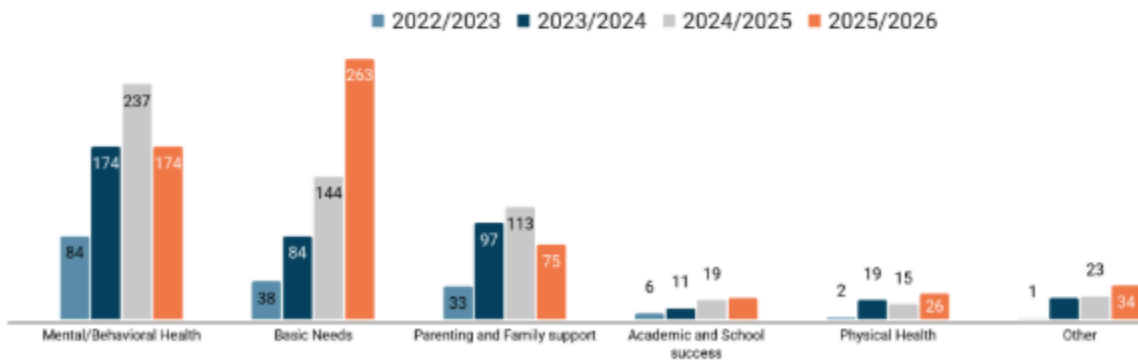
COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024/2025	2025/2026*
Referrals to Community Connect	354	565	539	446
Connection Rate* (*excludes pending)	88% (264)	91% (448)	93% (459)	91% (374)
Acceptance Rate (by family)	74% (196)	88% (398)	85% (392)	82% (312)

*Thru April '26

External Referrals



# Unique Agencies Referred to	62	132	159	149
Family Goals	N/A (Not collected)	359	549	665

Shasta County Office of Education
COMMUNITY SCHOOLS
 2025/2026

CLINICAL & OTHER SERVICES

Families may be referred to additional services provided by clinical and behavioral staff, when applicable. Each service is offered to families and all services are free, voluntary, evidenced based, and require parental consent.

Therapy is provided by licensed or those under clinical supervision at the Shasta County Office of Education, at the families home, school, virtually, or at another location requested by the family. The **Bridges 8 Week Model** is a problem-solving and capacity-building intervention implemented within a collaborative relationship between a professional consultant and one or more caregivers, typically an early care and education provider and/or family member. **NMT** is a method for organizing a child's developmental history and current functioning to inform the selection and sequencing of therapeutic, educational, and enrichment activities. NMT helps professionals understand how trauma impacts brain development and identify developmentally appropriate interventions to promote healing and resilience. The **Nurture and Active Mind Groups** are optional programs that provide safe spaces for students ranging from childhood through their teen years to develop social and interpersonal skills, emotional regulation, and healthy relationships.

Data *Thru April '26	Therapy	8 Week Model	NMT
Referrals ¹	60	29	9
# Completed or Continuing Services ²	65	20	16
	Nurture Group	Active Minds Group	
# of Groups	9	4	
# Students Registered	55	20	

¹Referrals received between 7/1/24-6/30/25

²Cases closed between 7/1/24-6/30/25 or have no close date. Referrals for those completed or continuing services may have been received in previous cohort funding year, if applicable



School Site:

In addition to consortium-level support, each school site implements unique, localized activities and engagement strategies tailored to its specific community. For comprehensive details on site-specific initiatives, please contact the respective school site administrator.

Template developed by the California Department of Education and State Transformational Assistance Center, April 2024.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: 2028-29 Calendars – School, Educational Support Professionals (ESP), and PHS

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
The calendars for 2028-29 are presented for approval. The attached calendars have been addressed in negotiation meetings and developed in consultation with staff in various programs.

Shasta Union High School District 2028-29 School Calendar

July 2028						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1st Quarter Ends: October 13 42
 1st Semester Ends: December 21 42
 3rd Quarter Ends: March 23 48
 2nd Semester Ends: June 6 48

Student Attendance Days (180)

Minimum Days

Finals

August 2028						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2028						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2028						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2028						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2028						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31						

January 2029						
Su	M	Tu	W	Th	F	Sa
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February 2029						
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March 2029						
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April 2029						
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May 2029						
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June 2029						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

HOLIDAYS/RECESSES	<input type="checkbox"/>
Labor Day	Sep 4
Veteran's Day Holiday	Nov 10
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov 20-24
Winter Break	Dec 22 -Jan 8
Martin Luther King Day	Jan 15
Presidents' Day	Feb 19
Lincoln Day Observed	Feb 20
Presidents' Week	Feb 19-23
Spring Break	April 2 - April 6
Memorial Day	May 28
Juneteenth Observed	June 19
<i>Easter - April 1</i>	

CERTIFICATED DATES	
School Starts: August 16	
School Ends: June 7	
District Work Days	<input type="checkbox"/> Aug 15 <input type="checkbox"/> June 8
Staff Development Days	<input type="checkbox"/> Aug 14 <input type="checkbox"/> Jan 8
Snow Day Makeup: April 6	

Shasta Union High School District 2028-29 ESP Calendar

12

July 2028						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12 month employees work all days except holidays
11 month employees do not work during July

Shaded = 10 month employee work days (182)

August 2028						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

20

21

16

15

September 2028						
Su	M	Tu	W	Th	F	Sa
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16

October 2028						
Su	M	Tu	W	Th	F	Sa
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15

November 2028						
Su	M	Tu	W	Th	F	Sa
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22

December 2028						
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16

January 2029						
Su	M	Tu	W	Th	F	Sa
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22

February 2029						
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22

March 2029						
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5

April 2029						
Su	M	Tu	W	Th	F	Sa
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May 2029						
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June 2029						
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24	25	26	27	28	29	30

HOLIDAYS/RECESSES	
Independence Day	July 4 <input type="checkbox"/>
Labor Day	Sep 4
Veteran's Day Holiday	Nov 10
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov 20-24
Winter Break	Dec 22 -Jan 8
Martin Luther King Day	Jan 15
Presidents' Day	Feb 19
Lincoln Day Observed	Feb 20
Presidents' Week	Feb 19-23
Spring Break	April 2 - April 6
<i>Easter - April 1</i>	
Memorial Day	May 28
Juneteenth Observed	June 19

ESP DATES
School Starts: August 16
School Ends: June 7
Staff Development Days <input type="checkbox"/> Aug 14 Jan 8
Snow Day Makeup: April 6

Shasta Union High School District

2028-29 PIONEER HIGH SCHOOL

Session 1	08/16/28 - 09/22/28	27
Session 2	09/25/28 - 11/03/28	29
Session 3	11/06/28 - 12/21/28	28
Session 4	01/09/29 - 02/16/29	28
Session 5	02/26/29 - 04/20/29	35
Session 6	04/23/29 - 06/07/29	33

Student Attendance Days (180)

Minimum Days

Finals

July 2028						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
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August 2028						
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September 2028						
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October 2028						
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November 2028						
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December 2028						
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January 2029						
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28	29	30	31			

February 2029						
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25	26	27	28			

March 2029						
Su	M	Tu	W	Th	F	Sa
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April 2029						
Su	M	Tu	W	Th	F	Sa
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29	30					

May 2029						
Su	M	Tu	W	Th	F	Sa
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June 2029						
Su	M	Tu	W	Th	F	Sa
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24	25	26	27	28	29	30

HOLIDAYS/RECESSES □

Labor Day	Sep 4
Veteran's Day Holiday	Nov 10
<i>(by law must be Nov 11 if a weekday)</i>	
Thanksgiving Break	Nov 20-24
Winter Break	Dec 22 -Jan 8
Martin Luther King Day	Jan 15
Presidents' Day	Feb 19
Lincoln Day Observed	Feb 20
Presidents' Week	Feb 19-23
Spring Break	April 2 - April 6
Memorial Day	May 28
Juneteenth Observed	June 19
<i>Easter - April 1</i>	

CERTIFICATED DATES

School Starts: August 16	
School Ends: June 7	
District Work Days	○ Aug 15 June 8
Staff Development Days	△ Aug 14 Jan 8
Snow Day Makeup: April 6	

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Observance of Lincoln Day for the 2028-29 School Year

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Education Code 37220a (3) requires that the Monday or Friday of the week in which February 12 occurs shall be observed as “Lincoln Day.” The governing board of a school district, by adoption of a resolution, may revise this date. The resolution presented authorizes the observance of “Lincoln Day” for the 2028-29 school year on Tuesday, February 20, 2029 in accordance with the allowances provided under Education Code 37220 (e).

REFERENCES:

Education Code 37220a (3) and Education Code 37220 (e)

**SHASTA UNION HIGH SCHOOL DISTRICT
RESOLUTION NO. 26-**

**RESOLUTION REVISING THE OBSERVANCE
OF “LINCOLN DAY” IN THE 2028-29 SCHOOL YEAR**

WHEREAS, Education Code 37220a (3) requires that the Monday or Friday of the week in which February 12 occurs shall be observed as “Lincoln Day.” On the day that school is in session prior to the day on which schools are closed for that purpose, all public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln.; and

WHEREAS; Except for Veterans Day, as designated in paragraph (8) of subdivision (a) of Education Code 37220, the governing board of a school district, by adoption of a resolution, may revise the date upon which the schools of the district close in observance of any of the holidays identified in subdivision (a).; and

NOW THEREFORE BE IT RESOLVED, that the Governing Board of the Shasta Union High School District votes to move the observance of “Lincoln Day” for the 2028-29 school year from Monday, February 12, 2029 to Tuesday, February 20, 2029 in accordance with the allowances provided under Education Code 37220 (e).

PASSED AND ADOPTED by the Board of Trustees of the Shasta Union High School District on this 17th day of June 2026 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

I, Andrea Hoheisel, President of the Shasta Union High School District Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of the resolution adopted by the Board of Trustees at a regularly called and conducted meeting held on said date.

Andrea Hoheisel, President
Board of Trustees
Shasta Union High School District
Shasta County, California

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Shasta Charter Academy (SCA) Memorandum of Understanding (MOU)

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Approve a one-year renewal for the Charter of Shasta Charter Academy extending the MOU to June 30, 2027. The District has partnered with the Director of Shasta Charter Academy to review the changes to the MOU. The major change in the MOU is a decrease in the annual fee for services provided from 4% to 3.75%. This is due to no longer providing attendance accounting services to them. SCA has purchased their own Aeries account and will be managing their own attendance reporting beginning with the 2026-27 fiscal year. The oversight fee remains at 1%.

The MOU is only for the 2026-27 fiscal year, allowing it to catch up with the Charter Petition which runs through the end of 2026-27.



OPERATIONAL AGREEMENT AND
MEMORANDUM OF UNDERSTANDING
BETWEEN THE
SHASTA UNION HIGH SCHOOL DISTRICT AND
THE SHASTA CHARTER ACADEMY

I. RECITALS

- A. WHEREAS, the Governing Board of the Shasta Union High School District (hereinafter "District") granted an initial charter (hereinafter "Charter") to the Shasta Secondary Home School on April 13, 1999 pursuant to the terms of the Charter Schools Act of 1992, as amended. The school changed its name to Shasta Charter Academy (hereinafter "School") on July 1, 2014. The SCA Governing Board renewed the School's charter for a term of five years at their regular board meeting on October 15, 2020 for a term of five years beginning July 1, 2021. Subsequently, the Shasta Union High School District Board of Trustees approved the charter petition on January 12, 2021 at its regular Board meeting on the consent agenda. On July 10, 2023, the Education Omnibus Budget Trailer Bill (Senate Bill 114) was signed into law; among other things, it provided an automatic one-year extension for charter schools whose terms were to expire between January 1, 2024 and June 30, 2027. This Charter, among other matters, calls for the District and School to enter into a mutually agreeable memorandum of understanding.
- B. WHEREAS, this Agreement defines the specific operational relationship between the School and the District and resolves other matters of mutual interest not otherwise resolved within the terms of the Charter. It is a master agreement for its term, made with the understanding that it is possible that there may be modifications, and both parties agree to meet and discuss the terms of such modifications in good faith and in a timely manner.

II. TERM

This Agreement covers the period from July 1, 2026 through June 30, 2027 (the 2026/2027 fiscal year). If the Charter is revoked or surrendered, this Agreement shall automatically terminate as soon as the School has exhausted its statutory and judicial appeals.

III. DEFINITIONS

AVERAGE DAILY ATTENDANCE

"Average daily attendance" is a number generated by the attendance of Charter pupils while engaged in educational activities required of them by the School, as defined in Education Code section 47612, and in Section 11960, of Title 5, Chapter 11, Subchapter 19, Article 1, of the California Administrative Code of Regulations and other applicable laws.

IV. FINANCIAL MATTERS

FUNDS KEPT IN A SEPARATE SCA FUND AT THE DISTRICT (DIRECT FUNDING MODEL)

Effective July 1, 2006 the School began receiving funding through the District from the State. Funds received will be deposited with the District, in a separate fund pursuant to Education Code section 47651(a)(2). The District shall cooperate in any necessary processes to ensure the appropriate and timely reporting of data and transfer of funds to the School. The District will also ensure timely transfer of property tax funds due to the School according to Education Code section 47635. The charter school is entitled to specific kinds of funds, including a general purpose entitlement pursuant to Education Code Section 47633, which includes in-lieu property taxes and state aid, including Education Protection Act funds, Concentration/Supplemental funds, Pursuant to Education Code Section 47634, and lottery funds, both unrestricted and restricted, pursuant to Education Code Section 47638, a variety of state and federal application based programs, as well as various grant opportunities, and any additional funds negotiated by the Charter School in accordance with Education Code Section 47636.

V. SUPERVISORIAL OVERSIGHT

- A. The School and District agree that supervisory oversight, as used in Education Code sections 47604.32 and 47613, consists of the activities which District is required to perform to review the activities of the School as listed in Education Code section 47604.32 and shall also include the following District activities:

Activities relating to monitoring the performance and compliance of the School with respect to the terms of its charter, related agreements, all applicable laws, and consultation.

Review of and response to the annual school performance report and related processes as outlined in Section three (3) of the School's charter.

Participating in the dispute resolution process as described in Section 14 of the charter.

A representative of the District may conduct a School Site Visit at least once per year.

- B. The School shall pay the District 1% for these services. Percentages of reimbursement to the District for oversight services will be based on general-purpose and categorical block grant funds. Both the percentage and the basis will be calculated as defined in Education Code 47613.
- C. The Parties recognize that the School is a separate legal entity. The School shall be operated by a nonprofit public benefit corporation under Education Code Section 47604. As such, in accordance with Education Code Section 47604(c), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School.

VI. DISTRICT ADMINISTRATIVE AND OTHER SERVICES

- A. In addition to the supervisory oversight services listed above, the District has agreed to provide, and the School has agreed to purchase, the following services from the District:

Accounting – including establishing a chart of accounts, account code structure, and financial ledgers; maintenance; posting of all financial transactions to the school's ledgers and including services of an account clerk.

Payroll – including preparation of pay warrants; distribution of payroll checks and execution of direct deposits; calculation and forwarding of all tax, benefit, retirement, and other withholdings; and preparation of and forwarding of tax withholdings and related documentation to state and federal tax authorities.

Accounts Receivable and Payable – including processing of all purchase orders and check requests in a timely fashion, preparation and deposit of all deposits, and posting relevant information to appropriate ledgers.

Budget Development and Fiscal Planning – including consulting assistance of District staff to assist the School in accurately identifying its revenues, comparing estimated revenues with actual revenues; assistance in projecting and monitoring expenditures; and assistance with preparing and revising long-term financial projections.

Insurance – the School is responsible for payment of unemployment and workers' compensation and any other employer payroll related insurances. The District will NOT offer School employees health benefits.

Personnel Services – including fingerprint clearance, pre-employment forms, and post-offer/pre-employment physicals. The District personnel office will keep duplicate personnel records.

School nurse – including special education assessments, support for student health plans and immunization updates, staff TB testing, staff training for student emergency health needs, and providing updates of school health law changes.

Technology and phone services – including provision of the following services, with existing District equipment. If additional equipment is necessary to provide the service(s), the additional cost will be at the expense of charter school.

- Internet access (provided School uses District as ISP)
- Firewall services (provided School uses District as ISP)
- Spam filtering (provided School uses District as ISP)
- Content filtering (provided School uses District as ISP)
- High End PC/Server Tech support – phone support
- Router support
- Phone – Dial tone/transfer/switching – (not including phones, OPX)
- Voicemail
- Long Distance

- Financial system access (SCA licensed Escape)

Consultation and advice – the School will provide most of its own services with regard to statewide testing and personnel. The School will do its own English Language Proficiency Assessments for California (ELPAC) assessments. At times, questions may arise regarding personnel issues and the School may consult with District personnel office.

- B. The School shall pay the District a total of 3.75% of total annual revenue for these services. This rate is predicated upon the School maintaining an in-house Chief Business Official.
- C. At times the School may contract for services beyond basic needs or other services than described above. This will be on an as-needed basis. If the District agrees to offer services, cost for such services will be negotiated at that time.

VII. STUDENT ACTIVITIES ON CAMPUS

- A. Interscholastic Athletics – Students must be enrolled in at least four periods on a comprehensive campus to participate in the District’s interscholastic athletics.
- B. Extracurricular/Co-curricular Activities – Students must be enrolled in at least four periods on a comprehensive campus to participate in extracurricular activities at that campus. To enroll in courses that have a limited enrollment by audition and require co-curricular activities, students must be on campus for at least four periods.

VIII. FACILITIES

The School shall provide for its own facility needs. The school’s 501(c)(3) operator, Shasta Secondary Home School, Inc. (hereafter SSHS, Inc.), shall be the title holder of properties which the School occupies. Currently, SSHS, Inc. owns properties at 307 Park Marina Circle and 333 Park Marina Circle in Redding. It was due to work of the School that funds were available for these facilities. Because SSHS, Inc. is the title holder of these properties, the School shall have exclusive use of these facilities and may collect rent on or lease parts thereof. The School may use funds generated for maintenance and repair of the facilities.

IX. SPECIAL EDUCATION

Services for students with special education needs will be provided by the School in accordance with SELPA regulations. Pursuant to Education Code section 4764, the School is its own LEA for purposes of special education as part of the El Dorado Charter Special Education Local Plan Area. The School will comply with all SELPA policies and procedures in operating the special education program. The School will comply with all 504 and IDEA requirements. The School Director will administer special education services. The School will employ properly credentialed resource specialist teachers. School will contract for all other needed special education services to be provided by appropriately qualified and, if needed, certified personnel.

X. MATRICULATION, ARTICULATION, CREDIT TRANSFER, AND GRADUATION

The School is accredited by WASC. Based upon the academic rigor of offered courses, meeting and exceeding of state standards, and quality of course content, the credits awarded by the School are deemed equal to those awarded by the District at the comprehensive schools. The School and the District will accept and recognize credits and grades awarded by each other to students for purposes of transfer between schools. SCA students meeting graduation requirements will receive a diploma from the School at the annual graduation ceremony.

XI. DATA REPORTING

A. AVERAGE DAILY ATTENDANCE

The School will develop an attendance-reporting calendar and maintain a system to contemporaneously record and account for average daily attendance (ADA). These records shall be auditable and will be within the scope of the School's annual audit. The School will report ADA figures to the District, as appropriate, and on a timely basis. The School will report ADA data to the Shasta County Office of Education and/or California Department of Education as necessary to enable the School to receive the funding specified in this Memorandum.

B. CALIFORNIA BASIC EDUCATION DATA SYSTEM (ENROLLMENT)

The School has obtained a CDS code number from the California Department of Education (45-70136-4530267) and will complete and submit enrollment and other necessary demographic information to the California Basic Education Data System (CBEDS).

C. CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (STUDENT, COURSES, PERFORMANCE, STAFF DATABASE)

The School will be responsible for inputting, updating, and reporting information in the California Department of Education CALPADS website.

D. OTHER DATA

The School shall also obtain and work cooperatively to supply to the District in a timely and accurate fashion any other information necessary to enable the District to calculate the School's entitlement to all available funding sources. The District will support and work cooperatively with the School, as time permits, to aid the School in its reporting responsibilities.

XII. FINANCIAL OVERSIGHT

A. BUDGET AND SOLVENCY

The School shall prepare and submit the following financial information to the District and the County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before December 15, an interim financial report reflecting changes through October 31.

- On or before March 15, a second interim financial report reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

B. AUDIT

The School shall cause to be prepared an annual audit of the financial transactions of the School each year pursuant to the terms specified in the Charter. The School shall immediately forward a copy of the audit to the Chief Financial Officer of the District upon receipt of the final audit findings. A copy of the audit will also be forwarded to the Shasta County Superintendent of Schools, the State Controller, and the California Department of Education. Any negative findings or deficiencies shall be resolved pursuant to the terms of the Charter.

XIII. FERPA: Family Educational Rights and Privacy Act

The District hereby designates employees of the School as having a legitimate educational interest such that they are entitled to access education records under 20 U.S.C.A.1232g, the Family Educational Rights and Privacy Act and California Education Code 49076 (b)(6) (“FERPA”), as to District pupils who are enrolled in the School. The School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled to access education records under FERPA. The School, its officers and employees shall comply with FERPA at all times.

XIV. BROWN ACT/PUBLIC RECORDS ACT

The School shall conduct its Governing Board meetings regarding the School according to the Brown Act. In addition, the School understands and agrees to comply with the Public Records Act (Government Code Section 6250 et seq.) as well as Education Code Section 47604.3.

XV. GENERAL PROVISIONS

A. AMENDMENTS

This Agreement may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this agreement.

B. INDEMNIFICATION

With respect to its operations under this Agreement, the School shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys’ fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the School or its officers, employees, agents and consultants. The District shall be named as an additional insured under all insurance carried on behalf of the School.

With respect to its operations under this Agreement, the District shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the School, its

officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the District or its officers, employees, agents and consultants.

C. DISTRIBUTION OF ASSETS UPON REVOCATION OR CLOSURE

Should the School cease to exist (by revocation of its Charter or by any other means) the assets of the School shall be distributed in accordance with the terms of the Charter unless the school is chartered by another agency. SSHS, Inc. shall retain ownership of all real estate assets.

D. INDEPENDENT CONTRACTOR

The Parties to this agreement intend that the relationship between the School and the District for the provision of administrative services under this agreement is that of a client-independent contractor, and not employer-employee. No agent, employee, or servant of the School shall be deemed to be the employee, agent or servant of the District except as expressly acknowledged in writing by the District. The School will be solely and entirely responsible for its acts and for the acts of the School's agents, employees, servants, and subcontractors and for District employees contracted by the School, if any, while acting under the School's direction during the entire term of this agreement. Likewise, the District will be solely and entirely responsible for its acts and for the acts of the District's agents, employees, servants, and subcontractors and for School employees contracted by the District, if any, while acting under the District's direction during the entire term of this agreement.

E. SEVERABILITY

If any provision or any part of this Agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

F. DISPUTE RESOLUTION

In the event that either party disputes the meaning of the terms of this agreement, both parties shall attempt to resolve the dispute in good faith through the dispute resolution process contained within the Charter.

G. NOTIFICATIONS



All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the District:

Shasta Union High School District
2200 Eureka Way, Redding, CA 96001
Attention: Owen Crosby

To the School:
Shasta Charter Academy
307 Park Marina Circle, Redding, CA 96001
Attention: Benjamin Claassen

IN WITNESS WHEREOF, the parties to this Agreement have duly executed it on the day and year set forth below in Redding, California.

Dated	<u>6/4/26</u>	by		_____	Benjamin Claassen, Director, on behalf of Shasta Charter Academy
Dated	<u>06/04/2026</u>	by		_____	Desiree Comer, Board Chair, on behalf of Shasta Charter Academy
Dated	_____	by	_____	_____	Owen Crosby, Superintendent, on behalf of Shasta Union High School District
Dated	_____	by	_____	_____	Andrea Hoheisel, Board President, on behalf of Shasta Union High School District

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Surplus Equipment

PREPARER: David Flores,
Associate Superintendent of Business Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The Technology Department has a paper cutter that was purchased in 1981 and is no longer being used. The equipment is extremely heavy and difficult to move. Therefore, we recommend that the paper cutter be declared surplus.

The paper cutter will be auctioned through GovDeals.



Request to Declare Property as Surplus

Location of Property:

Site: IT Department

Date: 06/09/2026

Department: _____

Room No. _____

Requestor: Michael Sumption

It is requested that the following equipment be declared surplus:

Asset #	Qty.	Item Description	Model	Serial #	Year Purchased	Present Value	Condition*
06888	1	Paper Cutter			1981	0	Good

- *Condition Key:
- Excellent** – in working order
 - Good** – needs minor repairs
 - Fair** – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
 - Poor** – no longer serviceable; repairs would exceed 50% of replacement cost.
 - Unusable** – to be discarded as junk

Reason(s) for declaring surplus: The IT Department has a paper cutter from 1981 that is no longer in use. The equipment is extremely heavy and difficult to move, making it impractical to store or relocate.

Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing. Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded. Please contact 16514 or 16540 for further information or questions.

Site Administrative Approval Signature

Disposition

Make available for reassignment Assign to: _____

Surplus

Junk

Chief Business Official

Date

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Systems Analyst I Job Description

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Administration recommends approving the Systems Analyst I job description to better meet the needs of the District.

Shasta Union High School District

Systems Analyst I

SUMMARY

Under the direction of the Systems & Programming Supervisor, the Systems Analyst I assists in the administration, maintenance, and support of the District's Student Information System (SIS) and state reporting processes. This position is primarily responsible for ensuring data integrity within the SIS, facilitating California Longitudinal Pupil Achievement Data System (CALPADS) reporting, and conducting complex data analysis. Secondary responsibilities include the development and management of automated data interfaces between the SIS and various third-party educational and administrative software applications.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Student Information System Support

- Assist in the maintenance and integrity of student records including enrollment, demographics, attendance, discipline, and contacts.
- Provide technical assistance to site staff including registrars, counselors, and attendance personnel.
- Troubleshoot system issues and escalate them as needed.
- Support annual processes including system rollover, calendar setup, and code table maintenance.
- Monitor data entry practices to ensure consistency and adherence to district standards.

CALPADS & State/Federal Reporting

- Assist with preparation, validation, and submission of CALPADS data collections (Fall 1, Fall 2, End-of-Year).
- Run and analyze certification and validation reports; identify and resolve data discrepancies.
- Collaborate with school sites to correct errors and maintain compliance.
- Maintain documentation to support audits and state reporting requirements.
- Responsible for the collection and upload of data for the Civil Rights Data Report (CRDC).
- Instructs and assists school personnel in student attendance record keeping and reporting.
- Assists in the collection, validation, and reporting of attendance data used for Principal Apportionment (P-1, P-2, and Annual reporting).

Systems Analysis, Integration & Support

- Analyzes business processes and recommends technical solutions to automate manual workflows within the Systems & Programming department.
- Performs data analysis and generates custom reports to support district decision-making and ensure compliance with state mandates.
- Develops, tests, and maintains data interfaces and processes to sync SIS data with external

platforms and applications.

- Identifies data discrepancies and works with site staff to implement corrective measures to improve data quality at the source.
- Assists in the development of documentation and training materials for SIS users; provides technical training and assistance to site-level registrars and attendance clerks.
- Provides Tier-1 support for SIS users across the district.
- Supports onboarding and training of new site staff related to student data systems.
- Maintains current knowledge of state reporting requirements, legislative changes, and software enhancements.
- Collaborates with other technology staff to ensure system security and data privacy standards are maintained.
- Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Operational characteristics of Student Information Systems (e.g. Aeries).
- CALPADS reporting requirements and data submission protocols.
- Methods and techniques of data mapping and system integration.
- Relational database concepts and SQL (Structured Query Language) for data extraction and reporting.
- Spreadsheet applications and data visualization tools.

Ability to:

- Analyze complex data sets and identify trends or errors.
- Explain technical concepts and reporting requirements to non-technical staff.
- Work accurately with detailed information under strict state-mandated deadlines.
- Write and maintain scripts or tools for data interfacing and automation.
- Establish and maintain cooperative working relationships to support and train staff at all levels of the organization.
- Maintain confidentiality with student data (FERPA compliance).

EDUCATION and/or EXPERIENCE

Experience: Three (3) years of experience in data analysis, database management, or systems administration. Experience working with a Student Information System in a K-12 environment is highly preferred.

Education: A Bachelor's degree in Computer Science, Information Systems, Statistics, or a related field. Qualifying experience may be substituted for the degree on a year-for-year basis.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand; use hands to finger, handle, or feel; reach with hands and arms; climb or balance; and stoop, kneel, crouch or crawl.

Dexterity of hands and fingers to operate a computer and standard office equipment

Hearing and speaking to exchange information in person and on the telephone

The employee frequently is required to walk and sit.

Reaching overhead, above the shoulders and horizontally to retrieve files

The employee must regularly lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT

Indoor/Office environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Pending Board Approval June 17, 2026

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Annual review of the District's Uniform Complaint Policy and Non-Discrimination Policy

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
This is an annual recommendation to the Board for ensuring compliance on all aspects and procedures related to the Uniform Complaint Procedure and Nondiscrimination Policy. The District is in compliance with both the Uniform Complaint Policy and Nondiscrimination Policy.

REFERENCES:
Select the links below to access the policies.
[Board Policy 1312.3: Uniform Complaint Procedures](#)
[Administrative Regulation 1312.3: Uniform Complaint Procedures](#)
[Exhibit 1312.3: Uniform Complaint Procedures](#)
[Board Policy 4030: Nondiscrimination In Employment](#)
[Administrative Regulation 4030: Nondiscrimination In Employment](#)
[Board Policy 5145.3: Nondiscrimination/Harassment](#)
[Administrative Regulation 5145.3: Nondiscrimination/Harassment](#)