

**BOARD OF TRUSTEES AGENDA**

**Tuesday, June 9, 2026**

**Library**

**5:30 p.m. – Regular Session**

*Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours. Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date. Board agendas can be found on the district's website at [www.blochmanusd.org](http://www.blochmanusd.org).*

**Governing Board Members**

Shannon Clay, President

Kelly Salas-Ernst, Clerk

Thomas Gibbons, Trustee

Daniella Pearce, Trustee

Jeania Reasner, Trustee

**I. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute**

**II. Welcome Guests**

**III. Reports**

**A. Charter School Reports**

- i. Family Partnership Charter School**
- ii. Trivium Charter School**
- iii. Trivium Charter School: Adventure**
- iv. Trivium Charter School: Voyage**

**B. Teacher Reports**

**C. Superintendent/Principal's Report**

**IV. ITEMS SCHEDULED FOR INFORMATION**

**A. Facilities**

- i. General maintenance**
- ii. Electrical replacement project**

**V. ITEMS SCHEDULED FOR DISCUSSION**

**A. Charter school oversight update**

**B. Election filing period is 7/13/2026 – 8/7/2026**

**VI. CONSENT AGENDA ITEMS**

**A. Approval of Minutes**

~ 1 ~

**i. Minutes of May 12, 2026 Regular Meeting**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

<b>MOVED:</b>	<b>SECOND:</b>
<b>VOTE:</b>	
<b>Shannon Clay:</b>	<b>Jeania Reasner:</b>
<b>Daniella Pearce:</b>	<b>Kelly Salas-Ernst:</b>
<b>Thomas Gibbons:</b>	

---

**B. Approval of Monthly Warrants – May, 2026**

<b>i. Payroll</b>	<b>\$250,401.34</b>
<b>ii. Commercial Warrants</b>	<b>\$ 87,829.67</b>
<b>iii. Revolving Fund</b>	<b>\$ 0.00</b>
<b>TOTAL</b>	<b>\$338,231.01</b>

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

<b>MOVED:</b>	<b>SECOND:</b>
<b>VOTE:</b>	
<b>Shannon Clay:</b>	<b>Jeania Reasner:</b>
<b>Daniella Pearce:</b>	<b>Kelly Salas-Ernst:</b>
<b>Thomas Gibbons:</b>	

---

**C. Approval of 2025/2026 Discipline Report**

- i. Number of students suspended (in school) - 0**
- ii. Number of students suspended (out of school) - 3**
- iii. Number of students expelled – 0**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Discipline Report as presented:**

<b>MOVED:</b>	<b>SECOND:</b>
<b>VOTE:</b>	
<b>Shannon Clay:</b>	<b>Jeania Reasner:</b>
<b>Daniella Pearce:</b>	<b>Kelly Salas-Ernst:</b>
<b>Thomas Gibbons:</b>	

---

**VII. ITEMS SCHEDULED FOR ACTION**

**A. Approval of the Benjamin Foxen Elementary School’s May 2026 attendance report.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the May 2026 attendance report as presented:**

**MOVED:**  
**VOTE:**  
Shannon Clay:  
Daniella Pearce:  
Thomas Gibbons:

**SECOND:**  
Jeania Reasner:  
Kelly Salas-Ernst:

---

**B. Approval of the 2025/2026 Proposition 28: Arts and Music in Schools Funding Annual Report.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the 2025/2026 Proposition 28: Arts and Music in Schools Funding Annual Report as presented:**

**MOVED:**  
**VOTE:**  
Shannon Clay:  
Daniella Pearce:  
Thomas Gibbons:

**SECOND:**  
Jeania Reasner:  
Kelly Salas-Ernst:

---

**C. Approval of the 2026/2027 Education Protection Act (EPA), spending plan.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the 2026/2027 Education Protection Act (EPA) expenditures and spending plan as presented:**

**MOVED:**  
**VOTE:**  
Shannon Clay:  
Daniella Pearce:  
Thomas Gibbons:

**SECOND:**  
Jeania Reasner:  
Kelly Salas-Ernst:

---

**D. Public Hearing regarding the 2026/2027 Adopted Budget**

Education Code Section 42127 requires that each year the Governing Board of the school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, the adopted budget complies with the standards and criteria as established by the State Board of Education. Public inspection of the budget prior to the hearing will be held at Blochman Union School District, 4949 Foxen Canyon Rd., Santa Maria, CA 93454.

**A PUBLIC HEARING IS REQUIRED AT THIS TIME.**

Open Public Hearing for the 2026/2027 Adopted Budget: Time: \_\_\_\_\_

**MOVED:**  
**VOTE:**  
Shannon Clay:  
Daniella Pearce:  
Thomas Gibbons:

**SECOND:**  
Jeania Reasner:  
Kelly Salas-Ernst:

---

PUBLIC COMMENTS ARE ENCOURAGED AT THIS TIME.

Close Public Hearing for the 2026/2027 Adopted Budget: Time: \_\_\_\_\_

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

**E. Public Hearing regarding the following documents:**

- i. LCFF Budget Overview for Parents**
- ii. 2025/2026 Annual Update**
- iii. 2026/2027 Local Control Accountability Plan**
- iv. Action Tables**
- v. LCAP Instructions**
- vi. Local Indicators**

Education Code Section 52062 requires the Governing Board of a school district to hold at least one public hearing to solicit recommendations and comments from members of the public regarding the actions and expenditures proposed in the Local Control and Accountability Plan (LCAP) or annual update to the LCAP. The public hearing for the LCAP must be held at the same meeting as the public hearing for the budget required by Education Code Section 42127. At a subsequent public meeting, the Governing Board must adopt the LCAP and the budget. Both the LCAP and budget must be adopted at the same public meeting. The public meeting to adopt the budget and the LCAP and associated documents for Blochman Union School District is scheduled for June 11, 2026, at 5:00 p.m. in the library of Benjamin Foxen Elementary School.

**A PUBLIC HEARING IS REQUIRED AT THIS TIME.**

Open Public Hearing. Time: \_\_\_\_\_

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

PUBLIC COMMENTS ARE ENCOURAGED AT THIS TIME.

Close Public Hearing. Time: \_\_\_\_\_

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

**F. Approval of the 2026/2027 Extended Learning Opportunities Plan.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the 2026/2027 Extended Learning Opportunities Plan as presented:**

<b>MOVED:</b>	<b>SECOND:</b>
<b>VOTE:</b>	
<b>Shannon Clay:</b>	<b>Jeania Reasner:</b>
<b>Daniella Pearce:</b>	<b>Kelly Salas-Ernst:</b>
<b>Thomas Gibbons:</b>	

---

**G. Approval of the 2026/2027 Interim Business Manager contract.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the 2026/2027 Interim Business Manager contract as presented:**

<b>MOVED:</b>	<b>SECOND:</b>
<b>VOTE:</b>	
<b>Shannon Clay:</b>	<b>Jeania Reasner:</b>
<b>Daniella Pearce:</b>	<b>Kelly Salas-Ernst:</b>
<b>Thomas Gibbons:</b>	

---

**H. Approval of Resolution 2026-06-09, Candidate's Statement of Qualifications and Resolution 2026-06-09-01, Order of Election.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve Resolution 2026-06-09, Candidate's Statement of Qualifications and Resolution 2026-06-09-01, Order of Election as presented:**

<b>MOVED:</b>	<b>SECOND:</b>
<b>VOTE:</b>	
<b>Shannon Clay:</b>	<b>Jeania Reasner:</b>
<b>Daniella Pearce:</b>	<b>Kelly Salas-Ernst:</b>
<b>Thomas Gibbons:</b>	

---

**I. Approval of the contract with PG & E for emergency facilities use.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with PG & E as presented:**

<b>MOVED:</b>	<b>SECOND:</b>
<b>VOTE:</b>	
<b>Shannon Clay:</b>	<b>Jeania Reasner:</b>
<b>Daniella Pearce:</b>	<b>Kelly Salas-Ernst:</b>
<b>Thomas Gibbons:</b>	

---

**J. Approval of donations.**

- i. Doug Brown; \$1,000; ASB Class of 2027**
- ii. Doug Brown; \$500; ASB Class of 2027**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**VIII. PUBLIC COMMENTS**

**PUBLIC COMMENTS ARE WELCOME**

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

**IX. MISCELLANEOUS AGENDA ITEMS**

**A. Items Proposed for Future Action or Discussion**

**B. Blochman Union School District Board Member Items**

**C. Items not on the Agenda**

**D. Next Scheduled Board Meeting: A Special Meeting will be held June 11, 2026, at 5:00 p.m. in the library to adopt the budget and the LCAP with associated documents. The next regularly scheduled board meeting will be held August 11, 2026, at 5:30 p.m., Library.**

**X. CLOSED SESSION – The board will consider and may act upon the following items during closed session:**

**A. Certificated and Classified Personnel Actions**

- i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.**

~ 6 ~

**XI. RECONVENE IN OPEN SESSION**

**A. Report of action taken during closed session.**

**XII. ADJOURN**

**Time:** \_\_\_\_\_

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

VI - A

**BOARD OF TRUSTEES MINUTES**  
**Tuesday, May 12, 2026**  
**Library**  
**5:30 p.m. – Regular Session**

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School library on May 12, 2026.

Members present: Shannon Clay, Danielle Pearce, Jeania Reasner, Kelly Salas=Ernst. Absent: Thomas Gibbons.

- I. **PUBLIC SESSION:** Shannon Clay called the meeting to order at 5:30 p.m. and led the flag salute.
- II. **Welcome Guests** – There were no guests present.
- III. **Reports**
  - A. **Charter School Reports**
    - i. **Family Partnership Charter School** – see attached report.
    - ii. **Trivium Charter Schools** – Trisha Vais reported that they are finishing state testing. The Prom is on Saturday. Family Partnership students are invited to attend as well. Grad Night at Disneyland is coming up. They had a successful open house and Science Fair.
  - B. **Teacher Reports** – none.
  - C. **Principal's Report** – Doug Brown reported that current enrollment is 208. Students have finished with I-Ready testing and Writing Prompts. We are just starting state testing. We have hired a PE teacher for next year. We are currently interviewing for two open Instructional Assistant positions. The Open House and Science Fair were well attended. Legacy Farms donated strawberries for a student fundraiser that was very successful. Upcoming end of year events includes the following: Parent/teacher conferences, 8<sup>th</sup> grade Magic Mountain trip, Water Day, Track and Field Day, and Middle School Dance.
- IV. **ITEMS SCHEDULED FOR INFORMATION**
  - A. **Facilities**
    - i. **General maintenance** – We are running into trouble with getting DSA approval for the new portable. We may have to put in a new fire hydrant.
    - ii. **Electrical cut over June 19** – PG & E will cut off all power to the school on June 18 at 5 p.m. Power should be restored by June 21. We are looking to rent a generator to keep the cafeteria freezer and refrigerator going during this period.
  - B. **Facilities Use - none**

- C. **Recognition of teachers and staff** – Last week was staff appreciation week. Parents were very generous with their appreciation.
- D. **SBCEO Analysis and Recommendations**
  - i. **Second Interim Financial Report** – The board reviewed the report sent by SBCEO.

V. **ITEMS SCHEDULED FOR DISCUSSION**

- A. **2026/2027 Local Control and Accountability Plan (LCAP)** – There were no additional comments or suggestions regarding the LCAP.
- B. **Charter school governance** – The board discussed the issue of charter schools having employees on their boards. Trivium agreed that they would no longer have employees on their board effective with the beginning of the 2026/2027 school year.

VI. **CONSENT AGENDA ITEMS**

- A. **Approval of Minutes**
  - i. **Minutes of April 14, 2026, Regular Meeting**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Daniella Pearce</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

- B. **Approval of Monthly Warrants – April, 2026**
  - i. **Payroll**                                 **\$ 96,902.97**
  - ii. **Commercial Warrants**         **\$251,273.09**
  - iii. **Revolving Fund**                 **\$       0.00**
  - TOTAL**                                     **\$348,176.06**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

<b>MOVED:</b>	<b>Jeania Reasner</b>	<b>SECOND:</b>	<b>Kelly Salas-Ernst</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

- C. **Approval of Family Partnership Charter School 2025/2026 P-2 Attendance report:**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Family Partnership Charter School 2025/2026 P-2 Attendance report as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Daniella Pearce</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**D. Approval of following 2025/2026 charter school reports:**

- i. Trivium Charter 2025/2026 P-2 Attendance report
- ii. Trivium Charter School: Adventure 2025/2026 P-2 Attendance report
- iii. Trivium Charter School: Voyage 2025/2026 P-2 Attendance report

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Trivium Charter Schools 2025/2026 reports as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**VII. ITEMS SCHEDULED FOR ACTION**

**A. Approval of the Benjamin Foxen Elementary School April 2026 attendance report.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Benjamin Foxen Elementary School April 2026 attendance report as presented:**

<b>MOVED:</b>	<b>Jeania Reasner</b>	<b>SECOND:</b>	<b>Kelly Salas-Ernst</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**B. Approval of the Blochman Union School District's 2026/2027 Consolidated Application.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Blochman Union School District's 2026/2027 Consolidated Application as presented:**

<b>MOVED:</b>	<b>Daniella Pearce</b>	<b>SECOND:</b>	<b>Kelly Salas-Ernst</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**C. Approval of the Level I Developer Fee Split Agreement with the Santa Maria Joint Union High School District:**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Level I Developer Fee Split Agreement with the Santa Maria Joint Union High School District as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Daniella Pearce</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**D. Approval of the contracts with Class Leasing:**

- i. Renewal of 2 portable classrooms for a five-year period**
- ii. Acquisition of 1 portable classroom for a five-year period**

**Discussion: Mr. Brown requested that the board only approve item D-i at this time and place the other lease on the next agenda. He is concerned that we will not have the new portable installed before the lease inception.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Class Leasing lease item D-i:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**E. Approval of the Local Plan Section B: Governance and Administration, Special Education Local Plan Area**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Local Plan Section B: Governance and Administration, Special Education Local Plan Area as presented:**

<b>MOVED:</b>	<b>Daniella Pearce</b>	<b>SECOND:</b>	<b>Kelly Salas-Ernst</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**F. Approval of donations**

- i. Orcutt Lions Club; \$2,136; 8<sup>th</sup> Grade ASB**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**VIII. PUBLIC COMMENTS - none**

**IX. MISCELLANEOUS AGENDA ITEMS**

**A. Items Proposed for Future Action or Discussion - none**

**B. Blochman Union School District Board Member Items – Mrs. Salas-Ernst wished everyone a happy Memorial Day.**

**C. Items not on the Agenda - none**

**D. Next Scheduled Board Meeting: June 9, 2026; open session at 5:30 p.m., in the library. There will be a Special Board meeting on June 11, 2026, at 5:00 p.m. to approve the LCAP and the 2026/2027 budget.**

**X. CLOSED SESSION: The board adjourned to closed session at 6:08 p. m. where they may consider and may act on the following during closed session:**

**A. Certificated and Classified Personnel Actions**

**i. The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.**

**XI. RECONVENE IN OPEN SESSION - The board reconvened in open session at 6:10 p.m. Mrs. Salas-Ernst reported that the following action was taken:**

Employ two Instructional Assistant substitutes

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**XII. Adjourn**

**TIME: 6:10 p.m.**

<b>MOVED:</b>	<b>Daniella Pearce</b>	<b>SECOND:</b>	<b>Kelly Salas-Ernst</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Absent</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

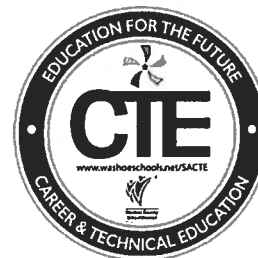
---

# FPCS Reports

## May 2026

### Enrollment

- Staff Appreciation Week - Administrators visited each employee at centers
- Local & State Assessment Season
  - *Writing Benchmark* - 95% participation rate
  - *iReady* - student progress from beginning of year to end
    - *READING* - 99% participation rate
    - *MATH* - 97% participation rate
  - *CAASPP & ELPAC & PFT* nearly complete
- CTE Virtual Showcase on May 14th by Alison Riede
- S. Eggert has joined the SB County SELPA JPA Board for a 2-year term to provide charter school representation



### K-5 Center Activities & Field Trips

- Center Activities:
  - MBM Art Gala April 23rd
  - MBM hatched chicks from eggs!
  - SLO County Bike to School Day was very fun. room.
  - MBM Bike-a-Thon fundraiser was a success. Students got pledges per lap.
  - Open House/BBQ for end of May
- Field Trips:
  - SMLC went to Cal Poly for a 'Learn by Doing Lab'
  - SMLC to Mustang Waterslides on the last day
  - K5 Home Study went to MB to see baby otters
  - K5 Home Study's final field trip to the Dinosaur Caves



### 6-12 Programs

- Center Activities:
  - Orcutt Middle is planning their EOY BBQ
  - Orcutt High & Solvang students held an AHC Promise Grant
  - Baywood seniors have taken their last steps for the Cutesta Promise and attended Cougar Welcome Day
  - All 6-12 centers are planning their 8th Grade Promotions and Senior Celebrations before the June 4th graduation ceremony.
- Field Trip:
  - Baywood 8th & 9th graders took a kayaking trip in MB.
- Summer school is being offered for credit recovery for any of our high school students focusing on juniors and seniors.



VI – B

Pay Date 05/08/2026 through 05/29/2026

EARNINGS by Earnings Code		Income	Adjustments	TAXES		Employee	Employer	Total	Subject Grosses
Regular		186,677.59		Federal Withholding	13,307.33			13,307.33	164,420.58
				State Withholding	4,732.73			4,732.73	164,420.58
				Social Security	4,718.25	4,718.25		9,436.50	76,100.72
				Medicare	2,619.85	2,619.85		5,239.70	180,676.79
				SUI		90.34		90.34	180,676.79
				Workers' Comp		1,649.60		1,649.60	180,676.79
<b>TOTAL</b>		<b>186,677.59</b>		<b>SUBTOTAL</b>	<b>25,378.16</b>	<b>9,078.04</b>		<b>34,456.20</b>	

EARNINGS by Group		Income	Adjustments	REDUCTIONS		Employee	Employer	Total	Subject Grosses
Base Pay		184,268.98		PERS	966.11		3,700.18	4,666.29	13,801.46
Docks		162.56-		PERS / 62	5,234.46		17,541.97	22,776.43	65,430.62
Miscellaneous		85.45		STRS / 60	8,630.31		16,081.83	24,712.14	84,198.01
Stipends		2,485.72		STRS / 62	1,425.33		2,667.70	4,093.03	13,967.00
				Benefits	5,524.01		1,464.13	6,988.14	
				Misc	476.79			476.79	
<b>TOTAL</b>		<b>186,677.59</b>		<b>SUBTOTAL</b>	<b>22,257.01</b>	<b>41,455.81</b>		<b>63,712.82</b>	

EARNINGS		Person Type	Female Employees	DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Certificated	19	126,068.95	14	Benefits	181.48		13,189.90	13,189.90	
Classified	17	60,608.64	10	Misc	12,995.75		181.48	12,995.75	89,346.20
				Summer Savings	685.58			685.58	
				Taxes					52,737.37
<b>TOTAL</b>	<b>36</b>	<b>186,677.59</b>	<b>24</b>	<b>SUBTOTAL</b>	<b>13,862.81</b>	<b>13,189.90</b>		<b>27,052.71</b>	
				<b>TOTALS</b>	<b>61,497.98</b>	<b>63,723.75</b>		<b>125,221.73</b>	

Vendor Summary for Pay Date 05/08/2026 thru 05/29/2026

Vendor Checks	658.27	3
Vendor Liabilities	124,563.46	25
<b>TOTAL</b>	<b>125,221.73</b>	<b>28</b>

BALANCING DATA		NET
Gross Earnings	125,179.61	125,179.61
District Liability	61,497.98	
	63,723.75	
	250,401.34	
Net Pay	125,179.61	36
Deductions	61,497.98	
Contributions	63,723.75	
	250,401.34	
Direct Deposits	125,179.61	36
Checks		
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
<b>TOTAL</b>	<b>125,179.61</b>	<b>36</b>

Selection Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 5/1/2026, Ending Pay Date = 5/31/2026)

Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-897583	05/04/2026	Perkins, Adrienne A	01-4300		105.00
01-897584	05/04/2026	805 Dairy Distributing LLC	13-4710		322.00
01-897585	05/04/2026	Amazon Capital Services	01-4300	432.93	
			13-4300	49.74	482.67
01-897586	05/04/2026	Angelina M. Sumner	01-4300		240.14
01-897587	05/04/2026	Blochman Union School District	01-5800		24.00
01-897588	05/04/2026	Matt's Bakery & Brian's Bread	13-4710		98.40
01-897589	05/04/2026	Mission Linen Supply Inc.	01-4300		449.82
01-897590	05/04/2026	Nancy B Shafer, CPA	01-5800		4,344.17
01-897591	05/04/2026	Procare Janitorial Supply	01-4300		685.29
01-897592	05/04/2026	Quill LLC	01-4300		2,263.15
01-898541	05/11/2026	Bertram, Jennifer M	01-5800		109.19
01-898542	05/11/2026	Troeger, Kimberly J	01-5200		14.94
01-898543	05/11/2026	805 Dairy Distributing LLC	13-4710		328.00
01-898544	05/11/2026	Advanced Wireless	01-5910		347.37
01-898545	05/11/2026	ALD TELECOM	01-5910		12.77
01-898546	05/11/2026	American Star Tours	01-5800		24,778.10
01-898547	05/11/2026	Best, Best & Krieger LLP	01-5830		3,207.10
01-898548	05/11/2026	Go To Communications, Inc.	01-5910		534.18
01-898549	05/11/2026	Jordanos Food Service Division	01-4300	171.91	
			13-4300	391.54	
			13-4710	3,193.95	3,757.40
01-898550	05/11/2026	Matt's Bakery & Brian's Bread	13-4710		188.30
01-898551	05/11/2026	Mission Linen Supply Inc.	01-4300		133.80
01-898552	05/11/2026	Pacific Gas & Electric	01-5520		10.46
01-898553	05/11/2026	Procare Janitorial Supply	01-4300		484.31
01-898554	05/11/2026	Sisc III Insurance	67-5450		20,603.70
01-898555	05/11/2026	Staples	01-4300		159.86
01-898556	05/11/2026	US OMNI & TSACG Compliance	01-5800		50.00
01-898557	05/11/2026	Valley Fresh Produce	13-4710		472.65
01-898558	05/11/2026	Viking Mechanical Refr	13-5800		850.00
01-899854	05/18/2026	Bertram, Jennifer M	01-5800		110.27
01-899855	05/18/2026	Amazon Capital Services	01-4300		2,743.88
01-899856	05/18/2026	American Star Tours	01-5800		120.00
01-899857	05/18/2026	Culligan San Paso	01-4300	90.20	
			01-5800	47.20	137.40
01-899858	05/18/2026	Golden State Water Company	01-5530		507.47
01-899859	05/18/2026	MarBorg Industries	01-5570		1,394.44
01-899860	05/18/2026	Mission Linen Supply Inc.	01-4300		260.93
01-899861	05/18/2026	Nancy B Shafer, CPA	01-5800		4,344.17
01-899862	05/18/2026	Pacific Gas & Electric	01-5520		389.13
01-899863	05/18/2026	Quill LLC	01-4300		73.89
01-899864	05/18/2026	Santa Barbara Co Ed/Communications	01-4300		69.25
01-899865	05/18/2026	US Bank Corporate Payments	01-4300	267.44	
			01-5200	452.61	

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

ESCAPE ONLINE

Checks Dated 05/01/2026 through 05/31/2026					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-899865	05/18/2026	US Bank Corporate Payments	01-5800	56.49	
			01-5910	2,941.78	
			01-7439	1,253.27	
			13-4300	47.77	
			13-4710	280.90	5,300.26
01-899866	05/18/2026	Valley Fresh Produce	13-4710		238.00
01-900994	05/22/2026	Brown, Douglas C	01-5800		1,600.00
01-900995	05/22/2026	805 Dairy Distributing LLC	13-4710		690.00
01-900996	05/22/2026	California Dept. Of Education	13-4710		99.45
01-900997	05/22/2026	Geyer Instructional	01-4300		94.22
01-900998	05/22/2026	Gold Star Foods, Inc.	13-4710		695.77
01-900999	05/22/2026	Jordanos Food Service Division	01-4300	74.85	
			13-4300	494.54	
			13-4710	1,867.62	2,437.01
01-901000	05/22/2026	Lakeshore Learning	01-4300		73.64
01-901001	05/22/2026	Matt's Bakery & Brian's Bread	13-4710		70.00
01-901002	05/22/2026	Mission Linen Supply Inc.	01-4300		133.80
01-901003	05/22/2026	Pacific Gas & Electric	01-5520		135.69
01-901004	05/22/2026	Pearson Education	01-4300		78.23
01-901005	05/22/2026	Smith's Alarms & Elect Inc.	01-5800		120.00
01-901006	05/22/2026	SoCalGas	01-5510		412.00
01-901007	05/22/2026	Valley Fresh Produce	13-4710		444.00
<b>Total Number of Checks</b>			<b>55</b>		<b>87,829.67</b>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	General Fund	42	56,403.34
13	Cafeteria Spec Rev Fund	16	10,822.63
67	Self-Insurance Fund 1	1	20,603.70
<b>Total Number of Checks</b>		<b>55</b>	<b>87,829.67</b>
<b>Less Unpaid Tax Liability</b>			<b>.00</b>
<b>Net (Check Amount)</b>			<b>87,829.67</b>

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

11:19 AM

06/02/26

Accrual Basis

**BLOCHMAN REVOLVING FUND**  
**Expenses by Vendor Summary**  
May 2026

---

	May 26
TOTAL	<u>0.00</u>

VII - A

# Monthly Attendance Summary

Blochman Union Elem  
 4949 Foxen Canyon Rd.  
 Santa Maria, CA 93454-9666  
 Primary Enrollment(Not Track Jumpers)

Generated on 06/02/2026 11:31:04 AM Page 1

List of Included Calendars  
 25-26 Blochman K-4  
 25-26 Blochman 5-8

Date Range: May 1, 2026 - May 31, 2026  
 Days Taught: 19  
 Attendance Category: 10: Regular Day  
 District of Apportionment: 4269112: Blochman Union Elem

Grades	Days										Enrollments				Total	Days Account		
	Enroll	NC	OR	Possible	UnEx	Ex	Appt	IS	ISADA	ADA	%	AR Days	Beginning	Gains			Losses	Ending
Grade K	361	0	0	361	6	11	344	3	0.16	18.11	95.29	0	19	0	0	19	19	361
Grade TK	19	0	0	19	0	0	19	0	0.00	1.00	100.00	0	1	0	0	1	1	19
<b>Total KN</b>	<b>380</b>	<b>0</b>	<b>0</b>	<b>380</b>	<b>6</b>	<b>11</b>	<b>363</b>	<b>3</b>	<b>0.16</b>	<b>19.11</b>	<b>95.53</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>20</b>	<b>380</b>
Grade 01	437	0	0	437	16	9	412	12	0.63	21.68	94.28	0	23	0	0	23	23	437
Grade 02	323	0	0	323	3	4	316	3	0.16	16.63	97.83	0	17	0	0	17	17	323
Grade 03	380	0	0	380	6	8	366	0	0.00	19.26	96.32	0	20	0	0	20	20	380
<b>Total Grades 1-3</b>	<b>1140</b>	<b>0</b>	<b>0</b>	<b>1140</b>	<b>25</b>	<b>21</b>	<b>1094</b>	<b>15</b>	<b>0.79</b>	<b>57.58</b>	<b>95.97</b>	<b>0</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>60</b>	<b>1140</b>
Grade 04	513	0	0	513	9	18	486	12	0.63	25.58	94.74	0	27	0	0	27	27	513
Grade 05	456	0	0	456	9	13	434	1	0.05	22.84	95.18	0	24	0	0	24	24	456
Grade 06	494	0	0	494	7	23	464	10	0.53	24.42	93.93	0	26	0	0	26	26	494
<b>Total Grades 4-6</b>	<b>1463</b>	<b>0</b>	<b>0</b>	<b>1463</b>	<b>25</b>	<b>54</b>	<b>1384</b>	<b>23</b>	<b>1.21</b>	<b>72.84</b>	<b>94.60</b>	<b>0</b>	<b>77</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>77</b>	<b>1463</b>
Grade 07	513	0	0	513	9	19	485	0	0.00	25.53	94.54	0	27	0	0	27	27	513
Grade 08	456	0	0	456	7	13	436	3	0.16	22.95	95.61	0	24	0	0	24	24	456
<b>Total Grades 7-8</b>	<b>969</b>	<b>0</b>	<b>0</b>	<b>969</b>	<b>16</b>	<b>32</b>	<b>921</b>	<b>3</b>	<b>0.16</b>	<b>48.47</b>	<b>95.05</b>	<b>0</b>	<b>51</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>51</b>	<b>969</b>
<b>Total All Grades</b>	<b>3952</b>	<b>0</b>	<b>0</b>	<b>3952</b>	<b>72</b>	<b>118</b>	<b>3762</b>	<b>44</b>	<b>2.32</b>	<b>198.00</b>	<b>95.19</b>	<b>0</b>	<b>208</b>	<b>0</b>	<b>0</b>	<b>208</b>	<b>208</b>	<b>3952</b>

VII – B

# Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Blochman Union Elementary  
CDS Code: 4269112-0000000  
Allocation Year: 2025-26, 2024-25, 2023-24

**1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).**

We have put together a program where a classified staff member provides support to certificated teachers to assist them in incorporating art education on a weekly basis into their curriculum. The classified staff member assists with obtaining materials and supplies for art projects and provides classroom support to teachers during art activities. Current projects include instruction in music, Visual Arts, including craft arts, drawing, painting, and folk art.

<b>2. Number of full-time equivalent teachers (certificated).</b>	0.3
<b>3. Number of full-time equivalent personnel (classified).</b>	0.4
<b>4. Number of full-time equivalent teaching aides.</b>	0.0
<b>5. Number of students served.</b>	206
<b>6. Number of school sites providing arts education.</b>	1

**Date of Approval by Governing Board/Body** 6/9/2026 12:00:00 AM

**Annual Report Data URL**  
<https://www.blochmanusd.org/curriculum/>

**Submission Date** 5/28/2026 11:28:47 AM

VII – C

**BLOCHMAN UNION SCHOOL DISTRICT  
2025/2026 EDUCATION PROTECTION ACCOUNT SPENDING PLAN**

2025/2026 Education Protection Account Program by Resource Report  
Budgeted Detail Expenditures through **June 30, 2026**

<b>For Fund 01, Resource 1400 Education Protection Account</b>		
<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
LCFF Sources	8010-8099	\$444,002
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Instruction	1000-1999	\$444,002
<b>BALANCE (AVAILABLE MINUS EXPENDITURES)</b>		<b>\$ 0</b>

VII – D

**BLOCHMAN UNION SCHOOL DISTRICT  
2026/2027 ADOPTED BUDGET BUDGET ASSUMPTIONS**

---

**Governing Board Meeting:**

**June 9 and June 11, 2026**

---

**Topic:**

The Adopted Budget for the 2026/2027 fiscal year and multi-year projections for 2027/2028 and 2028/2029.

**Discussion:**

The Adopted Budget for the Blochman Union School District 2026/2027 and two subsequent fiscal years is based on the following assumptions:

**REVENUE ASSUMPTIONS – Unrestricted General Fund**

- **Local Control Funding Formula (LCFF)**
  - LCFF funding was budgeted based on FCMAT’s LCFF calculator v27.1b.
  - Enrollment is assumed to be 206 with a funded Average Daily Attendance (ADA) of 198.25. Also, as a conservative measure, charter school oversight and consulting fees are not included in the budget. Assuming that we will continue to receive these fees, there will not be a budget deficit in the current or subsequent fiscal years.
- **Property Tax Revenue**
  - Property taxes are budgeted based on the 2025/2026 P-2 Property Tax report, as revised on 4/8/2026, provided by School Business Advisory Services. The district pays in-lieu property taxes to each of its four charter schools based on the formula provided in the California Education Code.
- **Lottery**
  - Lottery revenues were budgeted based on the planning factors provided by School Services of California. Unrestricted lottery revenues were budgeted at \$190 per ADA.
- **Mandated Cost Revenue**
- The district participates in the Mandated Block Grant program which is estimated and budgeted at \$40.41 per ADA for the current year.
- **Transportation**
  - Transportation was funded at \$58,813 per the LCFF Calculator. Education Code Sections 39800.1 and 41850.1 provides additional transportation funding. Per the CDE, we expect to receive \$98,066 in total transportation funding in the current fiscal year.
- **Charter School Oversight and Consulting Fees**
  - As a conservative measure, charter school oversight and consulting fees are budgeted when received at the end of each fiscal year.
- **Other Local Revenue**
  - Other local revenue consists of interest on funds held by the county treasurer, facility rentals, surplus sales, and donations not tied to specific locally restricted programs or activities. Most donations are not budgeted for until received.

## REVENUE ASSUMPTIONS – Restricted General Fund

- **Federal Categorical Programs**
  - These programs include Special Education base and discretionary grants. Revenues for Special Education are based on the estimate provided by the Santa Barbara County SELPA office. The 2026/2027 Title I allocation is estimated to be \$18,829. Federal categorical funding provided by the Expanded Learning Opportunity Program is estimated to be \$100,000.
- **Other State Revenues**
  - These revenues include Special Education revenues which are based on the estimates provided by the Santa Barbara County SELPA office. Also included are Lottery Instructional Materials which are budgeted at \$82 per ADA. Other state revenues include Title IV (Rural Education Achievement Program) funding.

## EXPENDITURE ASSUMPTIONS

- **Staffing**
  - Salary schedules are board approved for the 2026/2027 fiscal year. All staff will receive a 3% increase for fiscal year 2026/2027.
  - Employee benefits include the district's contribution for health insurance, STRS, PERS, and other statutory contributions.
  - Our Expanded Learning Opportunity Program has expanded instructional days by an additional 30 days. The costs associated with this program are covered by categorical funding and will not impact the General Fund.
- **Curriculum**
  - The district does plan to adopt new math curriculum during the 2026/2027 fiscal year. We are researching new math curriculum, but costs have not yet been determined.
- **Books, Supplies, and Equipment**
  - Expenditures for books, supplies, and equipment will remain fairly consistent during 2026/2027 and two subsequent fiscal years to purchase new student computer devices and curriculum.
- **Other Services**
  - The district is currently contracting the following services:
    - Fiscal services
    - Music
    - Transportation
- **Facilities**
  - We plan to continue with necessary, on-going maintenance to ensure our facilities are adequate and safe for students. We accepted a bid to upgrade our electrical system. This project has been stalled due to scheduling conflicts, so it currently has an unknown completion date.

## FUND BALANCE

- The beginning fund balances for the Adopted Budget are based on the 2024/2025 audit report.
- **CASH FLOWS**
  - The total General Fund cash flow balance is projected to be \$3,337,644 on June 30, 2027.

**General Fund**

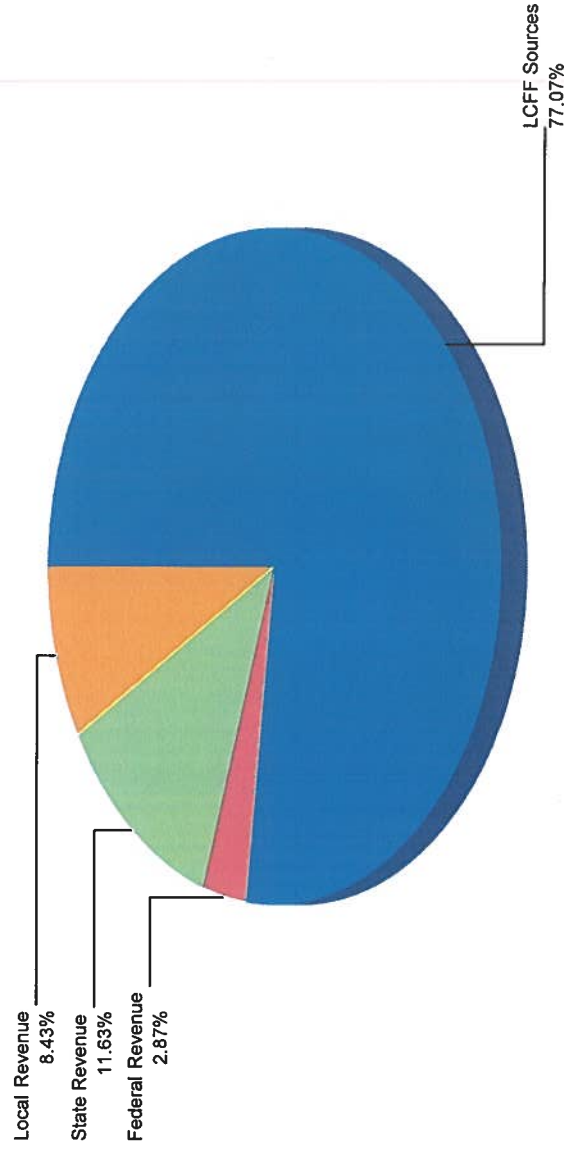
**Ending Fund Balance Components**

	Dollars per ADA	Total Amount
Beginning Fund Balance	\$21,528.11	\$4,262,566
+ Total Resources	\$18,616.27	\$3,686,022
- Total Uses	\$19,401.83	\$3,841,562
Ending Fund Balance	\$20,742.55	\$4,107,026
Fund Balance Difference	\$785.56-	\$155,540-

Ending Fund Balance Components	Amount
Nonspendable Assets	0
Restricted	0
Stabilization Arrangements	0
Other Committed	0
Other Assignments	0
Reserve for Economic Uncertainties	0
Other Assigned	0

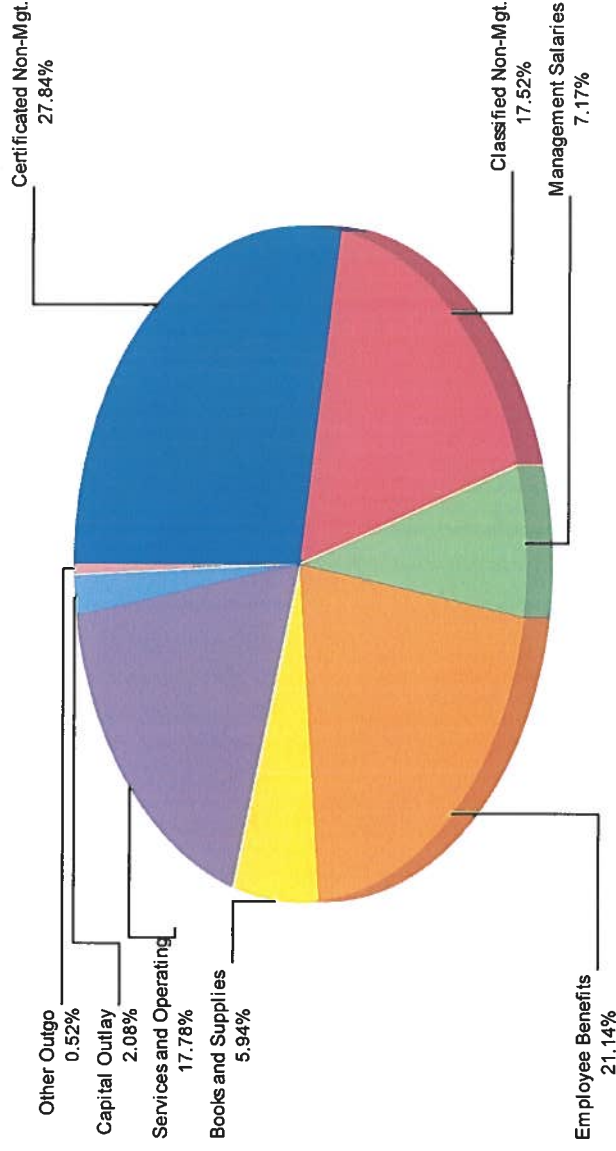
### Total Revenue Summary (as % of Total Revenue)

Revenue by Object:	Dollars per ADA	Total Amount
LCFF Sources	14,348.13	2,840,929
Federal Revenue	533.87	105,707
Other State Revenue	2,165.23	428,715
Other Local Revenue	1,569.05	310,671
<b>Total Revenue</b>	<b>\$18,616.27</b>	<b>\$3,686,022</b>
Transfer In & Others	\$0.00	\$0
<b>Total Resources</b>	<b>\$18,616.27</b>	<b>\$3,686,022</b>



### Total Expenditure Summary (as % of Total Expenditure)

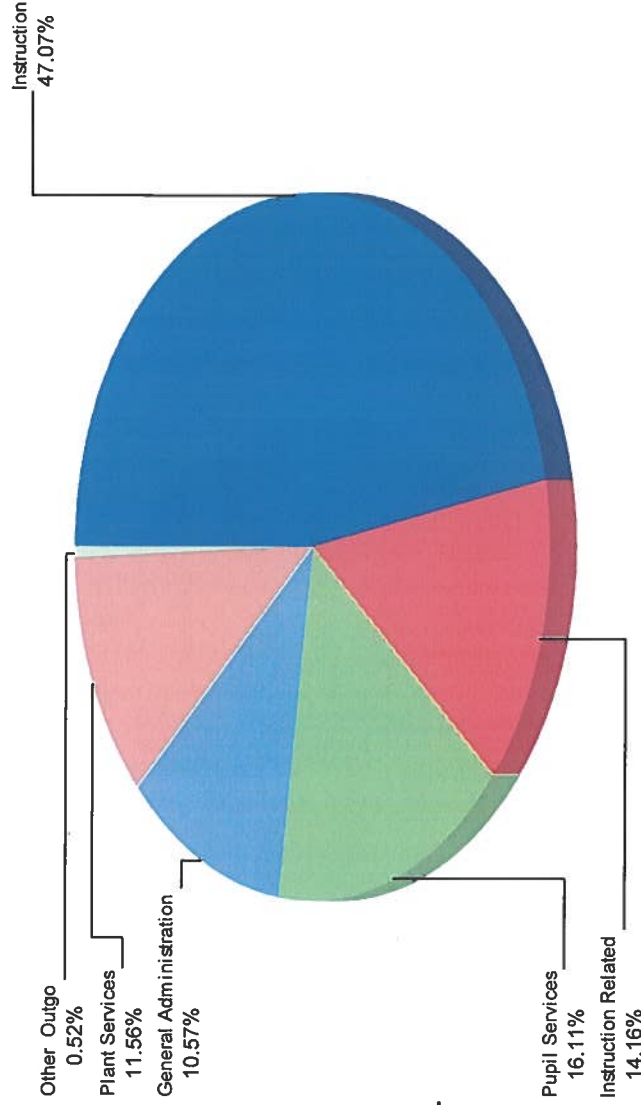
Expenditure by Object:	Dollars per ADA	Total Amount
Cert. Non-Mgt. Salaries	5,402.43	1,069,680
Class. Non-Mgt. Salaries	3,398.73	672,949
Management Salaries	1,390.64	275,347
Employee Benefits	4,101.86	812,168
Books and Supplies	1,153.24	228,342
Services and Operating	3,449.88	683,076
Capital Outlay	404.04	80,000
Other Outgo	101.01	20,000
<b>Total Expenditure</b>	<b>\$19,401.83</b>	<b>\$3,841,562</b>
<b>Transfer out and Other:</b>	<b>\$0.00</b>	<b>\$0</b>
<b>Total Uses</b>	<b>\$19,401.83</b>	<b>\$3,841,562</b>



General Fund

### Total Expenditure by Function Summary (as % of Total Expenditure)

Expenditure by Function:	Dollars per ADA	Total Amount
Instruction	9,133.15	1,808,364
Instruction Related Services	2,747.54	544,013
Pupil Services	3,125.47	618,842
Ancillary Services	0.00	0
Community Services	0.00	0
Enterprise	0.00	0
General Administration*	2,051.48	406,194
Plant Services	2,243.17	444,149
Other Outgo	101.01	20,000
<b>Total</b>	<b>\$19,401.83</b>	<b>\$3,841,562</b>



\* General Administration Expenditure Breakdown:

Board and Supt. Administration	924.58	183,068
Other General Administration	1,126.90	223,126
Centralized Data Processing	0.00	0

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% DIF Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>REVENUES</b>									
1) LCFF Sources		8010-8099	2,675,968.00	67,358.00	2,743,326.00	2,770,131.00	70,798.00	2,840,929.00	3.6%
2) Federal Revenue		8100-8299	0.00	103,965.13	103,965.13	0.00	105,707.00	105,707.00	1.7%
3) Other State Revenue		8300-8599	140,198.58	342,799.00	482,995.58	140,198.58	288,518.00	428,714.58	-11.2%
4) Other Local Revenue		8600-8799	122,000.00	110,842.00	232,842.00	122,000.00	188,671.00	310,671.00	33.5%
5) TOTAL REVENUES			2,938,166.58	624,764.13	3,562,928.71	3,032,327.58	653,694.00	3,686,021.58	3.5%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	1,133,956.68	177,400.74	1,311,357.42	1,173,713.76	171,313.21	1,345,026.97	2.6%
2) Classified Salaries		2000-2999	515,418.84	176,418.36	691,837.20	603,446.26	169,502.48	672,948.74	-2.7%
3) Employee Benefits		3000-3999	575,784.12	179,815.89	755,599.81	599,439.55	212,728.25	612,167.80	7.5%
4) Books and Supplies		4000-4999	181,389.60	54,121.49	235,521.09	181,389.60	46,841.98	228,341.58	-3.6%
5) Services and Other Operating Expenditures		5000-5999	655,028.48	18,777.26	673,803.74	665,576.48	17,500.00	683,076.48	1.4%
6) Capital Outlay		6000-6999	496,000.00	61,718.00	557,718.00	80,000.00	0.00	80,000.00	-85.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	20,000.00	2,864.00	22,864.00	20,000.00	0.00	20,000.00	-12.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			3,577,585.72	671,115.54	4,248,701.26	3,223,576.65	617,985.92	3,841,561.57	-9.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)</b>			(639,421.14)	(46,351.41)	(685,772.55)	(191,248.07)	35,708.08	(155,539.99)	-77.3%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,129.12)	2,129.12	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(2,129.12)	2,129.12	0.00	0.00	0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(641,550.26)	(44,222.29)	(685,772.55)	(191,248.07)	35,708.08	(155,539.99)	-77.3%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,872,517.30	31,513.89	4,904,031.19	4,230,967.04	31,598.60	4,262,565.64	-13.1%
b) Audit Adjustments		9793	0.00	44,307.00	44,307.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1c + F1b)			4,872,517.30	75,820.89	4,948,338.19	4,230,967.04	31,598.60	4,262,565.64	-13.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,872,517.30	75,820.89	4,948,338.19	4,230,967.04	31,598.60	4,262,565.64	-13.9%
2) Ending Balance, June 30 (E + F1e)			4,230,967.04	31,598.60	4,262,565.64	4,039,718.97	67,306.68	4,107,025.65	-3.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	500.00	0.00	500.00	500.00	0.00	500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	31,598.60	31,598.60	0.00	67,306.68	67,306.68	113.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,230,467.04	0.00	4,230,467.04	4,039,218.97	0.00	4,039,218.97	-4.5%
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury									
1) Fair Value Adjustment to Cash in County Treasury		9111	57,061.72	0.00	57,061.72				
b) in Banks		9120	1,198.68	0.00	1,198.68				
c) in Revolving Cash Account		9130	500.00	0.00	500.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
5) Stores		9320	0.00	0.00	0.00				
1) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			3,393,606.02	114,260.47	3,507,866.49				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	816.12	0.00	816.12				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unnamed Revenue		9850	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			816.12	0.00	816.12				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			3,392,789.90	114,260.47	3,507,050.37				
<b>LCFF SOURCES</b>									
<b>Principal Apportionment</b>									
State Aid - Current Year		8011	1,537,575.00	0.00	1,537,575.00	1,888,174.00	0.00	1,888,174.00	22.8%
Education Protection Account State Aid - Current Year		8012	788,970.00	0.00	788,970.00	587,631.00	0.00	587,631.00	-25.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Tax Relief Subventions</b>									
Homesteaders' Exemptions		8021	1,635.00	0.00	1,635.00	1,892.00	0.00	1,892.00	15.7%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>County &amp; District Taxes</b>									
Secured Roll Taxes		8041	610,280.00	0.00	610,280.00	553,108.00	0.00	553,108.00	-9.4%
Unsecured Roll Taxes		8042	19,078.00	0.00	19,078.00	19,078.00	0.00	19,078.00	0.0%
Prior Years' Taxes		8043	613.00	0.00	613.00	1,948.00	0.00	1,948.00	217.8%
Supplemental Taxes		8044	301,337.00	0.00	301,337.00	333,703.00	0.00	333,703.00	10.7%
Education Revenue Augmentation Fund (ERAF)		8045	1,322,854.00	0.00	1,322,854.00	1,289,458.00	0.00	1,289,458.00	-2.5%
Community Redevelopment Funds (SB 617/699/1092)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Miscellaneous Funds (EC 41604)</b>									
Fees and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			4,580,342.00	0.00	4,580,342.00	4,674,992.00	0.00	4,674,992.00	2.1%
<b>LCFF Transfers</b>									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,904,374.00)	0.00	(1,904,374.00)	(1,904,861.00)	0.00	(1,904,861.00)	0.0%
Property Taxes Transfers		8097	0.00	67,358.00	67,358.00	0.00	70,798.00	70,798.00	5.1%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,675,968.00	67,358.00	2,743,326.00	2,770,131.00	70,798.00	2,840,929.00	3.6%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	39,152.00	39,152.00	0.00	39,467.00	39,467.00	0.8%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	18,783.13	18,783.13	0.00	18,730.00	18,730.00	-0.3%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
le III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
le III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
ublic Charter Schools Grant Program (PCSGP)	4810	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4128, 4127, 6630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	46,030.00	46,030.00	0.00	47,510.00	47,510.00	3.2%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	103,965.13	103,965.13	0.00	105,707.00	105,707.00	1.7%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	7,710.58	0.00	7,710.58	7,710.58	0.00	7,710.58	0.0%
Lottery - Unrestricted and Instructional Materials		8560	37,430.00	16,154.00	53,584.00	37,430.00	16,154.00	53,584.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions(In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2800	8590		115,763.00	115,763.00		115,763.00	115,763.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		33,978.00	33,978.00		34,002.00	34,002.00	0.1%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	95,058.00	176,904.00	271,960.00	95,058.00	122,599.00	217,655.00	-20.0%
<b>TOTAL, OTHER STATE REVENUE</b>			140,198.58	342,799.00	482,995.58	140,198.58	288,518.00	428,714.58	-11.2%
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	95,000.00	0.00	95,000.00	95,000.00	0.00	95,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Intergency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	27,000.00	0.00	27,000.00	27,000.00	0.00	27,000.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		110,642.00	110,642.00		188,671.00	188,671.00	70.5%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			122,000.00	110,642.00	232,642.00	122,000.00	188,671.00	310,671.00	33.5%
<b>TOTAL REVENUES</b>			2,938,164.58	624,764.13	3,562,928.71	3,032,327.58	653,694.00	3,686,021.58	3.5%
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	756,844.82	47,540.00	804,384.82	781,240.00	49,435.00	830,675.00	3.3%
Certificated Pupil Support Salaries		1200	168,976.02	67,551.70	236,527.72	183,230.72	55,774.65	239,005.37	1.0%
Certificated Supervisors' and Administrators' Salaries		1300	208,136.04	62,309.04	270,445.08	209,243.04	66,103.58	275,346.60	1.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL CERTIFICATED SALARIES</b>			1,133,956.88	177,400.74	1,311,357.62	1,173,713.78	171,313.23	1,345,026.97	2.6%
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	209,239.08	176,418.36	385,657.44	184,086.45	169,502.48	353,588.93	-8.3%
Classified Support Salaries		2200	193,388.51	0.00	193,388.51	197,782.25	0.00	197,782.25	2.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	112,791.25	0.00	112,791.25	121,577.56	0.00	121,577.56	7.8%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL CLASSIFIED SALARIES</b>			515,418.84	176,418.36	691,837.20	503,446.26	169,502.48	672,948.74	-2.7%
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	178,166.65	111,371.34	289,527.99	184,402.74	130,012.25	314,414.99	8.6%
PERS		3201-3202	174,157.29	37,805.41	211,762.70	181,098.16	37,857.12	218,955.28	3.8%
OASDI/Medicare/Alternative		3301-3302	61,508.29	12,827.68	74,335.97	65,045.18	12,911.04	77,956.22	4.9%
Health and Welfare Benefits		3401-3402	141,844.73	15,228.92	157,073.65	152,884.47	29,208.78	182,093.25	15.9%
Unemployment Insurance		3501-3502	784.95	144.57	929.52	818.39	148.38	966.77	4.0%
Workers' Compensation		3601-3602	14,332.21	2,639.87	16,972.08	14,290.61	2,590.68	16,881.29	-0.5%
EB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
cB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
<b>TOTAL EMPLOYEE BENEFITS</b>			575,784.12	179,815.69	755,599.81	599,439.55	212,728.25	812,167.80	7.5%
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	15,269.36	10,000.00	25,269.36	15,269.36	10,000.00	25,269.36	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	129,997.00	44,121.49	174,118.49	129,997.00	38,941.98	168,938.98	-4.1%
Noncapitalized Equipment		4400	36,133.24	0.00	36,133.24	36,133.24	0.00	36,133.24	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL BOOKS AND SUPPLIES</b>			181,399.60	54,121.49	235,521.09	181,399.60	48,941.98	228,341.58	-3.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	7,350.00	1,000.00	8,350.00	7,350.00	1,000.00	8,350.00	0.0%
Dues and Memberships		5300	8,655.87	0.00	8,655.87	8,655.87	0.00	8,655.87	0.0%
Insurance		5400 - 5499	43,671.00	1,220.00	44,891.00	45,411.00	2,500.00	47,911.00	6.7%
Operations and Housekeeping Services		5500	56,300.00	0.00	56,300.00	56,300.00	0.00	56,300.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,728.00	0.00	12,728.00	12,728.00	0.00	12,728.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	478,521.61	16,557.26	495,078.87	487,331.61	14,000.00	501,331.61	1.3%
Communications		5900	47,800.00	0.00	47,800.00	47,800.00	0.00	47,800.00	0.0%
<b>TOTAL SERVICES AND OTHER OPERATING EXPENDITURES</b>			655,026.48	18,777.26	673,803.74	655,576.48	17,500.00	683,076.48	1.4%
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
and Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	480,000.00	61,718.00	541,718.00	80,000.00	0.00	80,000.00	-85.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	16,000.00	0.00	16,000.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>496,000.00</b>	<b>61,718.00</b>	<b>557,718.00</b>	<b>80,000.00</b>	<b>0.00</b>	<b>80,000.00</b>	<b>-85.7%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	2,864.00	2,864.00	0.00	0.00	0.00	-100.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>20,000.00</b>	<b>2,864.00</b>	<b>22,864.00</b>	<b>20,000.00</b>	<b>0.00</b>	<b>20,000.00</b>	<b>-12.5%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>3,577,585.72</b>	<b>671,115.54</b>	<b>4,248,701.26</b>	<b>3,223,575.65</b>	<b>617,985.92</b>	<b>3,841,561.57</b>	<b>-9.6%</b>
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914		0.00	0.00		0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments									
Emergency Apportionments		8531	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>(c) TOTAL SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
ES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7899	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL USES</b>			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8880	(2,129.12)	2,129.12	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL CONTRIBUTIONS</b>			(2,129.12)	2,129.12	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL OTHER FINANCING SOURCES/USES (a-b+c-d+e)</b>			(2,129.12)	2,129.12	0.00	0.00	0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>REVENUES</b>									
1) LCFF Sources		8010-8099	2,675,968.00	87,358.00	2,743,326.00	2,770,131.00	70,798.00	2,840,929.00	3.6%
2) Federal Revenue		8100-8299	0.00	103,965.13	103,965.13	0.00	105,707.00	105,707.00	1.7%
3) Other State Revenue		8300-8599	140,196.58	342,799.00	482,995.58	140,196.58	288,518.00	428,714.58	-11.2%
4) Other Local Revenue		8600-8799	122,000.00	110,842.00	232,842.00	122,000.00	188,871.00	310,871.00	33.5%
5) TOTAL, REVENUES			2,938,164.58	624,764.13	3,562,928.71	3,032,327.58	653,694.00	3,686,021.58	3.5%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		1,388,577.27	405,778.53	1,794,355.80	1,406,409.25	401,954.48	1,808,363.73	0.8%
2) Instruction - Related Services	2000-2999		440,800.42	91,256.84	532,057.06	431,860.64	112,152.33	544,012.97	2.2%
3) Pupil Services	3000-3999		497,264.69	101,423.37	598,688.06	525,097.31	93,745.11	618,842.42	3.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		397,039.47	8,075.00	405,114.47	396,059.91	10,134.00	406,193.91	0.3%
8) Plant Services	8000-8999		833,903.87	61,718.00	895,621.87	444,148.54	0.00	444,148.54	-50.4%
9) Other Outgo	9000-9999	Except 7600-7699	20,000.00	2,864.00	22,864.00	20,000.00	0.00	20,000.00	-12.5%
10) TOTAL, EXPENDITURES			3,577,585.72	671,115.54	4,248,701.26	3,223,575.65	617,885.92	3,841,561.57	-9.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(639,421.14)	(46,351.41)	(685,772.55)	(191,248.07)	35,708.08	(155,539.99)	-77.3%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,129.12)	2,129.12	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,129.12)	2,129.12	0.00	0.00	0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(641,550.26)	(44,222.29)	(685,772.55)	(191,248.07)	35,708.08	(155,539.99)	-77.3%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9781	4,872,517.30	31,513.89	4,904,031.19	4,230,967.04	31,598.60	4,262,565.64	-13.1%
b) Audit Adjustments		9793	0.00	44,307.00	44,307.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,872,517.30	75,820.89	4,948,338.19	4,230,967.04	31,598.60	4,262,565.64	-13.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,872,517.30	75,820.89	4,948,338.19	4,230,967.04	31,598.60	4,262,565.64	-13.9%
2) Ending Balance, June 30 (E + F1e)			4,230,967.04	31,598.60	4,262,565.64	4,039,718.97	67,306.68	4,107,025.65	-3.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	500.00	0.00	500.00	500.00	0.00	500.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	31,598.60	31,598.60	0.00	67,306.68	67,306.68	113.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	4,230,467.04	0.00	4,230,467.04	4,039,218.97	0.00	4,039,218.97	-4.5%

Resource	Description	2025-26		2026-27
		Estimated	Actuals	Budget
2600	Expanded Learning Opportunities Program		11,056.62	0.00
6500	Special Education		17,533.85	64,298.45
111	Classified School Employee Professional Development Block Grant		470.62	470.62
0	Other Restricted State		1,207.00	1,207.00
.10	Other Restricted Local		1,330.61	1,330.61
Total, Restricted Balance			31,598.60	67,306.68

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	34,867.33	34,867.33	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			34,867.33	34,867.33	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			34,867.33	34,867.33	0.0%
2) Ending Balance, June 30 (E + F1e)			34,867.33	34,867.33	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	34,867.33	34,867.33	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	34,867.33		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			34,867.33		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			34,867.33		
<b>REVENUES</b>					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8669	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1800	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>PERS</b>		3201-3202	0.00	0.00	0.0%
SDII/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7851	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(d - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	34,867.33	34,867.33	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			34,867.33	34,867.33	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			34,867.33	34,867.33	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	34,867.33	34,867.33	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
110	Student Activity Funds	34,867.33	34,867.33
	al, Restricted Balance	34,867.33	34,867.33

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	134,500.00	134,500.00	0.0%
3) Other State Revenue		8300-8599	110,253.00	110,253.00	0.0%
4) Other Local Revenue		8600-8799	5,300.00	7,300.00	37.7%
5) TOTAL, REVENUES			250,053.00	252,053.00	0.8%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	95,818.29	93,531.40	-2.4%
3) Employee Benefits		3000-3999	33,819.11	33,094.22	-2.1%
4) Books and Supplies		4000-4999	139,100.00	131,100.00	-5.8%
5) Services and Other Operating Expenditures		5000-5999	12,840.00	9,840.00	-23.4%
6) Capital Outlay		6000-6999	20,000.00	20,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			301,577.40	287,565.62	-4.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(51,524.40)	(35,512.62)	-31.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(51,524.40)	(35,512.62)	-31.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	89,188.08	37,663.68	-57.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			89,188.08	37,663.68	-57.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			89,188.08	37,663.68	-57.8%
2) Ending Balance, June 30 (E + F1e)			37,663.68	2,151.06	-94.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	37,663.68	2,151.06	-94.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	51,796.81		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	1,041.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9280	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			52,837.81		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9480	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			52,837.81		
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	120,000.00	120,000.00	0.0%
Donated Food Commodities		8221	14,500.00	14,500.00	0.0%
All Other Federal Revenue		8280	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			134,500.00	134,500.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	110,253.00	110,253.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			110,253.00	110,253.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8831	0.00	0.00	0.0%
Food Service Sales		8634	3,800.00	5,800.00	52.6%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,500.00	1,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,300.00	7,300.00	37.7%
TOTAL, REVENUES			250,053.00	252,053.00	0.8%
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	95,818.29	93,531.40	-2.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2800	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>TOTAL, CLASSIFIED SALARIES</b>			95,818.29	93,531.40	-2.4%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	25,589.27	25,075.77	-2.0%
QASDI/Medicare/Alternative		3301-3302	7,307.09	7,155.16	-2.1%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	47.92	46.76	-2.4%
Workers' Compensation		3601-3602	874.83	816.53	-6.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			33,819.11	33,094.22	-2.1%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	21,000.00	20,000.00	-4.8%
Noncapitalized Equipment		4400	11,000.00	4,000.00	-63.6%
Food		4700	107,100.00	107,100.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			139,100.00	131,100.00	-5.8%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	100.00	100.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,740.00	9,740.00	-23.5%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			12,840.00	9,840.00	-23.4%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	20,000.00	20,000.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			20,000.00	20,000.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			301,577.40	287,565.62	-4.6%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFE Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	134,500.00	134,500.00	0.0%
3) Other State Revenue		8300-8599	110,253.00	110,253.00	0.0%
4) Other Local Revenue		8600-8799	5,300.00	7,300.00	37.7%
5) TOTAL, REVENUES			250,053.00	252,053.00	0.8%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		301,577.40	287,565.62	-4.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			301,577.40	287,565.62	-4.6%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(51,524.40)	(35,512.62)	-31.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(51,524.40)	(35,512.62)	-31.1%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	89,188.08	37,663.68	-57.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			89,188.08	37,663.68	-57.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			89,188.08	37,663.68	-57.8%
2) Ending Balance, June 30 (E + F1e)					
			37,663.68	2,151.06	-94.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	37,663.68	2,151.06	-94.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	37,663.68	2,151.06
al, Restricted Balance		37,663.68	2,151.06

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	469.60	0.00	-100.0%
5) TOTAL, REVENUES			469.60	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	18,921.31	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			18,921.31	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(18,451.71)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In					
		8900-8929	0.00	0.00	0.0%
b) Transfers Out					
		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources					
		8930-8979	0.00	0.00	0.0%
b) Uses					
		7630-7699	0.00	0.00	0.0%
3) Contributions					
		8880-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES					
			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(18,451.71)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	18,451.71	0.00	-100.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			18,451.71	0.00	-100.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			18,451.71	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury					
		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury					
		9111	0.00		
b) in Banks					
		9120	0.00		
c) in Revolving Cash Account					
		9130	0.00		
d) with Fiscal Agent/Trustee					
		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
f) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
(G10 + H2) - (I6 + J2)			0.00		
<b>LCFF SOURCES</b>					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	469.60	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8689	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			469.60	0.00	-100.0%
TOTAL, REVENUES			469.60	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professionals/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	18,921.31	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			18,921.31	0.00	-100.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			18,921.31	0.00	-100.0%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	469.50	0.00	-100.0%
5) TOTAL, REVENUES			469.50	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		18,921.31	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			18,921.31	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(18,451.71)	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(18,451.71)	0.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,451.71	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,451.71	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,451.71	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,268.31	0.00	-100.0%
5) TOTAL, REVENUES			5,268.31	0.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,268.31	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,268.31	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	53.31	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8661	5,215.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,268.31	0.00	-100.0%
TOTAL, REVENUES			5,268.31	0.00	-100.0%
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3801-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,268.31	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>5,268.31</b>	<b>0.00</b>	<b>-100.0%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>5,268.31</b>	<b>0.00</b>	<b>-100.0%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,268.31	0.00	-100.0%
5) TOTAL, REVENUES			5,268.31	0.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		5,268.31	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,268.31	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	335,500.00	0.00	-100.0%
5) TOTAL, REVENUES			335,500.00	0.00	-100.0%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	335,000.00	0.00	-100.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			335,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			500.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			500.00	0.00	-100.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	60,032.54	60,532.54	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			60,032.54	60,532.54	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			60,032.54	60,532.54	0.8%
2) Ending Net Position, June 30 (E + F1e)			60,532.54	60,532.54	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9798	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	60,532.54	60,532.54	0.0%
<b>G. ASSETS</b>					
1) Cash					
a) In County Treasury		9110	35,458.23		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			35,458.23		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9480	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G11 + H2) - (I7 + J2)			35,458.23		
<b>OTHER STATE REVENUE</b>					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8580	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	500.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	335,000.00	0.00	-100.0%
All Other Fees and Contracts		8889	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			335,500.00	0.00	-100.0%
TOTAL, REVENUES			335,500.00	0.00	-100.0%
<b>CERTIFICATED SALARIES</b>					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	335,000.00	0.00	-100.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800-5899	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>335,000.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION AND AMORTIZATION</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENSES</b>			<b>335,000.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	335,500.00	0.00	-100.0%
5) TOTAL, REVENUES			335,500.00	0.00	-100.0%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		335,000.00	0.00	-100.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			335,000.00	0.00	-100.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B 10)</b>			500.00	0.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			500.00	0.00	-100.0%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	60,032.54	60,532.54	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			60,032.54	60,532.54	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			60,032.54	60,532.54	0.8%
f) Ending Net Position, June 30 (E + F1e)			60,532.54	60,532.54	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	60,532.54	60,532.54	0.0%

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

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (Includes Necessary Small School ADA)	198.25	198.25	198.25	198.25	198.25	198.25
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	198.25	198.25	198.25	198.25	198.25	198.25
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	198.25	198.25	198.25	198.25	198.25	198.25
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

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

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

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
<b>Governmental Activities:</b>						
Capital assets not being depreciated:						
Land	40,517.00	0.00	40,517.00	0.00	0.00	40,517.00
Work In Progress	842,136.45	(636,057.45)	206,079.00	0.00	0.00	206,079.00
Total capital assets not being depreciated	882,653.45	(636,057.45)	246,596.00	0.00	0.00	246,596.00
Capital assets being depreciated:						
Land Improvements	401,718.33	0.00	401,718.33	0.00	0.00	401,718.33
Buildings	2,095,603.05	788,998.62	2,884,601.67	80,000.00	0.00	2,964,601.67
Equipment	505,817.03	60,894.97	566,712.00	20,000.00	0.00	586,712.00
Total capital assets being depreciated	3,003,138.41	849,893.59	3,853,032.00	100,000.00	0.00	3,953,032.00
Accumulated Depreciation for:						
Land Improvements	(53,373.00)	(8,067.00)	(61,440.00)			(61,440.00)
Buildings	(624,680.00)	(42,033.00)	(666,713.00)			(666,713.00)
Equipment	(371,158.00)	(25,303.00)	(396,461.00)			(396,461.00)
Total accumulated depreciation	(1,049,211.00)	(75,403.00)	(1,124,614.00)	0.00	0.00	(1,124,614.00)
Total capital assets being depreciated, net excluding lease and subscription assets	1,953,927.41	774,490.59	2,728,418.00	100,000.00	0.00	2,828,418.00
Lease Assets	38,456.00	12,827.00	51,283.00			51,283.00
Accumulated amortization for lease assets	(24,217.00)	(8,548.00)	(32,765.00)			(32,765.00)
Total lease assets, net	14,239.00	4,279.00	18,518.00	0.00	0.00	18,518.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	2,850,819.86	142,712.14	2,993,532.00	100,000.00	0.00	3,093,532.00
<b>Business-Type Activities:</b>						
Capital assets not being depreciated:						
Land			0.00			0.00
Work In Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: Blochman Union School District  
Date: June 5, 2026

Public Hearing:

Place: Benjamin Foxen Elementary  
Date: June 9, 2026  
Time: 5:30 pm

Adoption Date: June 11, 2026

Signed: \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Printed Name: Kelly Salas-Ernst Title: Board Secretary

Contact person for additional information on the budget reports:

Name: Nancy Shafer  
Title: Interim Business Manager

Telephone: 805-937-1148  
E-mail: blochman@blochmanusd.org

Criteria and Standards Review Summary

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

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

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?  • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	X	X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X n/a n/a n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:  • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X X X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?  • Adoption date of the LCAP or an update to the LCAP:		X 06/11/2026
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

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

### Annual Certification Regarding Self-Insured Workers' Compensation Claims

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

#### To the County Superintendent of Schools:

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

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

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

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

#### Signature (Original signature required)

_____	06/11/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Kelly Salas=Ernst	Board Secretary
Printed Name	Title

#### For additional information on this certification, please contact:

Nancy Shafer	Interim Business Manager
_____	_____
Name	Title
blochman@blochmanusd.org	805-937-1148
_____	_____
Email	Telephone

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
00 - Certificated Salaries	1,311,357.42	301	0.00	303	1,311,357.42	305	0.00		307	1,311,357.42	309
2000 - Classified Salaries	691,837.20	311	0.00	313	691,837.20	315	11,146.20		317	680,691.00	319
3000 - Employee Benefits	755,599.81	321	0.00	323	755,599.81	325	5,299.00		327	750,300.81	329
4000 - Books, Supplies Equip Replace. (6500)	235,521.09	331	0.00	333	235,521.09	335	49,533.60		337	185,987.49	339
5000 - Services... & 7300 - Indirect Costs	673,803.74	341	0.00	343	673,803.74	345	272,607.66		347	401,196.08	349
<b>TOTAL</b>					<b>3,668,119.26</b>	<b>365</b>			<b>TOTAL</b>	<b>3,329,532.80</b>	<b>369</b>

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011	1100	375
2. Salaries of Instructional Aides Per EC 41011	2100	380
3. STRS	3101 & 3102	382
4. PERS	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	385
7. Unemployment Insurance	3501 & 3502	390
8. Workers' Compensation Insurance	3601 & 3602	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	
10. Other Benefits (EC 22310)	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		48.85%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		X

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
Minimum percentage required (60% elementary, 55% unified, 50% high) .....	exempt
2. Percentage spent by this district (Part II, Line 15) .....	48.85%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) .....	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) .....	3,329,532.80
5. Deficiency Amount (Part III, Line 3 times Line 4) .....	exempt
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)	

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.		
1000 - Certificated Salaries	1,345,026.97	301	0.00	303	1,345,026.97	305	0.00		307	1,345,026.97	309		
2000 - Classified Salaries	672,948.74	311	0.00	313	672,948.74	315	11,571.60		317	661,377.14	319		
3000 - Employee Benefits	812,167.80	321	0.00	323	812,167.80	325	5,443.88		327	806,723.92	329		
4000 - Books, Supplies Equip Replace. (6500)	228,341.58	331	0.00	333	228,341.58	335	49,533.60		337	178,807.98	339		
5000 - Services . & 7300 - Indirect Costs	683,076.48	341	0.00	343	683,076.48	345	274,050.40		347	409,026.08	349		
TOTAL					3,741,561.57	365	TOTAL					3,400,962.09	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
Teacher Salaries as Per EC 41011. ....	1100	375
.....		830,675.00
2. Salaries of Instructional Aides Per EC 41011. ....	2100	380
.....		353,588.93
3. STRS. ....	3101 & 3102	382
.....		198,749.11
4. PERS. ....	3201 & 3202	383
.....		121,310.70
5. OASDI - Regular, Medicare and Alternative. ....	3301 & 3302	384
.....		43,071.07
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). ....	3401 & 3402	385
.....		85,131.45
7. Unemployment Insurance. ....	3501 & 3502	390
.....		555.03
8. Workers' Compensation Insurance. ....	3601 & 3602	392
.....		9,690.46
9. OPEB, Active Employees (EC 41372). ....	3751 & 3752	0.00
.....		
10. Other Benefits (EC 22310). ....	3901 & 3902	393
.....		0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10) . . . . .	1,642,771.75	395
.2. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .		396
14. TOTAL SALARIES AND BENEFITS. . . . .	1,642,771.75	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .	48.30%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .	X	

**PART III: DEFICIENCY AMOUNT**

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	exempt
2. Percentage spent by this district (Part II, Line 15) . . . . .	48.30%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	3,400,962.09
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	exempt

**PART IV: Explanation for adjustments entered in Part I, Column 4b (required)**


Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
<b>Governmental Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	10,481.00	(1,350.00)	9,131.00			9,131.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	2,494,379.00	(291,440.00)	2,202,939.00			2,202,939.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
<b>Governmental activities long-term liabilities</b>	2,504,860.00	(292,790.00)	2,212,070.00	0.00	0.00	2,212,070.00	0.00
<b>Business-Type Activities:</b>							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
<b>Business-type activities long-term liabilities</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2025-26 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	4,248,701.26
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	106,094.25
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	557,718.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	20,000.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	7651	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	1000-7999	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				577,718.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	51,524.40
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and 2)				3,616,413.41
<b>Section II - Expenditures Per ADA</b>				<b>2025-26 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				198.25
B. Expenditures per ADA (Line I.E divided by Line II.A)				18,241.68
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>			<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)			3,235,491.95	16,562.54
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)			0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)			3,235,491.95	16,562.54
B. Required effort (Line A.2 times 90%)			2,911,942.76	14,906.29
C. Current year expenditures (Line I.E and Line II.B)			3,616,413.41	18,241.68
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)			0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)			MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%
<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
Total adjustments to base expenditures	0.00	0.00

**Part I - General Administrative Share of Plant Services Costs**

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 56,150.49
2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 104,260.00
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

Interim Business Manager; fiscal oversight; .70 FTE

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 2,702,643.94

**C. Percentage of Plant Services Costs Attributable to General Administration**

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.94%

**Part II - Adjustments for Employment Separation Costs**

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

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

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

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. 0.00

**B. Abnormal or Mass Separation Costs (required)**

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

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

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals  
(Functions 7200-7600, objects 1000-5999, minus Line B9) 208,961.49
2. Centralized Data Processing, less portion charged to restricted resources or specific goals  
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	8,400.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	20,444.05
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	577.84
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	238,383.38
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	238,383.38
<b>B. Base Costs</b>	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	1,794,355.80
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	521,057.06
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	598,688.06
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 8000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	182,752.98
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	323,731.82
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	9,150.16
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	174,477.40
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	3,604,213.28
<b>C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment</b>	
(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	6.61%
<b>D. Preliminary Proposed Indirect Cost Rate</b>	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B19)	6.61%
<b>Part IV - Carry-forward Adjustment</b>	
The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates	

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

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

<b>A. Indirect costs Incurred in the current year (Part III, Line A8)</b>	238,383.38
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	0.00
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (6.98%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.98%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	0.00
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	0.00

Approved indirect cost rate: 6.98%  
 Highest rate used in any program: 0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
------	----------	--	--	-----------

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	0.00	24,375.70	0.00	24,375.70
2. State Lottery Revenue	8560	37,430.00		16,154.00	53,584.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		37,430.00	24,375.70	16,154.00	77,959.70
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	28,379.60		16,154.00	44,533.60
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	9,050.40			9,050.40
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		37,430.00	0.00	16,154.00	53,584.00
<b>C. ENDING BALANCE (Must equal Line A7 minus Line B12)</b>	979Z	0.00	24,375.70	0.00	24,375.70
<b>D. COMMENTS:</b>					

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

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

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	2,770,131.00	2.72%	2,845,404.00	2.69%	2,922,036.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	140,196.58	0.00%	140,196.58	0.00%	140,196.58
4. Other Local Revenues	8600-8799	122,000.00	0.00%	122,000.00	0.00%	122,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		3,032,327.58	2.48%	3,107,600.58	2.47%	3,184,232.58
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,173,713.76		1,244,135.76
b. Step & Column Adjustment				35,211.00		37,324.00
c. Cost-of-Living Adjustment				35,211.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,173,713.76	6.00%	1,244,135.76	3.00%	1,281,459.76
2. Classified Salaries						
a. Base Salaries				503,446.26		533,652.26
b. Step & Column Adjustment				15,103.00		16,010.00
c. Cost-of-Living Adjustment				15,103.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	503,446.26	6.00%	533,652.26	3.00%	549,662.26
3. Employee Benefits	3000-3999	599,439.55	2.50%	614,425.00	2.50%	629,785.00
4. Books and Supplies	4000-4999	181,399.60	0.00%	181,400.00	0.00%	181,400.00
5. Services and Other Operating Expenditures	5000-5999	665,576.48	0.30%	667,576.00	0.30%	669,576.00
6. Capital Outlay	6000-6999	80,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	20,000.00	0.00%	20,000.00	-100.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		3,223,575.65	1.17%	3,261,189.02	1.55%	3,311,883.02

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(191,248.07)		(153,588.44)		(127,650.44)
<b>D. FUND BALANCE</b>						
<b>1. Net Beginning Fund Balance (Form 01, line F1e)</b>						
		4,230,967.04		4,039,718.97		3,886,130.53
<b>2. Ending Fund Balance (Sum lines C and D1)</b>						
		4,039,718.97		3,886,130.53		3,758,480.09
<b>3. Components of Ending Fund Balance</b>						
a. Nonspendable	9710-9719	500.00		500.00		500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	4,039,218.97		3,885,630.53		3,757,980.09
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,039,718.97		3,886,130.53		3,758,480.09
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	4,039,218.97		3,885,630.53		3,757,980.09
Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750			0.00		
b. Reserve for Economic Uncertainties	9789			0.00		
c. Unassigned/Unappropriated	9790			0.00		
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
		4,039,218.97		3,885,630.53		3,757,980.09
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	70,798.00	0.00%	70,798.00	0.00%	70,798.00
2. Federal Revenues	8100-8299	105,707.00	0.00%	105,707.00	0.00%	105,707.00
3. Other State Revenues	8300-8599	288,518.00	0.00%	288,518.00	0.00%	288,518.00
4. Other Local Revenues	8600-8799	188,671.00	0.00%	188,671.00	0.00%	188,671.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%		0.00%	0.00
6. Total (Sum lines A1 thru A5c)		653,694.00	0.00%	653,694.00	0.00%	653,694.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				171,313.21		181,591.21
b. Step & Column Adjustment				5,139.00		5,448.00
c. Cost-of-Living Adjustment				5,139.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	171,313.21	6.00%	181,591.21	3.00%	187,039.21
2. Classified Salaries						
a. Base Salaries				169,502.48		179,672.48
b. Step & Column Adjustment				5,085.00		5,390.00
c. Cost-of-Living Adjustment				5,085.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	169,502.48	6.00%	179,672.48	3.00%	185,062.48
3. Employee Benefits	3000-3999	212,728.25	2.50%	218,046.00	2.50%	223,497.00
4. Books and Supplies	4000-4999	48,941.98	6.39%	49,942.00	0.00%	49,942.00
5. Services and Other Operating Expenditures	5000-5999	17,500.00	0.00%	17,500.00	0.00%	17,500.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		617,985.92	4.65%	646,751.69	2.52%	663,040.69
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		35,708.08		6,942.31		(9,346.69)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		31,598.60		67,306.68		74,248.99
2. Ending Fund Balance (Sum lines C and D1)		67,306.68		74,248.99		64,902.30
<b>3. Components of Ending Fund Balance</b>						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	67,306.68		74,248.99		64,902.30
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		67,306.68		74,248.99		64,902.30
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
<b>2. Special Reserve Fund - Noncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
<b>3. Total Available Reserves (Sum lines E1a thru E2c)</b>						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF Sources	8010-8099	2,840,929.00	2.65%	2,916,202.00	2.63%	2,992,834.00
2. Federal Revenues	8100-8299	105,707.00	0.00%	105,707.00	0.00%	105,707.00
3. Other State Revenues	8300-8599	428,714.58	0.00%	428,714.58	0.00%	428,714.58
4. Other Local Revenues	8600-8799	310,671.00	0.00%	310,671.00	0.00%	310,671.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		3,686,021.58	2.04%	3,761,294.58	2.04%	3,837,926.58
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				1,345,026.97		1,425,726.97
b. Step & Column Adjustment				40,350.00		42,772.00
c. Cost-of-Living Adjustment				40,350.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,345,026.97	6.00%	1,425,726.97	3.00%	1,468,498.97
2. Classified Salaries						
a. Base Salaries				672,948.74		713,324.74
b. Step & Column Adjustment				20,188.00		21,400.00
c. Cost-of-Living Adjustment				20,188.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	672,948.74	6.00%	713,324.74	3.00%	734,724.74
3. Employee Benefits	3000-3999	812,167.80	2.50%	832,471.00	2.50%	853,282.00
4. Books and Supplies	4000-4999	228,341.58	1.31%	231,342.00	0.00%	231,342.00
5. Services and Other Operating Expenditures	5000-5999	683,076.48	0.29%	685,076.00	0.29%	687,076.00
6. Capital Outlay	6000-6999	80,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	20,000.00	0.00%	20,000.00	-100.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		3,841,561.57	1.73%	3,907,940.71	1.71%	3,974,923.71
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		(155,539.99)		(146,646.13)		(136,997.13)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,262,565.64		4,107,025.65		3,960,379.52
2. Ending Fund Balance (Sum lines C and D1)		4,107,025.65		3,960,379.52		3,823,382.39
<b>3. Components of Ending Fund Balance</b>						
a. Nonspendable	9710-9719	500.00		500.00		500.00
b. Restricted	9740	67,306.68		74,248.99		64,902.30
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	4,039,218.97		3,885,630.53		3,757,980.09
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,107,025.65		3,960,379.52		3,823,382.39
<b>E. AVAILABLE RESERVES</b>						
<b>1. General Fund</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	4,039,218.97		3,885,630.53		3,757,980.09
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
<b>2. Special Reserve Fund - oncapital Outlay (Fund 17)</b>						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		4,039,218.97		3,885,630.53		3,757,980.09
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		105.15%		99.43%		94.54%
<b>F. RECOMMENDED RESERVES</b>						
<b>1. Special Education Pass-through Exclusions</b>						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p> <hr/>						
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>						
		0.00				
<p>2. District ADA</p> <p>Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>						
		198.25		198.25		198.25
<p>3. Calculating the Reserves</p>						
<p>a. Expenditures and Other Financing Uses (Line B11)</p>						
		3,841,561.57		3,907,940.71		3,974,923.71
<p>b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)</p>						
		0.00		0.00		0.00
<p>c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)</p>						
		3,841,561.57		3,907,940.71		3,974,923.71
<p>d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		5.00%		5.00%		5.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>						
		192,078.08		195,397.04		198,746.19
<p>f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		90,000.00		90,000.00		90,000.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>						
		192,078.08		195,397.04		198,746.19
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>						
		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	198	
District's ADA Standard Percentage Level:	3.0%	

**1A. Calculating the District's ADA Variances**

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
<b>Third Prior Year (2023-24)</b>				
District Regular	187	187		
Charter School				
<b>Total ADA</b>	<b>187</b>	<b>187</b>	<b>N/A</b>	<b>Met</b>
<b>Second Prior Year (2024-25)</b>				
District Regular	195	195		
Charter School				
<b>Total ADA</b>	<b>195</b>	<b>195</b>	<b>N/A</b>	<b>Met</b>
<b>First Prior Year (2025-26)</b>				
District Regular	198	198		
Charter School		0		
<b>Total ADA</b>	<b>198</b>	<b>198</b>	<b>N/A</b>	<b>Met</b>
<b>Budget Year (2026-27)</b>				
District Regular	198			
Charter School	0			
<b>Total ADA</b>	<b>198</b>			

---

---

**1B. Comparison of District ADA to the Standard**

---

---

ATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:  
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (if Budget is greater than Actual, else N/A)	Status
	Budget	CALPADS Actual		
Third Prior Year (2023-24)				
District Regular	192	192		
Charter School				
Total Enrollment	192	192	0.0%	Met
Second Prior Year (2024-25)				
District Regular	210	210		
Charter School				
Total Enrollment	210	210	0.0%	Met
First Prior Year (2025-26)				
District Regular	207	207		
Charter School				
Total Enrollment	207	207	0.0%	Met
Budget Year (2026-27)				
District Regular				
Charter School				
Total Enrollment	0			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:  
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
<b>Third Prior Year (2023-24)</b>			
District Regular	187	192	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>187</b>	<b>192</b>	<b>97.6%</b>
<b>Second Prior Year (2024-25)</b>			
District Regular	197	210	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>197</b>	<b>210</b>	<b>93.9%</b>
<b>First Prior Year (2025-26)</b>			
District Regular	198	207	
Charter School			
<b>Total ADA/Enrollment</b>	<b>198</b>	<b>207</b>	<b>95.8%</b>
Historical Average Ratio:			95.8%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%):

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
<b>Budget Year (2026-27)</b>				
District Regular	198			
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>198</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
<b>1st Subsequent Year (2027-28)</b>				
District Regular	198			
Charter School				
<b>Total ADA/Enrollment</b>	<b>198</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
<b>2nd Subsequent Year (2028-29)</b>				
District Regular	198			
Charter School				
<b>Total ADA/Enrollment</b>	<b>198</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	198.25	198.25	198.25	198.25
b. Prior Year ADA (Funded)		198.25	198.25	198.25
c. Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		2,678,802.00	2,770,131.00	2,845,404.00
b1. COLA percentage		2.30%	4.31%	3.31%
b2. COLA amount (proxy for purposes of this criterion)		61,612.45	119,392.65	94,182.87
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	4.31%	3.31%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)</b>				
		2.30%	4.31%	3.31%
LCFF Revenue Standard (Step 3, plus/minus 1%):		1.30% to 3.30%	3.31% to 5.31%	2.31% to 4.31%

**4A2. Alternate LCFF Revenue Standard - Basic Aid**

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	2,255,797.00	2,199,187.00		
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

**4A3. Alternate LCFF Revenue Standard - Necessary Small School**

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

**4B. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	4,580,342.00	4,674,992.00	4,844,915.00	5,016,197.00
District's Projected Change in LCFF Revenue:		2.07%	3.63%	3.54%
LCFF Revenue Standard		1.30% to 3.30%	3.31% to 5.31%	2.31% to 4.31%
Status:		Met	Met	Met

**4C. Comparison of District LCFF Revenue to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

There are capital expenditures that are causing total expenditures to be higher than normal with is making this ratio lower than the standard.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2023-24)	1,780,645.61	2,812,768.95
Second Prior Year (2024-25)	1,839,327.33	3,421,786.13	53.8%
First Prior Year (2025-26)	2,225,159.64	3,577,585.72	62.2%
	Historical Average Ratio:		59.8%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	54.8% to 64.8%	54.8% to 64.8%	54.8% to 64.8%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)			Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)			
	Budget Year (2026-27)	2,276,599.57	3,223,575.65	70.6%	Not Met
1st Subsequent Year (2027-28)	2,392,213.02	3,261,189.02	73.4%	Not Met	
2nd Subsequent Year (2028-29)	2,460,907.02	3,311,883.02	74.3%	Not Met	

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:  
(required if NOT met)

There are capital expenditures that are affecting the amount of total expenditures which is causing this ratio to be lower than the stanard.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATAENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	2.30%	4.31%	3.31%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-7.70% to 12.30%	-5.69% to 14.31%	-6.69% to 13.31%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-2.70% to 7.30%	-0.69% to 9.31%	-1.69% to 8.31%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATAENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2025-26)	103,965.13		
Budget Year (2026-27)	105,707.00	1.68%	No
1st Subsequent Year (2027-28)	105,707.00	0.00%	No
2nd Subsequent Year (2028-29)	105,707.00	0.00%	No

Explanation:  
(required if Yes)

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2025-26)	482,995.58		
Budget Year (2026-27)	428,714.58	(11.24%)	Yes
1st Subsequent Year (2027-28)	428,714.58	0.00%	No
2nd Subsequent Year (2028-29)	428,714.58	0.00%	No

Explanation:  
(required if Yes)

We received one-time funds in 225-2026 that will not be received in subsequent years.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2025-26)	232,642.00		
Budget Year (2026-27)	310,671.00	33.54%	Yes
1st Subsequent Year (2027-28)	310,671.00	0.00%	No
2nd Subsequent Year (2028-29)	310,671.00	0.00%	No

Explanation:  
(required if Yes)

We will receive an increase in Special Education funding for 2026-2027 and the subsequent fiscal years.

**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)**

First Prior Year (2025-26)	235,521.09		
Budget Year (2026-27)	228,341.58	(3.05%)	Yes
1st Subsequent Year (2027-28)	231,342.00	1.31%	No
2nd Subsequent Year (2028-29)	231,342.00	0.00%	No

Explanation:  
(required if Yes) We were spending one-time funds in 2025-2026 what will not be available in the subsequent years.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

First Prior Year (2025-26)	673,803.74		
Budget Year (2026-27)	683,076.48	1.38%	No
1st Subsequent Year (2027-28)	685,076.00	.29%	No
2nd Subsequent Year (2028-29)	687,076.00	.29%	No

Explanation:  
(required if Yes)

**6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

**Total Federal, Other State, and Other Local Revenue (Criterion 6B)**

First Prior Year (2025-26)	819,602.71		
Budget Year (2026-27)	845,092.58	3.11%	Met
1st Subsequent Year (2027-28)	845,092.58	0.00%	Met
2nd Subsequent Year (2028-29)	845,092.58	0.00%	Met

**Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)**

First Prior Year (2025-26)	909,324.83		
Budget Year (2026-27)	911,418.06	.23%	Met
1st Subsequent Year (2027-28)	916,418.00	.55%	Met
2nd Subsequent Year (2028-29)	918,418.00	.22%	Met

---

**6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

---

TA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD MET - Projected total operating revenues have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:  
Federal Revenue  
(linked from 6B  
if NOT met)

Explanation:  
Other State Revenue  
(linked from 6B  
if NOT met)

Explanation:  
Other Local Revenue  
(linked from 6B  
if NOT met)

1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:  
Books and Supplies  
(linked from 6B  
if NOT met)

Explanation:  
Services and Other Exps  
(linked from 6B  
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)  0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

3,735,763.57
--------------

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required  
Minimum Contribution  
(Line 2c times 3%)

Budgeted Contribution<sup>1</sup>  
to the Ongoing and Major  
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

3,735,763.57	112,072.91	0.00	Not Met
--------------	------------	------	---------

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

Standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:  
(required if NOT met  
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	4,779,960.65	4,872,017.30	4,230,467.04
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	4,779,960.65	4,872,017.30	4,230,467.04
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	3,491,851.44	4,254,442.15	4,248,701.26
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	3,491,851.44	4,254,442.15	4,248,701.26
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	138.9%	114.5%	99.6%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>45.6%</b>	<b>38.2%</b>	<b>33.2%</b>

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8B. Calculating the District's Deficit Spending Percentages**

TA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted	Deficit Spending Level	Status
	Unrestricted Fund Balance (Form 01, Section E)	Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	(If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Third Prior Year (2023-24)	403,681.77	2,812,768.95	N/A	Met
Second Prior Year (2024-25)	92,056.65	3,421,786.13	N/A	Met
First Prior Year (2025-26)	(641,550.26)	3,577,585.72	17.9%	Met
Budget Year (2026-27) (Information only)	(191,248.07)	3,223,675.65		

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:  
(required if NOT met)

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2023-24)	4,445,570.12	4,376,778.88	1.5%	Met
Second Prior Year (2024-25)	3,987,995.95	4,780,460.65	N/A	Met
First Prior Year (2025-26)	3,493,683.95	4,672,517.30	N/A	Met
Budget Year (2026-27) (Information only)	4,230,967.04			

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:  
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

**9B-1: Determining if the District's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund	
	(Form CASH, Line F, June Column)	Status
Current Year (2026-27)	3,337,644.00	Met

**9B-2. Comparison of the District's Ending Cash Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$90,000 (greater of)	0 to 300
4% or \$90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	198	198	198
District's Reserve Standard Percentage Level:	5%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button

for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

\_\_\_\_\_

b. Special Education Pass-through Funds

(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	3,841,561.57	3,907,940.71	3,974,923.71
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	3,841,561.57	3,907,940.71	3,974,923.71

	5%	5%	5%
4. Reserve Standard Percentage Level			
5. Reserve Standard - by Percent (Line B3 times Line B4)	192,078.08	195,397.04	198,746.19
6. Reserve Standard - by Amount (\$90,000 for districts with 0 to 1,000 ADA, else 0)	90,000.00	90,000.00	90,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	192,078.08	195,397.04	198,746.19

**10C. Calculating the District's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):			
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	4,039,218.97	3,885,630.53	3,757,980.09
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	4,039,218.97	3,885,630.53	3,757,980.09
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	105.15%	99.43%	94.54%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>192,078.08</b>	<b>195,397.04</b>	<b>198,746.19</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

**SUPPLEMENTAL INFORMATION**

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Use of Ongoing Revenues for One-time Expenditures**

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**SS. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

**SSA. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATAENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2025-26)	(2,129.12)			
Budget Year (2026-27)	0.00	(2,129.12)	(100.0%)	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**SSB. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATAENTRY: Enter an explanation if Not Met for Items 1a-1c or if Yes for Item 1d.

**1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.**

Explanation:   
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:  
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:  
(required if YES)

**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2026
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	3	01-8011	01-7439	19,051
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
<b>TOTAL:</b>				19,051

Type of Commitment (continued)	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
	Leases	7,112	7,112	7,112
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
<b>Total Annual Payments:</b>	7,112	7,112	7,112	4,827
<b>Has total annual payment increased over prior year (2025-26)?</b>		No	No	No

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:  
(required if Yes  
to increase in total  
annual payments)

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:  
(required if Yes)

**57. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**57A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2 For the district's OPEB:  
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
<input type="text"/>	<input type="text"/>

4. OPEB Liabilities

a. Total OPEB liability	<input type="text"/>
b. OPEB plan(s) fiduciary net position (if applicable)	<input type="text"/>
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	<input type="text"/>
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	<input type="text"/>

5. OPEB Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00	<input type="text"/>	<input type="text"/>
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. Number of retirees receiving OPEB benefits	<input type="text"/>	<input type="text"/>	<input type="text"/>

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip Items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3 Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4 Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

**58. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**58A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	12.00	12.00	12.00	12.00

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

**Negotiations Settled**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Mar 13, 2024

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Mar 01, 2024

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

Mar 13, 2024

4. Period covered by the agreement:

Begin Date:  End Date:

5. Salary settlement:

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year


or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")


Identify the source of funding that will be used to support multiyear salary commitments:

--

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2026-27)	(2027-28)	(2028-29)

7. Amount included for any tentative salary schedule increases

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2026-27)	(2027-28)	(2028-29)

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year


**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

**Certificated (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2026-27)	(2027-28)	(2028-29)

**Certificated (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year	1st Subsequent Year	2nd Subsequent Year
(2026-27)	(2027-28)	(2028-29)

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	13.00	13.00	13.00	13.00

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

**Negotiations Settled**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Mar 13, 2024

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Mar 01, 2024

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

Mar 13, 2024

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2026-27)

(2027-28)

(2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year


or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")


Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2026-27)	(2027-28)	(2028-29)

7.	Amount included for any tentative salary schedule increases			
		Budget Year	1st Subsequent Year	2nd Subsequent Year
		(2026-27)	(2027-28)	(2028-29)

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

**Classified (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?				
If Yes, amount of new costs included in the budget and MYPs				
If Yes, explain the nature of the new costs:				

**Classified (Non-management) Step and Column Adjustments**

1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

**Classified (Non-management) Attrition (layoffs and retirements)**

1.	Are savings from attrition included in the budget and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

---

---

---

---

---

---

---

---

**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	1.50	1.50	1.50	1.50

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes
-----

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

**Negotiations Settled**

2. Salary settlement:

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Yes	Yes	Yes

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year


**Management/Supervisor/Confidential Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 11, 2026

**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

**ADDITIONAL FISCAL INDICATORS**

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.8(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

End of School District Budget Criteria and Standards Review

BLOCHMAN UNION SCHOOL DISTRICT  
 2026/2027 CASH FLOW STATEMENT  
 RESTRICTED/UNRESTRICTED GENERAL FUND

	July	August	September	October	November	December	January	February	March	April	May	June
<b>BEGINNING CASH</b>	3,493,184	3,575,751	3,619,127	3,617,809	3,557,487	3,579,186	3,576,090	3,546,739	3,513,701	3,493,512	3,465,063	3,391,354
<b>RECEIPTS:</b>												
LCFF	142,046	142,046	255,684	255,684	255,684	255,684	255,684	255,684	255,684	255,684	255,684	255,684
Federal Revenue	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809
Other State Revenue	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726
Other Local Revenue	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889
<b>TOTAL RECEIPTS</b>	<b>212,471</b>	<b>212,471</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>	<b>326,108</b>
<b>DISBURSEMENTS:</b>												
Certificated Salaries	45,721	59,514	115,240	136,007	107,139	115,866	125,106	126,404	121,882	124,789	133,680	133,680
Classified Salaries	22,875	29,776	57,657	68,047	53,604	57,970	62,594	63,243	60,980	62,435	66,883	66,883
Employee Benefits	27,607	35,936	69,585	82,125	64,694	69,963	75,543	76,327	73,596	75,351	80,720	80,720
Books and Supplies	7,762	10,104	19,564	23,089	18,189	19,670	21,239	21,459	20,692	21,185	22,694	22,694
Services	23,219	30,224	58,525	69,071	54,411	58,843	63,536	64,195	61,898	63,375	67,890	67,890
Capital Outlay	2,719	3,540	6,854	8,089	6,372	6,892	7,441	7,518	7,249	7,422	7,951	7,951
Other Outgo	-	-	-	-	-	-	-	-	-	-	20,000	-
Interfund Transfers Out	-	-	-	-	-	-	-	-	-	-	-	-
All other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL DISBURSEMENTS</b>	<b>129,904</b>	<b>169,095</b>	<b>327,426</b>	<b>386,429</b>	<b>304,410</b>	<b>329,204</b>	<b>355,458</b>	<b>359,146</b>	<b>346,297</b>	<b>354,557</b>	<b>399,818</b>	<b>379,818</b>
<b>NET INCREASE/DECREASE IN CASH</b>	<b>82,567</b>	<b>43,376</b>	<b>(1,318)</b>	<b>(60,321)</b>	<b>21,698</b>	<b>(3,096)</b>	<b>(29,350)</b>	<b>(33,038)</b>	<b>(20,189)</b>	<b>(28,449)</b>	<b>(73,710)</b>	<b>(53,710)</b>
<b>ENDING CASH</b>	<b>3,575,751</b>	<b>3,619,127</b>	<b>3,617,809</b>	<b>3,557,487</b>	<b>3,579,186</b>	<b>3,576,090</b>	<b>3,546,739</b>	<b>3,513,701</b>	<b>3,493,512</b>	<b>3,465,063</b>	<b>3,391,354</b>	<b>3,337,644</b>

BLOCHMAN UNION SCHOOL DISTRICT  
 2027/2028 CASH FLOW STATEMENT  
 RESTRICTED/UNRESTRICTED GENERAL FUND

	July	August	September	October	November	December	January	February	March	April	May	June
<b>BEGINNING CASH</b>	3,337,644	3,421,718	3,465,921	3,465,690	3,405,431	3,428,616	3,428,576	3,397,827	3,365,325	3,345,895	3,318,062	3,244,530
<b>RECEIPTS:</b>												
LCFF	145,810	145,810	262,458	262,458	262,458	262,458	262,458	262,458	262,458	262,458	262,458	262,458
Federal Revenue	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809	8,809
Other State Revenue	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726	35,726
Other Local Revenue	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889	25,889
<b>TOTAL RECEIPTS</b>	<b>216,234</b>	<b>216,234</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>	<b>332,883</b>
<b>DISBURSEMENTS:</b>												
Certificated Salaries	48,464	63,085	122,154	144,167	113,567	122,818	132,612	133,988	129,194	132,276	141,700	141,700
Classified Salaries	24,248	31,563	61,117	72,130	56,820	61,449	66,349	67,038	64,639	66,181	70,896	70,896
Employee Benefits	28,298	36,835	71,325	84,178	66,311	71,712	77,431	78,235	75,436	77,235	82,738	82,738
Books and Supplies	7,864	10,236	19,821	23,393	18,428	19,929	21,518	21,741	20,963	21,463	22,993	22,993
Services	23,287	30,313	58,696	69,274	54,570	59,015	63,722	64,383	62,079	63,560	68,088	68,088
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-
Interfund Transfers Out	-	-	-	-	-	-	-	-	-	-	-	-
All other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL DISBURSEMENTS</b>	<b>3,907,941</b>	<b>172,082</b>	<b>333,114</b>	<b>393,142</b>	<b>309,697</b>	<b>334,922</b>	<b>361,632</b>	<b>365,385</b>	<b>352,312</b>	<b>360,716</b>	<b>406,415</b>	<b>386,415</b>
<b>NET INCREASE/DECREASE IN CASH</b>	<b>84,074</b>	<b>44,202</b>	<b>(231)</b>	<b>(60,259)</b>	<b>23,185</b>	<b>(2,040)</b>	<b>(28,750)</b>	<b>(32,502)</b>	<b>(19,429)</b>	<b>(27,833)</b>	<b>(73,532)</b>	<b>(53,532)</b>
<b>ENDING CASH</b>	<b>3,421,718</b>	<b>3,465,921</b>	<b>3,465,690</b>	<b>3,405,431</b>	<b>3,428,616</b>	<b>3,428,576</b>	<b>3,397,827</b>	<b>3,365,325</b>	<b>3,345,895</b>	<b>3,318,062</b>	<b>3,244,530</b>	<b>3,190,998</b>

**Blochman Union Elementary**

**4269112000000**

**2026-27**

**Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves  
Adopted Budget Reporting Period**

*Education Code Section 42127(a)(2)(B) and (C) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.*

**BLOCHMAN UNION SCHOOL DISTRICT**

**BALANCES IN EXCESS OF MINIMUM RESERVE**

**F01 and F17 Unrestricted Fund Balances  
2026-27 ADOPTED BUDGET REPORTING PERIOD**

Form Fund	2026-27	2027-28	2028-29
01 General Fund/County School Service Fund	\$ 4,039,719	\$ 3,886,131	\$ 3,758,480
17 Special Reserve Fund for Other Than Capital Outlay Projects	-	-	-
<b>Total Unrestricted Ending Fund Balances</b>	<b>\$ 4,039,719</b>	<b>\$ 3,886,131</b>	<b>\$ 3,758,480</b>
District Standard Reserve Level	5%	5%	5%
Less District Minimum Reserve for Economic Uncertainties	192,078	195,397	198,746
<b>Remaining Balance That Needs to be Substantiated</b>	<b>\$ 3,847,641</b>	<b>\$ 3,690,733</b>	<b>\$ 3,559,734</b>

**Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties**

Form Fund	2026-27	2027-28	2028-29	Enter descriptions of need. Replace sample descriptions below:
01 General Fund/County School Service Fund	\$ 3,847,641	\$ 3,690,733	\$ 3,559,734	Reserve for Economic Uncertainty
01 General Fund/County School Service Fund	-	-	-	
01 General Fund/County School Service Fund	-	-	-	
01 General Fund/County School Service Fund				
01 General Fund/County School Service Fund				
17 Special Reserve Fund for Other Than Capital Outlay Projects	-	-	-	
17 Special Reserve Fund for Other Than Capital Outlay Projects				
<i>Insert additional rows above as needed</i>				
<b>Total of Substantiated Needs</b>	<b>\$ 3,847,641</b>	<b>\$ 3,690,733</b>	<b>\$ 3,559,734</b>	

**Remaining Unsubstantiated Balance**      \$0.00      \$0.00      \$0.00

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

**BLOCHMAN UNION SCHOOL DISTRICT  
2026/2027 EDUCATION PROTECTION ACCOUNT SPENDING PLAN**

2026/2027 Education Protection Account Program by Resource Report  
Budgeted Detail Expenditures through **June 30, 2027**

<b>For Fund 01, Resource 1400 Education Protection Account</b>		
<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
LCFF Sources	8010-8099	\$587,631
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
Instruction	1000-1999	\$587,631
<b>BALANCE (AVAILABLE MINUS EXPENDITURES)</b>		<b>\$ 0</b>

VII - E

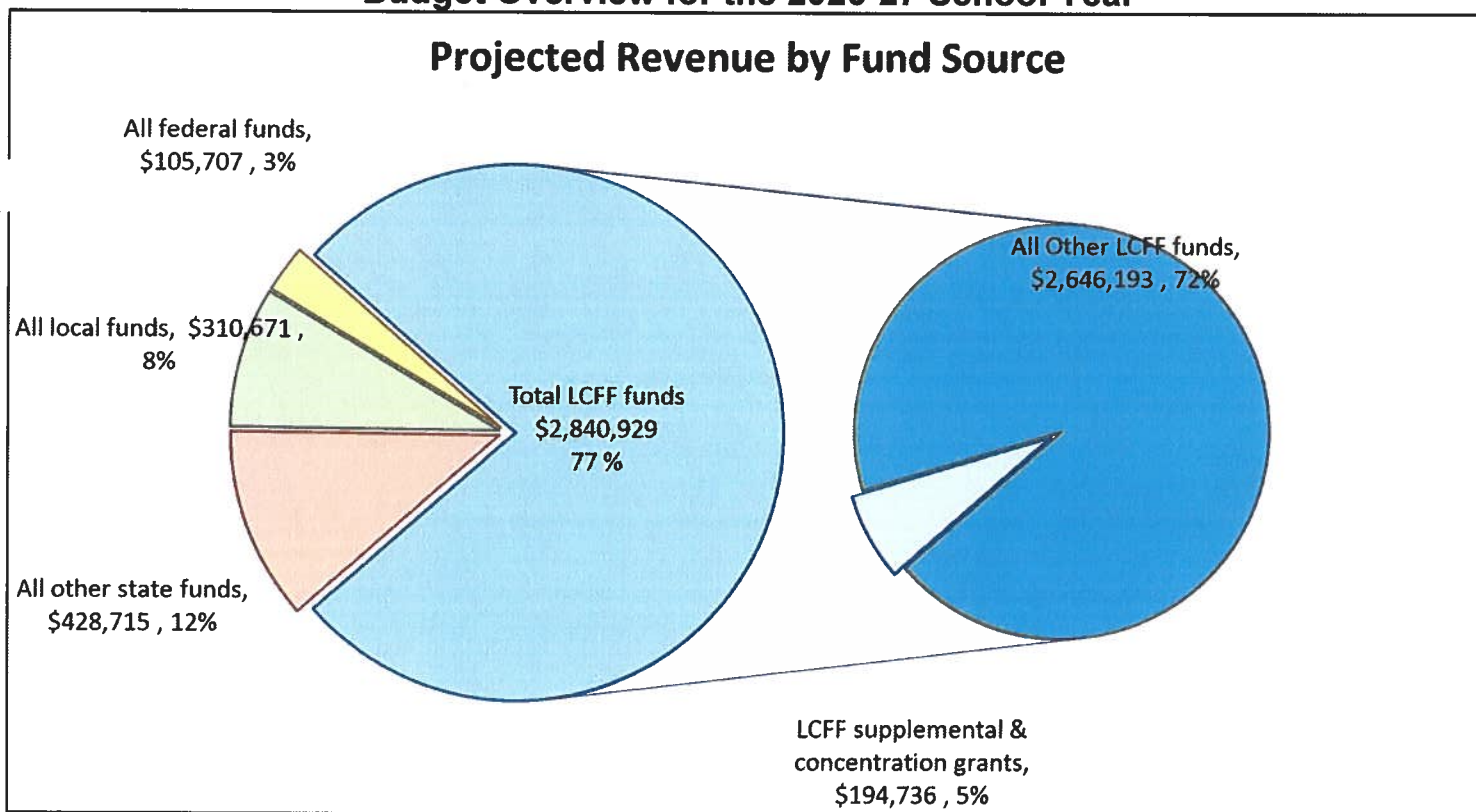


## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blochman Union Elementary School District  
CDS Code: 42 69112 6045264  
School Year: 2026-27  
LEA contact information:  
Doug Brown  
Superintendent/Principal  
dbrown@blochmanusd.org  
805-937-1148

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

### Budget Overview for the 2026-27 School Year

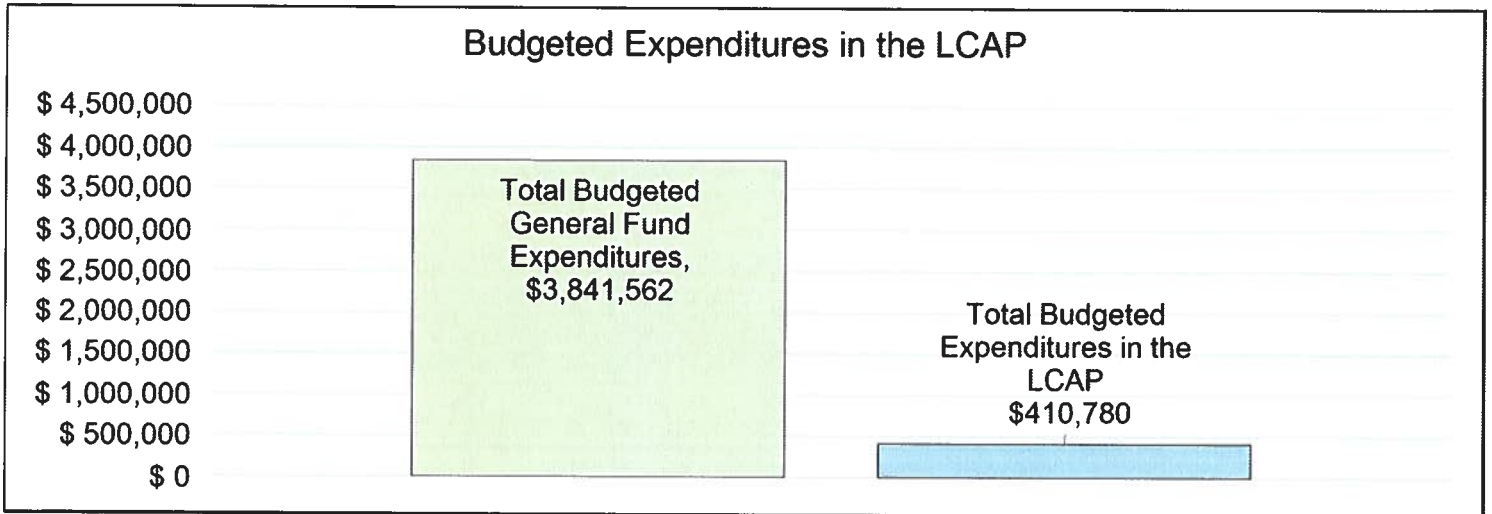


This chart shows the total general purpose revenue Blochman Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blochman Union Elementary School District is \$3,686,022, of which \$2,840,929 is Local Control Funding Formula (LCFF), \$428,715 is other state funds, \$310,671 is local funds, and \$105,707 is federal funds. Of the \$2,840,929 in LCFF Funds, \$194,736 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Blochman Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blochman Union Elementary School District plans to spend \$3,841,562 for the 2026-27 school year. Of that amount, \$410,780 is tied to actions/services in the LCAP and \$3,430,782 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

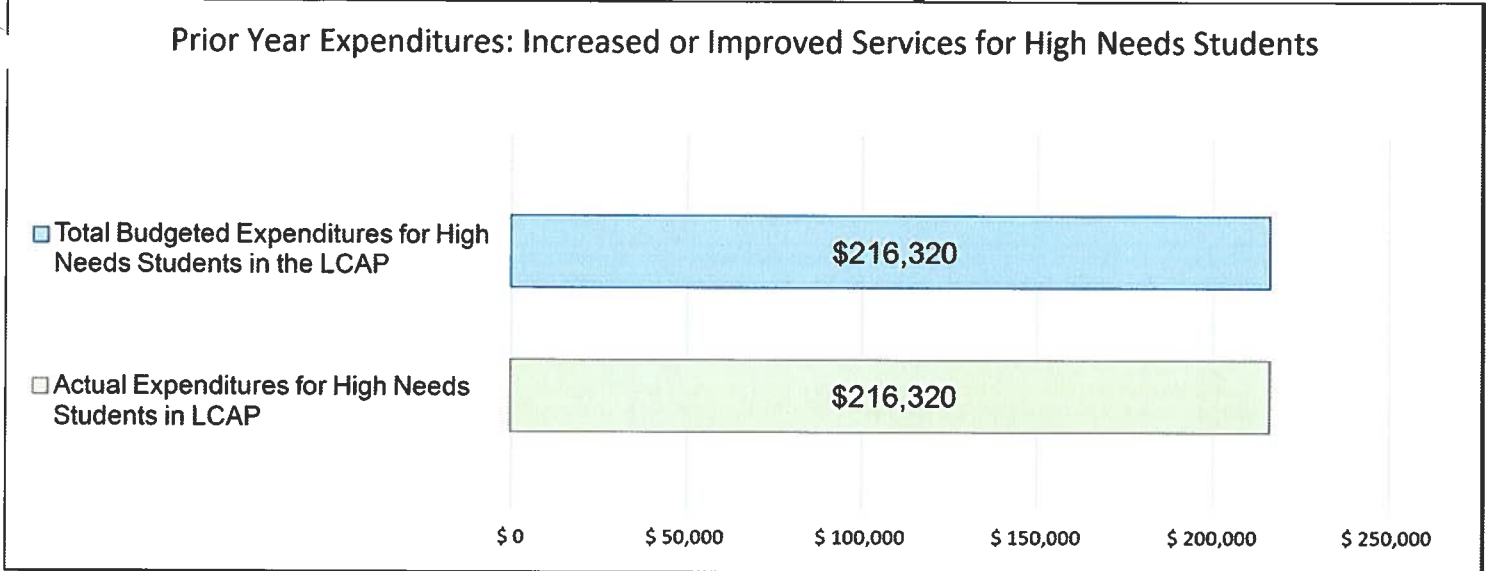
Other programs in the general fund budget include transportation, Special Education, most teaching and support staff, student textbooks and supplies, cost of keeping the facilities open, and information technology support.

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

In 2026-27, Blochman Union Elementary School District is projecting it will receive \$194,736 based on the enrollment of foster youth, English learner, and low-income students. Blochman Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blochman Union Elementary School District plans to spend \$268,066 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Blochman Union Elementary School District's LCAP budgeted \$216,320 for planned actions to increase or improve services for high needs students. Blochman Union Elementary School District actually spent \$216,320 for actions to increase or improve services for high needs students in 2025-26.



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blochman Union Elementary School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

## Plan Summary [2026-27]

### General Information

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

Blochman Union School District is located in Santa Barbara County. It consists of one TK-8 school, Benjamin Foxen Elementary School. While the population of the district is fairly small, this area is rich in history and contains several historical landmarks. The Blochman district is home to the oldest business in California as well as multiple successful vineyards and oil companies. The vineyards and oil companies have been and will continue to be loyal financial supporters of our district. The people in this community are extremely proud of this school. Benjamin Foxen Elementary School prides itself on offering a rigorous academic program as well as a safe environment in which children can thrive. This district does not receive Equity Multiplier Funding. As of October 1, 2025, Benjamin Foxen Elementary School was home to 206 students. Forty-three percent of the students are socioeconomically disadvantaged, 7% are English Learners, and no students meet the definition of homeless under the McKinney-Vento Act. There are no foster youth enrolled. Student demographics are as follows:

- \*Hispanic - 48.06%
- \*White – 45.63%
- \*Multiple/Other – 4.85%
- \*American Indian/Alaskan Native - 0%
- \*Black/African American - .49%
- \*Asian - .97%
- \*Native Hawaiian/Other Pacific Islander - 0%

# Reflections: Annual Performance

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

Student performance is assessed using state data provided by the California School Dashboard and local data provided by I-Ready testing service. Students are assessed three times each year and I-Ready provides data showing student progress to annual typical growth for each grade level. It provides a percentage bar that shows the median growth that all students have made at the end of year towards typical growth, not the percentage of actual students that have met their growth goal. So, it is possible to have annual typical growth that exceeds 100% because the students' median growth during the year has exceeded their typical growth. That is, they have gone above and beyond the average annual growth for a student in their grade level.

An analysis of the California School Dashboard and local I-Ready data shows the following:

## DASHBOARD - ACADEMIC PERFORMANCE

MATH

Dashboard Year: 2024

Performance Color: Yellow

Standard: 47.4 points below

Point Change: Increased 3.4 points

Dashboard Year: 2025

Performance Color: Orange

Standard: 51.3 points below

Point Change: Declined 3.9 points

## LOCAL INDICATORS - ACADEMIC PERFORMANCE

MATH: I-READY

Year: 2024/2025

Progress Toward Typical Annual Growth: 100%

Year: 2025/2026

Progress Toward Typical Annual Growth: 100%

The results of standardized CAASPP testing do not show any improvement from the prior year. However, local data shows that students are making progress toward their expected grade level performance.

## DASHBOARD - ACADEMIC PERFORMANCE

SCIENCE

Dashboard Year: 2024

Performance Color: None

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

Not applicable.

### ***Support for Identified Schools***

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

Not applicable.

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Parents, students, teachers, members of the certificated and classified staff and other school personnel, the principal, and school administration. The district has no bargaining units.</p>	<p>Surveys for students in grades 5 and 7, parents, teachers, the principal, administrators, other school personnel, and classified staff were conducted by West Ed during the months of November and December, 2025.</p> <p>The Superintendent/Principal meets with teachers, classified staff, and other school personnel on the first and third Tuesday of each month. The Superintendent/Principal meets with individual teachers on a weekly basis regarding student achievement. Teachers provided data regarding parent conferences and writing prompt achievements that was used to analyze the annual outcomes. Parents and teachers continue to emphasize the need to not have any combination classes. All classes should be grade level only. This is addressed in Goal 1, Action 1 and Goal 3, Action 1.</p>
<p>LCAP Advisory Committee and School Site Council</p>	<p>The LCAP Advisory Committee reviewed and discussed the 2024/2025 through 2026/2027 LCAP on the following dates:</p> <ul style="list-style-type: none"> <li>*October 28, 2025</li> <li>*January 27, 2026</li> <li>*February 24, 2026</li> <li>*May 26, 2026</li> </ul> <p>This committee is made up of parents, classified staff, certificated staff, school administrators, and students. A separate ELAC/DELAC committee is not required because BUSD has less than 51 English</p>

Process for Engagement

Educational Partner(s)

Learner students, which is the requirement for a separate committee. Committee members reviewed the LCAP and were given an opportunity to comment and make suggestions. The committee members were provided with data collected throughout the course of the year to demonstrate pupil outcomes. During the February 24, 2026 LCAP Advisory Committee meeting, the principal and teachers discussed the use of the I-Ready multiple measures evaluation tool. It is their desire to improve student test scores by continuing to use the tool to evaluate student progress in math, which is addressed in Goal 1, Action 2, and ELA, which is addressed in Goal 3, Action 2.

During the 2024/2025 school year, we changed the I-Ready data points we are using to evaluate student progress based on input from our I-Ready consultant. We are now focusing solely on the progress toward typical annual growth.

Dr. Stacey McCrath-Smith spoke with our LCAP team on 5/22/2026. She indicated that we should make a reference in each of our academic goals that the goals are specifically inclusive of students with disabilities. This was included in the actions for goals 1–3.

The LCAP was discussed with the Board of Education and open for public comments on the following properly noticed dates:  
 \*November 12, 2025  
 \*February 10, 2026  
 \*April 14, 2026  
 \*May 12, 2026

The complete draft of the LCAP was available on the district website on June 5, 2026.

A properly noticed public hearing at which the LCAP and the district's budget were presented for discussion and comment was held on June 9, 2026. The LCAP and the district's budget were adopted at a special board meeting on June 11, 2026.

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

At various times during the school year, the Superintendent/Principal met with individual parents. Our school population is small enough that he can make contact with the majority of parents. We also have numerous opportunities for parent engagement including Open House, Back

to School Board, Wellness Committee, School Site Council, LCAP Committee, Track and Field Day, Ag Day, Student of the Month, Assemblies, and Science Fair. From discussions with parents, it was determined that they want to see improvements in math, ELA, and science test scores. The LCAP was originally designed with input from educational partners. Conversations with our educational partners during 2025/2026 indicate that they still believe our actions and services are the most appropriate way to spend our funding. This is addressed in Goals 1 - 3. The Superintendent/Principal meets with faculty and staff on the first and third Tuesday of each month to discuss current school issues and engage in professional development. Feedback from these meetings influenced the development of the LCAP goals and actions. Faculty wants to see continued intervention services for English/Language Arts. Students in grades 5 and 7 were surveyed in December 2025, using the California Healthy Kids Survey. Based on how students responded to the question of whether they are receiving social and emotional learning supports, it is clear that we need to continue to have our school psychologist work with students on a regular basis, especially students in grades 7 and 8. The LCAP was also influenced by conversations with our Board. It is their desire to improve student test scores in math, science, and ELA. They also want to continue to see a positive school climate, which is addressed in Goal 4.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	We want to improve student outcomes for all students, including English Learners, on state test scores for math by the end of school year 2027 as evidenced by achieving at least a Green status on the California School Dashboard (Dashboard), meaning students will improve their California Assessment of Student Performance and Progress (CAASPP) test scores to achieve the state standard for achievement in math.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of math concepts is important for long-term student achievement. Our students achieved an Orange status in math on the 2023 Dashboard. Consultation with our educational partners revealed that it is important for our students to improve their math scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAASPP test scores in math, as reported by the Dashboard. The actions and metrics included in the goal will support the achievement of the goal by ensuring our students will make progress toward achieving at least a Green status on the Dashboard by the end of the 2026/2027 school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Dashboard - CAASPP assessment for math for all students	2023 Dashboard for math - Orange status; 50.9 points below standard; declined by 27 points.	2024 Dashboard for math - Yellow status; 47.4 points below standard; increased by 3.4 points.	2025 Dashboard for math - Orange status; 51.3 points below standard; decreased by 3.9 points.	Results will move at least 30 points closer to the standard on the California School Dashboard for all students in math.	Decreased by .4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Local assessment - I-Ready improvement in math for all students	2023/2024 I-Ready Second Assessment - 26% at grade level, 50% one grade level below, 10% two grade levels below, 12% three or more grade levels below, 2% not completed,	We changed the assessment data that we are using based on input from I-Ready.  Baseline Year: 2023/2024 Progress Toward Typical Annual Growth: 84%  Year: 2024/2025 Progress Toward Typical Annual Growth: 100%	Baseline Year: 2023/2024 Progress Toward Typical Annual Growth: 84%  Year: 2024/2025 Progress Toward Typical Annual Growth: 100%	Progress toward annual typical growth will be 100% or better.	Local data shows that students are making progress toward their expected grade level performance.

## Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. There were no instances where we did not implement a planned action, nor did we implement a planned action in a manner that differs substantively from our original adopted LCAP.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for Goal 1.

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

We believe the actions listed below are effective in making progress toward this goal. An analysis of Dashboard and local data is shown below. The results of the standardized CAASPP testing do not show any improvement over the prior year. The Performance Color decreased from Yellow to Orange. However, local data shows that students are making progress toward typical grade-level growth.

## DASHBOARD - ACADEMIC PERFORMANCE

MATH

Dashboard Year: 2024  
Performance Color: Yellow  
Standard: 47.4 points below  
Point Change: Increased 3.4 points

Dashboard Year: 2025  
Performance Color: Orange  
Standard: 51.3 points below  
Point Change: Declined 3.9 points

LOCAL INDICATORS - ACADEMIC PERFORMANCE  
MATH: I-READY

Year: 2024/2025  
Progress Toward Typical Annual Growth: 100%

Year: 2025/2026  
Progress Toward Typical Annual Growth: 100%

The results of standardized CAASPP testing do not show any improvement from the prior year. Local data shows that students are making progress toward their expected grade level performance. Overall, these actions are not proving to be effective for all students. We will continue with these actions for one more year and reevaluate for 2026/2027.

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

We did not make any changes to the goal, metrics, target outcomes, or actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

**Actions**

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher for combination class reduction	To improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Experience has shown us that non-combination classes allow more time for the classroom teacher to	\$71,524.00	Yes

Action #	Description	Total Funds	Contributing
	<p>provide additional academic support for unduplicated pupils. This teacher provides support for both math and English Language Arts, which is addressed in Goal 3.</p> <p>This action applies to metric 1 and 2.</p>		
1.2	<p>.5 FTE Intervention teacher and instructional assistants</p> <p>To improve student achievement for all students, we will provide a .5 FTE intervention teacher and instructional assistants for intervention. Experience has shown us that a dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. These staff members provide intervention for both math and English Language Arts, which is addressed in Goal 3.</p> <p>This action applies to metric 1 and 2.</p>	\$95,679.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	We want to improve student outcomes for all students, including English Learners, on state test scores for science by the end of school year 2027 as evidenced by at least 50% of our students meeting the state standard on the California Science Test (CAST).	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of science concepts is important for long-term student achievement. In 2022/2023, 38.78% of our students met or exceeded state standards for science. Consultation with our educational partners revealed that it is important for our students to improve their science scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAST test scores in science. The actions and metrics included in the goal will support the achievement of the goal by ensuring that at least 50% of our students will meet or exceed state standards in science by the end of the 2026/2027 school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAST test scores for all students	2022/2023 CAST test scores - 38.78% met or exceeded the state standard in science.	2023/2024 CAST test scores - 42% met or exceeded the state standard in science.	2024/2025 CAST test scores - 28.27% met or exceeded the state standard in science.	At least 50% of students will meet or exceed the state standard on the CAST test.	Our testing show a 10.51% decrease since the baseline year.

## Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. There were no instances where we did not implement a planned action, nor did we implement a planned action in a manner that differs substantively from our original adopted LCAP.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for Goal 2.

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

Teachers are provided with professional development to support instruction for the National Geographic Science Curriculum in grades K- 6 through the online NGLSync Portal. The website offers direct access to self-guided video training and professional development in support of teachers using the curriculum via Cengage/MindTap Help for Elementary Teachers. Access allows teachers to provide engaging content with support in lesson planning for courses, generating assessments, grading, and reporting on student progress while utilizing course materials provided by the publisher. Teachers of grades 7 and 8 students use Inspire Science California (McGraw-Hill). They also have access through the McGraw-Hill portal to professional development videos and instructional support. The Superintendent/Principal periodically checks in with teachers to discuss training and the availability of necessary resources for successfully teaching science to our students.

We believe providing our teachers with training opportunities is effective in making progress toward this goal. An analysis of the CAST standardized testing data is shown below.

### LOCAL INDICATORS - SCIENCE

Year: 2023/2024

Met or Exceeded Standards: 42%

Nearly Met Standards: 51%

Year: 2024/2025

Met or Exceeded Standards: 28%

Nearly Met Standards: 61%

Performance on the standardized CAST test shows a decline from the previous year. We are making changes in the way science curriculum is delivered to students in order to improve test scores. Overall, this action is not proving to be effective for all students. We will continue with this action for one more year and reevaluate for 2026/2027.

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

We are shifting instructional practices in the way science curriculum is delivered to students. However, we are not making any changes to this goal, metrics, target outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

### Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher training and professional development	We will provide training and professional development opportunities to our teachers to help them effectively utilize the science curriculum. Most of this training is provided by the curriculum publisher at no cost to the district.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	We want to improve student outcomes for all students, including English Learners, on state test scores for English Language Arts (ELA) by the end of school year 2026/2027 as evidenced by achieving at least a Green status on the California School Dashboard (Dashboard), meaning students will improve their California Assessment of Student Performance and Progress (CAASPP) test scores to achieve the state standard for achievement in ELA.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of ELA concepts is important for long-term student achievement. Our students achieved a Yellow status in ELA on the 2023 Dashboard. Consultation with our educational partners revealed that it is important for our students to improve their ELA scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAASPP test scores in ELA, as reported by the Dashboard. The actions and metrics included in the goal will support the achievement of the goal by ensuring our students will make progress toward achieving at least a Green status on the Dashboard by the end of the 2026/2027 school year.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Dashboard - CAASPP assessment for ELA for all students	2023 Dashboard for ELA - Yellow status; 5.3 points above standard; declined 19.3 points.	2024 Dashboard for ELA - Yellow status; 3.9 points below standard; declined 9.2 points.	2025 Dashboard for ELA - Orange status; 12.6 points below standard; declined 8.7 points.	ELA results will continue to be above the standard on the California School Dashboard for all students.	Our test scores declined 17.9 points from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Local assessment - I-Ready improvement in ELA for all students.	2023/2024 I-Ready Second Assessment - 46% at grade level, 32% one grade level below, 10% two grade levels below, 11% three or more grade levels below, 1% not completed,	We changed the assessment data that we are using based on input from I-Ready. Baseline Year: 2023/2024 Progress Toward Typical Annual Growth: 91% Year: 2024/2025 Progress Toward Typical Annual Growth: 138%	ENGLISH LANGUAGE ARTS: I-READY Year: 2024/2025 Progress Toward Typical Annual Growth: 138% Year: 2025/2026 Progress Toward Typical Annual Growth: 123%	Progress toward annual typical growth will be 100% or better.	Local data shows that students are making progress toward their expected grade level performance.

### Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. There were no instances where we did not implement a planned action, nor did we implement a planned action in a manner that differs substantively from our original adopted LCAP.

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

There are no material differences between budgeted expenditures and estimated actual expenditures for Goal 3.

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

We believe the actions listed below are effective in making progress toward this goal, even though we are not seeing an increase in standardized test scores. Local data shows that students are making progress toward typical grade-level growth. An analysis of Dashboard and local data is shown below.

Action #	Description	Total Funds	Contributing
3.1	<p>Teacher for combination class reduction</p> <p>To improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Experience has shown us that non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils. This teacher provides support for both ELA and math, which is addressed in Goal 1.</p> <p>This action applies to metric 1 and 2.</p>	\$71,524.00	Yes
3.2	<p>.5 FTE Intervention teacher and instructional assistants</p> <p>To improve student achievement for all students, we will provide a .5 FTE intervention teacher and instructional assistants for intervention. Experience has shown us that a dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. These staff members provide intervention for both English Language Arts and math, which is addressed in Goal 1.</p> <p>This action applies to metrics 1 and 2.</p>	\$95,679.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	We want to improve school engagement including parent involvement, pupil engagement, and school climate. Evidence of maintenance of progress will be provided by Dashboard local indicator data, CalSAAS data, the Williams Report, the Dashboard chronic absenteeism rate and suspension rate, and DataQuest's expulsion rate.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We believe it is important for students to feel safe and welcome at school and for parents to feel they have opportunities to be involved in their children's education. It is also important for students to understand the importance of attending school on a regular basis so that no instructional opportunities are missed.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned.	2024 Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned.	2025 Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned.	2026 Local Indicators - Priority 1 - Basic CALPADS shows 88.9% of teachers are appropriately assigned.	Metric will continue to be met.	There is a 11.1% decrease from the baseline.
4.2	Local Indicators - Priority 1 - Basic - CalSAAS shows all teachers are	2024 Local Indicators - Priority 1 - Basic - CalSAAS shows all teachers are	2025 Local Indicators - Priority 1 - Basic - CalSAAS shows	2026 Local Indicators - Priority 1 - Basic CalSAAS shows all teachers	Metric will continue to be met.	There is currently no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	appropriately credentialed.	appropriately credentialed.	all teachers are appropriately credentialed.	are appropriately credentialed.		
4.3	Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all standards-aligned instructional materials.	2024 Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials.	2025 Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials.	2026 Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials.	Metric will continue to be met.	There is currently no difference from the baseline.
4.4	Local Indicators - Priority 1 - Basic - SARC Facilities Inspection Tool indicates school facilities are maintained in good repair.	2024 Local Indicators - Priority 1 - Basic - 2023 SARC Facilities Inspection Tool indicates school facilities are maintained in good repair.	2025 Local Indicators - Priority 1 - Basic - 2024 SARC Facilities Inspection Tool indicates school facilities are maintained in good repair.	2026 Local Indicators - Priority 1 - Basic 2025 SARC Facilities Inspection Tool indicates school facilities are maintained in good repair.	Metric will continue to be met.	There is currently no difference from the baseline.
4.5	Local indicators - Priority 3 - Parental Involvement - 90 percent parent attendance, including parents of special education students, at First Trimester parent-teacher conferences.	2024 Local indicators - Priority 3 - Parental Involvement - parent attendance at First Trimester parent-teacher conferences was 96%.	2025 Local indicators - Priority 3 - Parental Involvement - parent attendance at First Trimester parent-teacher conferences was 97%.	2026 Local indicators - Priority 3 - Parental Involvement - parent attendance at First Trimester parent-teacher conferences was 96%.	Metric will continue to be met.	The difference between the current year and the baseline is an increase of 1 percentage point.
4.6	Local indicators - Priority 5 - Pupil Engagement - student attendance rate.	2024 Local indicators - Priority 5 - Pupil Engagement - student attendance rate is 96%.	2025 Local indicators - Priority 5 - Pupil Engagement -	2026 Local indicators - Priority 5 - Pupil Engagement -	Metric will continue to be met.	There is currently no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student attendance rate is 96% as of the P-1 reporting period.	student attendance rate is 96% as of 4/16/2026.		
4.7	Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate.	2024 Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate is 0%.	2025 Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate is 0%.	2026 Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate is 0%.	Metric will continue to be met.	There is currently no difference from the baseline.
4.8	Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate.	2023 Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate has a Green performance color.	2024 Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate has a Green performance color.	2025 Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate has a Green performance color.	Metric will continue to be met.	There is currently no difference from the baseline.
4.9	Dashboard - Priority 6 - School Climate - suspension rate.	2023 Dashboard - Priority 6 - School Climate - suspension rate has a Red performance color. The Suspension rate is 4.5%.	2024 Dashboard - Priority 6 - School Climate - suspension rate has a Green performance color. The Suspension rate is 2%.	2025 Dashboard - Priority 6 - School Climate - suspension rate has an Orange performance color. The Suspension rate is 2.3%.	Suspension rate will be 3% or less on the Dashboard.	The current performance color has improved from Red to Green and then decreased to Orange. The Suspension rate has increased by 0.3%.
4.10	Data Quest - Priority 6 - School Climate - expulsion rate.	2023 Data Quest - Priority 6 - School Climate - expulsion rate is 0%.	2024 Data Quest - Priority 6 - School Climate - expulsion rate is 0%.	2025 Data Quest - Priority 6 - School Climate - expulsion rate is 0%.	Metric will continue to be met.	There is currently no difference from the baseline.
4.11	Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled standards-aligned courses.	2024 Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled standards-aligned courses.	2025 Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled	2026 Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled	Metric will continue to be met.	There is currently no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards-aligned courses.	standards-aligned courses.		

## Goal Analysis [2025-26]

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

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

There are no differences between the planned actions and services and the actual implementation of these actions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

Our bilingual school psychologist helps maintain contact with parents and assists students with their social-emotional well-being.

The following data shows the history of our suspension rate since 2021-22:

School Year	Suspension Rate
2021-22	0%
2022-23	4.5%
2023-24	2.0%
2024-25	2.3%

We had no students suspended during 2021-22, but we believe this was an anomaly because of the pandemic. During 2021-22, we were still practicing social distancing procedures and students were not mixing with students from other grades. These social distancing practices led to fewer opportunities for student conflict or misbehavior. During 2022-23, our suspension rate increased to 4.5%. Therefore, the Dashboard showed our suspension rate to be high which caused us to receive a Red rating on the Dashboard. Our school psychologist believes this increase was still due to the lingering social-emotional impacts of the pandemic. Our school psychologist provided increased counselling services and instituted programs such as ongoing social-emotional check-ins with students, classroom mental health mini lessons, open door policy for students requesting social-emotional support, and increased focus on tier 2 behavior and mental health interventions. As a result, in 2023-24, the number of students suspended decreased to 2.0%, which made our Dashboard color go from Red to Green. In 2024-25 the suspension rate increased to 2.3%. However, due to the small size of our population, the suspension rate can potentially change dramatically from year to year. Our suspension rate is lower than the Santa Barbara County rate and the Statewide rate.

Our school psychologist is also working with teachers to implement the Second Step program. This is a research-based program designed to promote social-emotional skills such as teamwork, student achievement, and resiliency. Feedback from teachers and students indicates that the program is helpful in teaching skills needed to be successful.

The data shows that the above actions are an effective use of funds and that the actions will sustain the progress demonstrated by the related metrics.

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

We are not making any changes to this goal for the coming year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Psychologist	<p>We will continue to provide social/emotional support with a .5 FTE school psychologist, maintain contact with parents, including the special education parent group, and continue to use our current curriculum for our character program. We believe that this action will help to correct the red performance color our students received for the Suspension Rate on the 2022/2023 Dashboard.</p> <p>The Socioeconomically Disadvantaged student group received a red performance color for the Suspension Rate. The Hispanic and White student groups received an orange performance color, which is the second to the lowest color. The color level assigned to the 2022/2023 Suspension Rate is somewhat misleading. In 2021/2022, we had no suspensions due to our pandemic social distancing procedures. When social engagement returned to normal in 2022/2023, our suspension rate returned to pre-pandemic levels, and we had three out of school suspensions and six in-school suspensions. This created an anomaly when comparing the number of suspensions in 2022/2023 to the zero suspensions in 2021/2022.</p>	\$76,374.00	No

Action #	Description	Total Funds	Contributing
	We will continue to provide social-emotional support and services to our students, with a particular focus on our Socioeconomically Disadvantaged students.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$194,736	\$0.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.738%	0.000%	\$0.00	7.738%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Teacher for combination class reduction</p> <p><b>Need:</b> According to the 2023-2024 Smarter Balance math assessment, only 27.63% of our low income students met or exceeded the state standard for math.</p> <p><b>Scope:</b></p>	<p>While reducing the need for combination classes benefits all students, the needs of low income students were considered first as these students need more intervention services than other students. This action is principally directed toward and effective in meeting the goals for our low income students because experience of the Superintendent/Principal has shown us that reducing the need for combination classes allows teachers to focus directly on the grade level needs of students. As evidenced by a Visible Learning</p>	<p>Dashboard - CAASPP assessment for math for the UDP subgroup.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	research findings, which synthesized findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education, research indicates that class reductions do tend to have a higher probability of increasing overall student achievement. By reducing the number of cross grade level combination classes, we're able to decrease class sizes, therefore contributing to SED student achievement outcomes. However, this action is being provided on a Schoolwide basis because it will benefit all students, including students with disabilities.	
1.2	<p><b>Action:</b> .5 FTE Intervention teacher and instructional assistants</p> <p><b>Need:</b> Per the 2023 Dashboard, students in all groups are currently performing 50.9 points below the standard.</p> <p><b>Scope:</b> Schoolwide</p>	While providing a .5 FTE intervention teacher and instructional assistants benefits all students, the needs of low-income students were considered first as these students need more intervention services than other students. This action is principally directed towards and effective in meeting the goals for our low-income students because the experience of the Superintendent/Principal has shown us that providing additional support to high-needs students helps them perform on par with their peers, therefore contributing to SED student achievement outcomes. However, this action is being carried out on a Schoolwide basis because it will benefit all students, including students with disabilities.	Dashboard - CAASPP assessment for math for the UDP subgroup.
3.1	<p><b>Action:</b> Teacher for combination class reduction</p> <p><b>Need:</b> Per the 2023 Dashboard, students in all groups are currently performing 5.3 points above the standard. However, this is a decrease of 19.3 points from the prior year.</p>	While reducing the need for combination classes benefits all students, the needs of low income students were considered first as these students need more intervention services than other students. This action is principally directed toward and effective in meeting the goals for our low income students because experience of the Superintendent/Principal has shown us that	Dashboard - CAASPP assessment for ELA for the UDP subgroup.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>	<p>reducing the need for combination classes allows teachers to focus directly on the grade level needs of students. As evidenced by a Visible Learning research findings, which synthesized findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education, research indicates that class reductions do tend to have a higher probability of increasing overall student achievement. By reducing the number of cross grade level combination classes, we're able to decrease class sizes, therefore contributing to SED student achievement outcomes. However, this action is being provided on a Schoolwide basis because it will benefit all students, including students with disabilities.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> .5 FTE Intervention teacher and instructional assistants</p> <p><b>Need:</b> Per the 2023 Dashboard, students in all groups are currently performing 5.3 points above the standard. However, their performance decrease by 19.3 points from the prior year.</p> <p><b>Scope:</b> Schoolwide</p>	<p>While providing a .5 FTE intervention teacher and instructional assistants benefits all students, the needs of low-income students were considered first as these students need more intervention services than other students. This action is principally directed towards and effective in meeting the goals for our low-income students because the experience of the Superintendent/Principal has shown us that providing additional support to high-needs students helps them perform on par with their peers, therefore contributing to SED student achievement outcomes. However, this action is being carried out on a Schoolwide basis because it will benefit all students, including students with disabilities.</p>	<p>Dashboard - CAASPP assessment for ELA for the UDP subgroup.</p>

## Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
-------------------	--------------------	---	------------------------------------

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

Not applicable.

## Additional Concentration Grant Funding

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

Not applicable.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,516,582	194,736	7.738%	0.000%	7.738%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$331,456.00	\$12,984.00	\$0.00	\$66,340.00	\$410,780.00	\$410,780.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher for combination class reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary K-8	Ongoing	\$71,524.00	\$0.00	\$71,524.00	\$0.00	\$0.00	\$0.00	\$71,524.00	0%
1	1.2	5 FTE Intervention teacher and instructional assistants	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School K - 8	Ongoing	\$95,679.00	\$0.00	\$62,509.00	\$0.00	\$0.00	\$33,170.00	\$95,679.00	0%
2	2.1	Teacher training and professional development	All Students with Disabilities	No			Specific Schools: Benjamin Foxen Elementary School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	3.1	Teacher for combination class reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	Ongoing	\$71,524.00	\$0.00	\$71,524.00	\$0.00	\$0.00	\$0.00	\$71,524.00	0%
3	3.2	5 FTE Intervention teacher and instructional assistants	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	Ongoing	\$95,679.00	\$0.00	\$62,509.00	\$0.00	\$0.00	\$33,170.00	\$95,679.00	0%
4	4.1	School Psychologist	All	No			Specific Schools: Benjamin Foxen Elementary School	Ongoing	\$76,374.00	\$0.00	\$63,390.00	\$12,984.00	\$0.00	\$0.00	\$76,374.00	0%

# 2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,516,582	194,736	7.738%	0.000%	7.738%	\$268,066.00	0.000%	10.652 %	<b>Total:</b>	<b>\$268,066.00</b>

**LEA-wide Total:** \$0.00

**Limited Total:** \$0.00

**Schoolwide Total:** \$268,066.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Teacher for combination class reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary K-8	\$71,524.00	0%
1	1.2	.5 FTE Intervention teacher and instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School K - 8	\$62,509.00	0%
3	3.1	Teacher for combination class reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	\$71,524.00	0%
3	3.2	.5 FTE Intervention teacher and instructional assistants	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Benjamin Foxen Elementary School	\$62,509.00	0%

# 2025-26 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>		\$357,554.00	\$357,554.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher for combination class reduction	Yes	\$69,095.00	\$69,095
1	1.2	.5 FTE Intervention teacher and instructional assistants	Yes	\$71,495.00	\$71,495
2	2.1	Teacher training and professional development	No	\$0.00	\$0.00
3	3.1	Teacher for combination class reduction	Yes	\$69,095.00	\$69,095
3	3.2	.5 FTE Intervention teacher and instructional assistants	Yes	\$71,495.00	\$71,495
4	4.1	School Psychologist	No	\$76,374.00	\$76,374

# 2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
203,004	\$216,320.00	\$216,320.00	\$0.00	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher for combination class reduction	Yes	\$69,095.00	\$69,095	0%	0%
1	1.2	.5 FTE Intervention teacher and instructional assistants	Yes	\$39,065.00	\$39,065	0%	0%
3	3.1	Teacher for combination class reduction	Yes	\$69,095.00	\$69,095	0%	0%
3	3.2	.5 FTE Intervention teacher and instructional assistants	Yes	\$39,065.00	\$39,065	0%	0%

# 2025-LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,418,626	203,004	0.00%	8.393%	\$216,320.00	0.000%	8.944%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## Plan Summary

### Engaging Educational Partners

#### Goals and Actions

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as separate and distinct pupil subgroup with a numerical significant at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 2064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

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

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

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

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

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

### **Support for Identified Schools**

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

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

### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners Purpose**

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

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

## **Requirements Requirements**

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

- Teachers,

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

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

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

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

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

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

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

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

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

- **NO** As a reminder, the superintendent of a school district or **LE** must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### **Educational Partners**

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

### **Process for Engagement**

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A scientist response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

#### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

#### **Focus Goal(s)**

##### **Description**

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

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

##### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### **Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## **Broad Goal**

### Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

#### Maintenance of Progress Goal

##### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

#### Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

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

#### Baseline

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

#### Year 1 Outcome

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

#### Year 2 Outcome

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

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

**Target for Year 3 Outcome**

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

**Current Difference from Baseline**

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

Timeline for school districts and COEs for completing the “Measuring and Reporting Results” part of the Goal.

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

**Actions:**

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

**Action #**

- Enter the action number.  
**Title**

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

- Provide a brief description of the action.

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

**Total Funds**

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

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## **Required Actions**

### **For English Learners and Long-Term English Learners**

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

### **For Technical Assistance**

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

### **For Lowest Performing Dashboard Indicators**

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

### **For LEAs With Unexpended LREBG Funds**

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

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

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

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

### **Purpose**

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

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

### **Statutory Requirements**

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

Section 571(b)(8)(B); 5 CCR Section 15496(a)]. This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### **LEA-wide and Schoolwide Actions**

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

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

### **For School Districts Only**

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

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

### **Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

2026-27 Local Control and Accountability Plan for Blochman Union Elementary School District

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

## **Metric(s) Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

2026-27 Local Control and Accountability Plan for Blochman Union Elementary School District

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

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

### ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

### ***Calculations in the Action Tables***

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

#### **Contributing Actions Table**

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

#### **Contributing Actions Annual Update Table**

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

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

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

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

#### **LCFF Carryover Table**

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

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

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

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

California Department of Education  
November 2024



## 2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Blochman Union Elementary School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148

### Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

### Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Local Indicators

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.



# Self-Reflection Tools

LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	9.0	88.9%	0%	0%	11.1%	0%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

# Implementation of State Academic Standards (LCFF Priority 2)

## OPTION 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**Other Adopted Academic Standards**

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards					5	
Physical Education Model Content Standards			3			
Visual and Performing Arts				4		
World Language	1					

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

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

Please keep all responses to a maximum of 3,000 characters.
Parental involvement was encouraged for parents of all students, including parents of underrepresented pupils and parents of students with exceptional needs. All parents were notified of School Site Council meetings, LCAP meetings, and other school activities through written communications, via our One Call message system, and by posting announcements on the district's website. During LCAP meetings stakeholders including certificated staff, classified staff, administrators, parents, students, and community members are encouraged to provide input for determining what data and information will be considered for analyzing the district's progress.

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

Please keep all responses to a maximum of 3,000 characters.
. A focus area of improvement would be to improve parent survey participation.

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

Please keep all responses to a maximum of 3,000 characters.
Underrepresented families receive additional communication and outreach, as needed.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4

Practices	Rating Scale Number
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

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

<b>Please keep all responses to a maximum of 3,000 characters.</b>
<p>Teachers received training in dealing with the social and emotional well being of students. Well-trained teachers are more effective in delivering educational resources to students. Training builds a teacher's capacity to partner with families. Effective training enables teachers to provide a multi-tiered system of support that focuses on differentiated learning and individualized student needs, including the needs of underrepresented students. Teachers also received training in English Language Arts and Math.</p> <p>The district provides two opportunities each school year for parents to meet one-on-one with teachers to discuss their student's progress. These conferences are well attended by parents. The district's Student Information System provides parents with on-line access to their student's grades. Parents are encouraged to contact teachers at any time via email or telephone.</p>

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

<b>Please keep all responses to a maximum of 3,000 characters.</b>
As with any system there is always room for improvement. The district will continue to work diligently to build successful partnerships for student outcomes, including engagement for underrepresented students.

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

<b>Please keep all responses to a maximum of 3,000 characters.</b>
As with any system there is always room for improvement. The district will continue to work diligently to build successful partnerships for student outcomes, including engagement for underrepresented students.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

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

<b>Please keep all responses to a maximum of 3,000 characters.</b>
Our strengths are that parents are participating in School Site Council meetings. Also, the high rate of attendance at parent/teacher conferences demonstrates that parents are concerned about their children's education. We are maintaining our progress in seeking input for decision making.

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

<b>Please keep all responses to a maximum of 3,000 characters.</b>
<p>Parental involvement was encouraged for parents of all students, including parents of underrepresented pupils and parents of students with exceptional needs. All parents were notified of School Site Council meetings, LCAP meetings, and other school activities through written communications, via our One Call message system, and by posting announcements on the district's website. During LCAP meetings stakeholders including certificated staff, classified staff, administrators, parents, students, and community members are encouraged to provide input for determining what data and information will be considered for analyzing the district's progress.</p> <p>An analysis of parental involvement for 2025/2026 revealed the following data:</p> <ol style="list-style-type: none"> <li>1. School Site Council meetings <ol style="list-style-type: none"> <li>a. Goal: 60% parent attendance at meetings.</li> <li>b. Result: Parent attendance at meetings averaged 85% .</li> <li>c. Analysis: Parents are participating in School Site Council meetings.</li> </ol> </li> <li>2. Parent/Teacher Conferences <ol style="list-style-type: none"> <li>a. Goal: 75% of parents will attend Parent/Teacher conferences</li> <li>b. Result: 96% of parents attended the first trimester parent/teacher conference.</li> <li>c. Analysis: The high rate of attendance at parent/teacher conferences demonstrates that parents are concerned about their children's education.</li> </ol> </li> <li>3. Parent surveys <ol style="list-style-type: none"> <li>a. Goal: 50% of parents will respond to parent surveys.</li> <li>b. Result: 92% of parents participated in West Ed's California School Parent Survey.</li> <li>c. Analysis: The high rate of attendance at parent/teacher conferences demonstrates that parents are concerned out their children's education.</li> </ol> </li> </ol>

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

Please keep all responses to a maximum of 3,000 characters.

We will continue to encourage our underrepresented families to participate in all school activities.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

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

Please keep all responses to a maximum of 3,000 characters.

Teachers have received training in the Multi-tiered System of Support (MTSS) methodology. MTSS is an integrated framework that includes Common Core State Standards (CCSS), core instruction, differentiated learning, Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks. The district has a .5 FTE, in-house school psychologist and has implemented a PBIS system to help address student mental health and behavioral issues. Teachers have also implemented the Second Step program, which teaches social-emotional skills. Students in grades 5 and 7 were surveyed during the school year. Of those surveyed, 100% feel respected at school and 79% feel a sense of school connectedness.

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

Please keep all responses to a maximum of 3,000 characters.

We will continue to maintain our current policies and procedures for providing a positive school climate for all educational partners.

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

Please keep all responses to a maximum of 3,000 characters.

We do not plan to make any changes to our existing plans, policies, or procedures relating to school climate.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Please keep all responses to a maximum of 3,000 characters.

The district utilizes a student information system to ensure all students are enrolled in an instructional program aligned with the California state standards, including CCSS. This board course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs is also evidenced by classroom observations conducted by the Principal.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Please keep all responses to a maximum of 3,000 characters.

Local SIS data and CALPADS data shows that all students are enrolled in a broad course of study. There are no differences across school sites as the district only has one school site. The district utilizes self-contained classes for grades TK - 5 so all students have equal access to a broad course of study as outlined in California Education Code Section 1210.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Please keep all responses to a maximum of 3,000 characters.

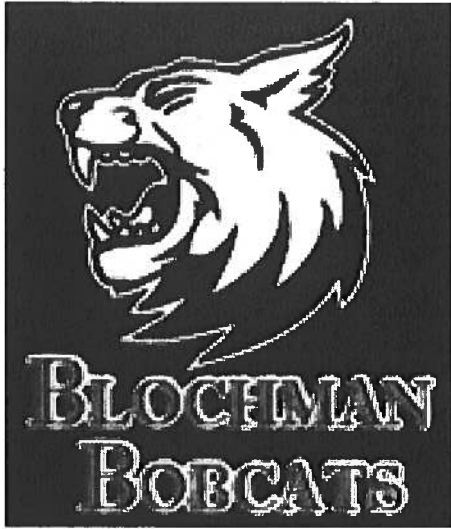
The district currently has no barriers to providing a broad course of study for all students as outlined in California Education Code Section 51210.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Please keep all responses to a maximum of 3,000 characters.

We are maintaining a broad course of study for all students so we have no plans to revise our actions or implement new actions.

VII – F



**BLOCHMAN UNION ELEMENTARY SCHOOL DISTRICT  
EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE  
UPDATED FOR THE 2026/2027 SCHOOL YEAR  
BOARD APPROVED June 9, 2026**

# Expanded Learning Opportunities Program Plan Guide

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Blochman Union School District  
Contact Name: Jennifer Bertram  
Contact Email: jbertram@blochmanusd.org  
Contact Phone: 805-937-1148 ext. 122

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Benjamin Foxen Elementary
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

## Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

### Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

## 1. Safe and Supportive Environment

Blochman School District ELOP seeks to provide all currently enrolled TK-6 grade students, with an emphasis on our unduplicated population, access to the Expanded Learning Opportunities Program activities during 30 non school days of intersession and summer school, as well as a daily after school program with Blochman Elementary staff.

The ELOP will provide a safe and supportive environment for the physical and social-emotional needs of the students. All programs will take place at our elementary school site beginning on day one of the school year and running through the last day of school for a total of 180 days of after school programming and support. Students will be provided with transportation for the 30 nonschool days to the school site for the program which will take place during winter, spring and summer breaks. Special transportation is not needed for the after school program because it is at the student's home site and they will already be on campus.

The program collaborates with school site administrators and Maintenance of Operations to address safety concerns, ensuring adequate lighting and security camera presence. Gates remain locked until designated release times, aligning with campus safety protocols. At day's end, staff position themselves in designated meeting areas to receive students, with classroom teachers escorting students to ensure continuous supervision during handoff.

Each site maintains at least two team members trained in CPR, AED use, and first aid. All staff receive training from the district nurse on administering EpiPens and managing seizure procedures. The district nurse identifies students with specific health and medical needs, while enrollment processes collect critical information including health requirements, emergency contacts, and dismissal plans. Site leaders access the district's student information system for up-to-date emergency contacts, health needs, and behavioral records.

Staff collaborate with teachers, administrators, social workers, counselors, the Director of Special Education, and school nurse to address student needs. All employees undergo Live Scan background checks through the county superintendent of schools. External providers meet the same minimum standards as district staff.

### **Staff Identification & Communication:**

- Staff are introduced to students and families and maintain contact with all parents to ensure visibility and create approachability.
- Two-way radios enable constant communication during program hours
- Parents can reach site leaders via phone/text, with school office backup before 4:00 PM

### **Enrollment & Attendance:**

- Clear notification process for waitlist vs. enrollment status
- Required parent orientation upon enrollment
- Continuous enrollment maintaining 20:1 ratios (grades 1-8) and 10:1 ratios (TK/K)
- Daily attendance recorded with real-time parent notification for absences

- All data maintained in district student information system

#### **Student Release & Transportation:**

- Authorized adult sign-out required with ID verification
- Only authorized contacts permitted for student release
- Walk-home permissions designated on applications with proper documentation
- Dedicated program-funded transportation for eligible students on the 30 non school day programs
- Pre-planned routes coordinated with district transportation department
- Off-campus activities follow district procedures with approved transportation

#### **Professional Development:**

- Annual mandatory training (sexual harassment, mandated reporting, safety protocols)
- Voluntary training opportunities (EpiPen, Narcan, First Aid, CPR)
- Three times per year skill development (classroom management, positive discipline, leadership)
- Quarterly emergency drill practice aligned with school procedures
- Collaborative safety planning with site administration

#### **Facilities Management:**

- Controlled access points with surveillance monitoring
- Extended campus access (cafeteria, playground, fields, classrooms)
- Dedicated custodial support for program spaces
- Collaborative oversight with maintenance and operations

#### **2. Active and engaged learning**

Students attending an expanded learning program at Blochman Union School District are continuously engaged in learning through the supplemental programs and support being offered. As a result of family/staff communication, the overwhelming need of our families is for students enrolled in the afterschool program to have a focal point of homework time and iReady practice skills. Students will be supported either on a 1:1 or small group basis with our Instructional Needs determined by collaboration between site coordinator and regular school day credentialed teachers. Students will be participating in arts and craft activities to learn about animals, plants, oceans, engineering, and art when time allows for additional activities after homework and iReady skills are completed.

For the intersessional and summer sessions, Blochman staff will be providing the 9 hours instructional program time on school campus. Students will be able to start their day with physical warm ups, and SEL affording students time for youth voice and leadership opportunities. Literacy, math and STEAM enrichment through STEM Taught Lessons will fill the

day and provide students with the opportunity to explore and expand their own learning and understanding.

Community Connections: Extended Learning Opportunities: Field trips extend learning into the broader community, providing real-world experiences that complement academic instruction. Family engagement events celebrate student learning and strengthen school-family-community connections.

### 3. Skill Building

The goals of the ELOP align with the 5 C's-Communication, Collaboration, Critical Thinking, Creativity and Caring-as well as social emotional learning (SEL) competencies of Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. Enrichment activities that promote active and engaged learning will promote the 5 Cs.

The after school, intersessional and summer programs will offer academic support, social/emotional activities in age-appropriate groups, as well as physical activities that meet the needs and interests of pupils through hands-on, engaging learning experiences. Through these experiences students will be able to gain practical knowledge in problem-solving , communication, collaboration, and critical thinking. As students begin to participate in SEL they will be able to identify, manage and communicate their emotions. Students will be engaged in mindfulness practices to identify and regulate emotions, and restorative justice practices that invite students to repair harm; as they begin to use different coping skills it will lead them to be able to better manage difficult situations in the future.

Utilizing both certificated and classified staff helps extend learning and deepen understanding in areas where students need additional support or more time to reach mastery. Enrichment activities are intentionally designed to support skill-building and expose students to new interests, while partnerships with outside contractors provide access to experiences that may otherwise be unavailable due to community limitations or financial barriers.

### 4. Youth Voice and Leadership

The ELO Program schedule has implemented time for the students to share their thoughts and feelings about the day's activities and lessons. Students are also encouraged to voice their opinions and desires for changes with the program. A discussion about the benefits for these changes will take place daily and provide the students with the experience of being an agent for change within the group. Leadership opportunities will arise throughout the day and be on a voluntary basis to lead different activities or help with various tasks as appropriate. Older students are encouraged to be positive role models for the younger students and to model healthy choices, use positive affirmations for the younger students. Communication skills and emotional regulation will also be modeled by staff in order for students to be able to communicate their own needs and concerns.

#### 5. Healthy Choices and Behaviors

All ELOP sessions will serve snacks and meals consisting of fruits, vegetables, whole grains and proteins that conform to the nutrition standards. The program will also offer the opportunity to engage in physical activities that promote healthy lifestyle choices, such as outdoor activities and a focus on nutrition and health. Sports programming is available to teach fundamentals while emphasizing teamwork, healthy competition, and sportsmanship. Students will have access to resources that will give them the knowledge and skills to make long term healthy lifestyle choices.

#### 6. Diversity, Access, Equity

The ELOP is designed to address cultural and linguistic diversity and provide opportunities for all participants to experience diversity, access, and equity. The after school, intersessional and summer programs will emphasize cultural and linguistic diversity through a variety of activities that embrace the differences of our students. Additionally the program will be provided by staff with experience in differentiating instruction which will prove valuable for students with disabilities. Instruction will be provided using different learning approaches for the diverse group of students and their needs. The program fosters environments that celebrate diversity by recruiting staff who reflect student populations and reside within the community. Having bilingual staff enhances programming by offering essential support to students and families requiring language assistance. Activities embrace and celebrate cultural diversity, offering opportunities to explore various cultural traditions through books, dance, and media from diverse sources. The program is open to all students regardless of ability, physical limitations, or language barriers, with collaboration between special education services to ensure appropriate accommodations and seamless transitions.

#### 7. Quality Staff

The ELOP will provide opportunities for students to engage with qualified staff. All staff meet minimum qualifications including educational requirements, background clearances, health screenings, and mandatory training completion. Staffing ratios are maintained according to regulations, with site leaders monitoring daily attendance and schedules to ensure ongoing compliance. When enrollment increases, additional staff are hired or reassigned to maintain safe and effective supervision.

The program will recruit and retain high quality staff and provide ongoing professional development based on staff and student needs. All staff directly supporting children in the program will meet the same requirements as Instructional Aides. The program will have a credentialed teacher liaison who will support the staff in developing appropriate teaching and learning strategies, and classroom management. The liaison will observe staff and offer feedback as well as model these strategies.

Staff will observe the instructional aides at least 3 times per year. This will enable staff to provide a safe and supportive environment for students to explore their interests and develop their skills. The staff will also be able to provide support and guidance to students as they navigate their way through the program and assist them in reaching their goals.

#### 8. Clear Vision, Mission and Purpose

The Blochman expanded learning programs' vision, mission and purpose are the same as those of the district:

To ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible citizens in a continuously changing world.

Expanding learning beyond the school day by providing meaningful opportunities for academic support, enrichment, and personal growth in safe, supportive environments that strengthen instructional day skills and fostering lifelong learners.

#### 9. Collaborative Partnerships

Blochman Union School District has developed a relationship with STEM Taught for curriculum and materials. The district is currently cultivating more collaborative partnerships with outside agencies for intersessional and afterschool who will provide additional resources, support and training (Central Coast Aquarium, Santa Barbara Zoo, Santa Maria Airport Museum) The LEA will continue to seek partnerships with outside agencies who can provide resources to students based on student needs. Expanding learning beyond the school day by providing meaningful opportunities for academic support, enrichment, and personal growth in safe, supportive environments that strengthen instructional day skills and fostering lifelong learners.

#### 10. Continuous Quality Improvement

The district will continuously monitor all facets of our expanded learning program to make improvements for long term sustainability with our community partners, staff, students and their families. The Board members will regularly discuss our mission and vision, successes and growth areas for program implementation, and how to encourage more participants to take advantage of the expanded learning opportunities. The formal annual program assessment and informal check-ins with staff and students throughout the school year will help to ascertain the quality of the program. Data collected will help drive decisions about professional development needed for staff and program content to keep or change for students.

#### 11. Program Management

Blochman Superintendent/Principal will have oversight of the entirety of the expanded learning program. The site coordinator will lead the ELOP leadership team consisting of a variety of ELOP staff and interested community partners. The ELOP leadership team will help collaborate with community based organizations, review content and activities to implement, and engage in program data collection and analysis. The leadership team will also be responsible for coordinating resources for the program, communicating with partners, and resolving issues that might arise.

Record-keeping practices include secure storage of completed forms in both physical and digital formats with limited access granted only to authorized personnel. Enrollment opens annually with promotion through multiple communication channels, and electronic registration processes ensure accessibility for all families.

Districts ensure all costs charged to programs are reasonable, necessary, and allowable in accordance with applicable statutes and regulations. Chief Business Officers oversee fiscal accounting and reporting processes, ensuring compliance with guidelines and appropriate allocation requirements. Financial records are audited annually by external independent firms to verify compliance with standards.

Districts maintain transparency through detailed reporting including quarterly expenditure reports and regular internal audits. All program expenditures follow approved budgets, with required budget revisions submitted according to guidelines. Purchases are made through purchase orders or expense claims with appropriate approvals, and documentation of all payments is securely stored and available to stakeholders upon request.

#### General Questions

Blochman does not have an ASES grant, but the ELOP grant will be used to provide students with access to a wide range of educational and enrichment activities, tutoring and mentoring. The funding will also be used to support staff and personnel to ensure that the program is implemented effectively and efficiently. Ultimately the goal of this program is to provide students with the best possible educational experiences and to help them reach their full potential.

TK/K Ratio 1:10 TK/K students enrolled will be grouped in students of no more than 10:1 with trained staff at Blochman during after school, intersessional and summer programs. Ongoing collaboration with the full time district employed TK/K educator for academic development and special needs for this population will allow for the TK/K students to have age and developmentally appropriate materials available for them to engage in. Through this plan the program will be able to provide a safe and nurturing environment for the TK/K pupils.

#### **See Attachment A**

##### **(Attachment A) Sample Schedules**

##### **Regular TK/K After School Schedule:**

**2:45-3:00 Check in outside of Room 1**

**3:00-3:30 Snack/recess/wash hands**

**3:30-4:30 iReady/Homework/Read Aloud**

**4:30-5:00 Enrichment Activities (Arts and Crafts)**

**5:00-5:30 Free choice/Clean up/Sign Out**

**Minimum Day TK/K After School Schedule:**

**12:45-1:00 Check in at Room 1**

**1:00-1:30 Small snack Break/Recess**

**1:30-1:50 iReady (Math/ELA)**

**1:50-2:10 Music and movement**

**2:10-2:30 Homework/Read Aloud Activity**

**2:30-2:40 Wash hands/Bathroom Break**

**2:45-3:30 Snack Break/Recess**

**3:30-4:00 STEAM Instruction and Enrichment activities**

**4:00-4:15 Clean up and transition to structured play**

**4:15-4:35 Structured Play (Game based on STEAM Activity)**

**4:35-4:50 Student Choice activity-color, sing-along, indoor game**

**4:50-5:00 Community Modeling (comments/feelings/interests/thoughts about day)**

**5:00-5:30 Clean up/Free Play/Sign out**

**Summer/Intersession Days**

**Students will arrive on campus between 8-8:30am.**

**8:30-9:00 Health and Nutrition/Breakfast**

**9:00-9:10 Bathroom/Wash hands/transition to classes**

**9:10-9:30 SEL (Feelings check in)**

**9:30-10:30 ELA/Math Enrichment**

**10:30-10:50 Break/Recess**

**10:50-11:00 Wash Hands**

**11:00-12:00 STEMtaught/ART Lessons and Activities**

**12-12:20 Structured Play (Silly Sports and Goofy Games)**

**12:20-12:30 Wash Hands transition to lunch break**

**12:30-1:30 Lunch and Recess**

**1:30-2:00 Physical Education Games**

**2:00-3:00 STEAM Lessons (STEMtaught Lessons)**

**3:00-3:30 Snack Break**

**3:30-4:10 Finish STEAM Lessons and activities/Clean up**

**4:10-4:20 Community-Youth Voice and Leadership**

**4:20-4:30 Bus riders load up on bus**

**4:30-5:00 Student Choice activity-color, sing-along, indoor game, outdoor physical play**

**5:00-5:30 Clean Up/Sign Out**

VII – G

Business Services Agreement for Blochman Union School District

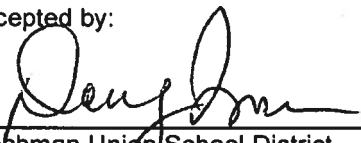
Blochman Union School District (District) agrees to engage Nancy B. Shafer, CPA (contractor), to perform the following duties (either personally or in a managerial capacity) on behalf of the district:

- Payroll/benefits
- Accounts payable
- Accounts receivable
- Budget
- Assistance with charter school oversight
- Local Control Accountability Plan (LCAP) and other school plans
- Special Education accounting
- Food Services accounting
- Year-end closing procedures
- Other business office duties required to keep the district in compliance with federal and state regulations

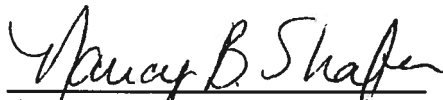
The term of this agreement is July 1, 2026 through June 30, 2027. This agreement may be dissolved by either party at any time.

The district agrees to pay contractor for these services at an annual rate of \$110,515. Contractor will invoice the District twice a month in equal installments of \$4,604.79. Contractor agrees to be responsible for all travel costs incurred on behalf of the District unless covered by an outside funding source.

Accepted by:

  
\_\_\_\_\_  
Blochman Union School District

6-2-2026  
Date

  
\_\_\_\_\_  
Nancy B. Shafer, CPA

6/2/26  
Date

VII - H

RESOLUTION NO. 2026-06-09

BLOCHMAN UNION SCHOOL DISTRICT

**CANDIDATE'S STATEMENT OF QUALIFICATIONS**

WHEREAS, Section 13307 of the Elections Code of the State of California requires this board to adopt certain policies in regard to statements of candidates who run for office as members of the governing board of the district;

NOW, THEREFORE, BE IT RESOLVED that this governing board does hereby determine:

1. That the cost of printing, handling, and mailing candidates' statements of qualifications shall be charged to the:

Candidate

CANDIDATE OR DISTRICT

2. That the candidates' statement of qualifications shall not exceed:

200

\*200\* OR \*400\* WORDS

3. That the candidates not be permitted to submit additional materials to be sent to the voter with the County Voter Information Guide.
4. That the County of Santa Barbara Registrar of Voters be directed to give a copy of these regulations to each candidate, or their representative, at the time that nomination documents are received.

BE IT FURTHER RESOLVED that these policies shall remain in full force and effect until rescinded by this Board.

PASSED AND ADOPTED by the Governing Board of the Blochman Union School District  
DISTRICT NAME

this 9th day of June, 2026.

Ayes:

Noes:

Absent:

\_\_\_\_\_  
SIGNATURE OF DISTRICT SECRETARY

# ORDER OF ELECTION

(Education Code Sections 5000, 5018, 5304, 5322)

## RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION & NOTICE TO CONSOLIDATE

**WHEREAS**, the regular biennial election of governing board members is ordered by law pursuant to section 5000 of the Education Code to fill offices of members of the governing board of Blochman Union School/Community College District of Santa Barbara County; and

**WHEREAS**, pursuant to Section 5340 of the Education Code, said election must be consolidated with any other school or community college district governing board elections in the same area on the same day; and

**WHEREAS**, pursuant to section 10400 of the Elections Code, said election may be consolidated with other elections to be held on the same day;

**NOW, THEREFORE, BE IT RESOLVED** that Dr. Susan Salcido, Santa Barbara County Superintendent of Schools, call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

### SPECIFICATIONS OF THE ELECTION ORDER

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

The purpose of the election<sup>1</sup> is to elect <sup>2</sup> \_\_\_\_\_ members of the governing board of Blochman Union School/Community College District.

<sup>2</sup> Indicate if any offices are for two-year terms: N/A

**IT IS FURTHER ORDERED** that the clerk or secretary of the district shall deliver, not less than 123 days prior to the date set for the election, two copies of this Resolution and Order to the county superintendent of schools, and one copy to the officer conducting the election.<sup>3</sup>

**THE FOREGOING RESOLUTION AND ORDER** was adopted by a formal vote of the governing board of the Blochman Union School/Community College District of Santa Barbara County, being the board authorized by law to make the designations therein contained, on June 9, 2026.

(Signed) \_\_\_\_\_  
Clerk/Secretary of the Governing Board

#### **Instructions**

<sup>1</sup> If election is called under ECS 5018, insert:

*Another purpose is whether the number of members of the governing board of \_\_\_\_\_ District shall be increased from three to five.*

*Another purpose of the election shall be to elect two additional members of the governing board of \_\_\_\_\_ District to serve if the above measure is approved.*

<sup>2</sup> Indicate if any offices are for two-year terms (as opposed to four-year terms)

<sup>3</sup> After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two copies to the county superintendent of schools and one to the officer conducting the election not less than 123 days prior to the date set for the election (ECS 5322). One of these copies is to be delivered by the county superintendent to the county clerk or registrar of voters, with a copy of the Notice of Election, at least 124 days prior to the date of election (ECS 5324).

VII - I

## ! Network Error

Something went wrong, please check your network connection and try again.

[1] More alert(s)

8

singularly referred to as "PARTY" and collectively as "PARTIES".

### RECITALS:

A. LICENSOR owns or leases that certain real property commonly known as Benjamin Foxen Elementary School, located at 4949 Foxen Canyon Rd, Assessor's Parcel Number 129-190-001, hereinafter called the "Property," located in the City of Santa Maria, County of Santa Barbara, State of California.

B. PG&E desires to partner with LICENSOR in connection with a Public Safety Power Shutoff Event ("PSPS Event") as defined in Section 3 below.

C. The PARTIES desire to memorialize this mutual understanding and agreement for making the Property available to PG&E in connection with a PSPS Event.

NOW, THEREFORE, for good and valuable consideration, LICENSOR and PG&E agree as follows:

1. License Area. The real property that is the subject of this License Agreement is described in EXHIBIT A (the "License Area").

2. Grant of License. Subject to the terms and conditions set forth in this License Agreement, LICENSOR grants PG&E, PG&E's Representatives, and PG&E's customers, the right to use the License Area in connection with a PSPS Event, together with rights of ingress and egress to and from the License Area. PG&E shall give LICENSOR at least 8 hours' prior notice of the date and time that PG&E needs to access and use the License Area. If the License Area is not available for access and use by PG&E on the date and time specified in PG&E's notice, LICENSOR must so notify PG&E within 4 hours after receipt of PG&E's notice.

3. Use of License Area. During Use Days (as defined in Section 4 below), PG&E and its employees, contractors, agents, and representatives ("PG&E's Representatives") may enter the License Area for purposes of establishing and operating a customer resource center in the case of a PSPS Event. LICENSOR acknowledges that PG&E's Activities may include the following: setting up tents with tables and seating where PG&E customers can obtain water and snacks, charge phones, and get up-to-date information on outages; installing trailers, portable toilets, portable back-up generators, and temporary fencing; parking mobile vehicle units and other vehicles. For purposes of this License Agreement, a "PSPS Event" means the existence of one or more environmental conditions creating extreme fire danger that results in the shutoff of

You completed signing all your documents

# OneSpan **Sign**

## ! Network Error

Something went wrong, please check your network connection and try again.

[1] More alert(s)

unarmed security at its cost and expense to ensure the protection of its equipment, the safety of the public and to prevent any damage to the Property.

4. Term. This License Agreement shall be for a term of TWO (2) years, commencing on July 2, 2026 (the "**Commencement Date**"), and expiring July 1, 2028 (the "**Termination Date**"). The license granted herein shall be revocable at the option of either LICENSOR or PG&E, provided that the revoking party provides at least one hundred eighty (180) days' written notice of the revocation to the other party. Notwithstanding the term of this License Agreement, PG&E anticipates that it will use the License Area on an occasional basis, if at all, for periods of two (2) to ten (10) days at a time. The days (including any partial days) during which any of PG&E's Activities are occurring in or on the License Area are referred to herein as "Use Days." During Use Days, PG&E shall have the exclusive right to use the License Area twenty-four (24) hours per day.

5. License Fee. PG&E shall pay a license fee of TWO HUNDRED FIFTY DOLLARS (\$250.00) per day for each Use Day.

6. Use of License Area

(a) As Is. To LICENSOR'S current actual knowledge, the Property complies with all laws, including the Americans with Disabilities Act and other accessibility laws. PG&E accepts the License Area "AS-IS," "WHERE-IS" and "WITH ALL-FAULTS," subject to all applicable zoning, municipal, county and state laws, ordinances, and regulations governing and regulating the use of the License Area. PG&E may request LICENSOR to perform alterations, repairs, or improvements to the License Area, but PG&E understands and agrees that LICENSOR shall not be obligated to make any such alterations, repairs or improvements at any time.

(b) Restoration. PG&E shall exercise reasonable care in the conduct of PG&E's Activities in the License Area. Upon PG&E's ceasing to use the License Area in connection with a particular PSPS Event, PG&E shall remove all vehicles and personal property of PG&E and PG&E's Representatives, remove all debris and waste material resulting from PG&E's Activities, and repair and restore the License Area as nearly as possible to the condition that existed prior to PG&E's entry hereunder.

(c) Water Discharge. PG&E's activities may require potable water-filled equipment, such as barrels or water barriers to weigh down tents or other equipment, or to delineate outside areas on the Property. All potable water-filled equipment shall be cleaned prior to use and filled with water from a potable water source only. Any water discharged from the water-filled equipment shall be discharged to onsite unpaved land (i.e., soil) only. PG&E and

02898.999 4818-5744-3734.3

2 of 5

Internal

Page 2 of 8

You completed signing all your documents

# OneSpan **Sign**

## ! Network Error

Something went wrong, please check your network connection and try again.

[1] More alert(s)

(d) Safe Condition. PG&E, at PG&E's sole cost and expense, shall maintain the License Area in a good, clean, safe and sanitary condition during Use Days.

(e) Lawful Use Only. PG&E shall not use the License Area or permit anything to be done in or about the License Area during Use Days that will in any way conflict with any law, statute, zoning restriction, ordinance or governmental rule or regulation or requirement relating to the use or occupancy of the License Area. During Use Days, PG&E shall not allow the License Area to be used for any unlawful or objectionable purpose, nor shall PG&E cause, maintain or permit any nuisance in, on or about the License Area.

(f) Mechanic's Liens. PG&E shall keep the Property free and clear of all mechanic's liens arising, or alleged to arise, in connection with any work performed, labor or materials supplied or delivered, or similar activities performed by PG&E or at PG&E's request or for PG&E's benefit. If any mechanic's liens are placed on the Property in connection with PG&E's use or PG&E's Activities, PG&E shall diligently pursue all necessary actions to remove such liens from title, either by payment or by recording a lien release bond in the manner specified in California Civil Code Section 8424 or any successor statute.

7. Notices. All notices under this License Agreement shall be sent by email to the addresses set forth in **EXHIBIT B**. In addition, LICENSOR will provide PG&E with telephone or cellphone numbers of staff in calling order to contact in an emergency as set forth in **EXHIBIT B**. **EXHIBIT B** shall be updated as needed to reflect current names and contact information.

8. Indemnity. PG&E shall indemnify, defend and hold harmless LICENSOR and its governing body, officers, agents, and employees from and against all claims, losses, actions, demands, damages, costs, expenses (including, but not limited to, reasonable attorneys' fees and court costs) (collectively, "Claims") which arise from or are connected with PG&E's Activities, or the entry on, occupancy or use of, the Property by PG&E or PG&E's Representatives under this License Agreement, including, but not limited to, Claims arising out of (i) injury to or death of persons, including, but not limited to, employees of LICENSOR or PG&E; (ii) injury to property or other interest of LICENSOR and (iii) violation of any applicable federal, state, or local laws, statutes, regulations, or ordinances by PG&E or PG&E's Representatives. The indemnification obligations of PG&E under this Section 8 shall survive the expiration or earlier termination of this License Agreement.

9. Insurance. PG&E shall at all times during the Term of this License Agreement self-insure for PG&E's activities pursuant to this License Agreement in accordance with **EXHIBIT C**.

02898.999 4818-5744-3734.3

3 of 5

Internal

Page 3 of 8

You completed signing all your documents

**!** Network Error

Something went wrong, please check your network connection and try again.

[1] More alert(s)

obligations hereunder, whether for declaratory or other relief, and including any appeal thereof, then the party which prevails in such action shall be entitled to its reasonable attorneys' fees and expenses related to such action, in addition to all other recovery or relief.

(c) **No Waiver.** Any waiver with respect to any provision of this License Agreement shall not be effective unless in writing and signed by the party against whom it is asserted. The waiver of any provision of this License Agreement by a party shall not be construed as a waiver of a subsequent breach or failure of the same term or condition or as a waiver of any other provision of this License Agreement.

(d) **Counterparts.** This License Agreement may be executed in identical counterpart copies, each of which shall be an original, but all of which taken together shall constitute one and the same agreement.

(e) **Authority.** Each party to this License Agreement warrants to the other that it has the right and authority to enter into and to perform its obligations under this License Agreement, without the consent of any third party, and that the person signing below is authorized to bind such party.

(f) **Exhibits.** Exhibits A, B, and C attached to this License Agreement are a part hereof and incorporated herein by this reference.

(g) **Electronic Signatures.** This License Agreement may be executed by electronic signatures (e.g., using DocuSign, e-SignLive, or OneSpan) or signatures transmitted in portable document format ("pdf"), and copies of this License Agreement executed and delivered by means of electronic or pdf signatures shall have the same force and effect as copies hereof executed and delivered with original manually executed signatures. The parties may rely upon electronic and pdf signatures as if such signatures were manually executed originals and agree that an electronic or pdf signature page may be introduced into evidence in any proceeding arising out of or related to this License Agreement as if it were an original manually executed signature page.

(h) **Successors and Assigns.** This License Agreement shall be binding upon and inure to the benefit of the heirs, personal representatives, successors, and assigns of each party.

(i) **Entire Agreement.** This License Agreement supersedes all previous oral and written agreements between and representations by or on behalf of the parties and constitutes the entire agreement of the parties with respect to the subject matter hereof. This License Agreement may not be amended, except by a written agreement executed by both parties.

02898 999 4818-5744-3734.3

4 of 5

Internal

Page 4 of 8

You completed signing all your documents

# OneSpan Sign

## ! Network Error

Something went wrong, please check your network connection and try again.

[1] More alert(s)

By: <u>E-SIGNED by Donny Kennedy on 2026-05-20 20:26:59 GMT</u>	By: <u>E-SIGNED by Doug Brown on 2026-05-20 20:45:49 GMT</u>
Name: <u>Donald Kennedy</u>	Name: <u>Douglas Brown</u>
Its: <u>Sr. Manager, Land Acquisition</u>	Its: <u>Superintendent</u>
Date: <u>2026-05-20</u>	Date: _____

02898.999.4818-5744-3734.3

5 of 5

Internal

Page 5 of 8

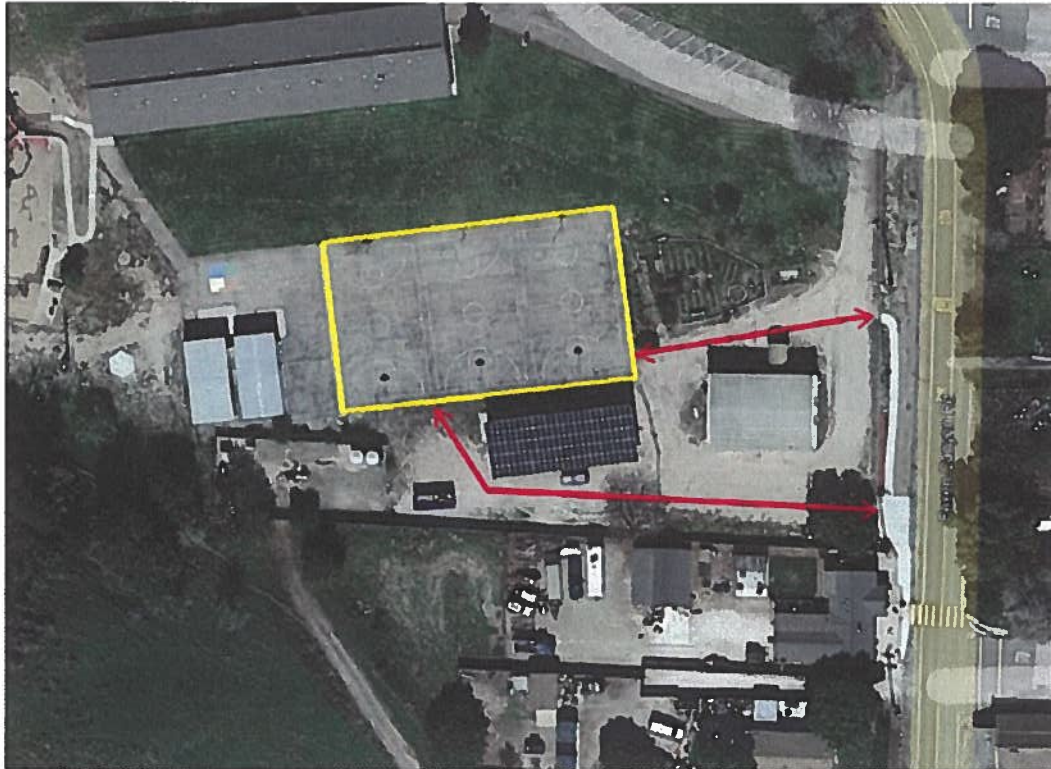
You completed signing all your documents

# OneSpan *Sign*

## ! Network Error

Something went wrong, please check your network connection and try again.

[1] More alert(s)



02898.999 4818-5744-3734.3

**Exhibit A**

Internal

You completed signing all your documents