PIONEER
UNION ELEMENTARY SCHOOL DISTRICT

REGULAR GOVERNING BOARD MEETING

AGENDA

Wednesday, June 17, 2026
5:30 p.m. Closed Session
6:00 p.m. – Open Session Board Meeting

Meeting Location:
Pioneer Union Elementary School District Office, Boardroom
1888 N. Mustang Drive
Hanford CA. 93230

MISSION STATEMENT

The Pioneer Union Elementary School District, in partnership with parents and the community, will build the foundation for student academic, and social success by ensuring that all students receive rigorous instruction, support, and intervention in an enriching environment.

1. **Call to Order**
2. **Roll Call**
3. **Public Comments on Closed Session Items:** Fifteen minutes of this portion of the meeting are reserved for members of the public to address the Board on Closed Session items. Speakers seeking to comment on other items are requested to make those comments during the Public Comment portion of the meeting at 6:00 p.m. Speakers are limited to three (3) minutes. The Governing Board is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the Governing Board does not respond to the public comment at this time. If you wish to address the Board, come to the podium and state your name and address.
4. **Adjourn to Closed Session**
   - 4.1 Conference with Real Property Negotiator; Agency Negotiator: Superintendent, John Raven (Government Code section 54956.8)
   - 4.2 Student Discipline or other confidential student matters (Education Code sections 35146,48918, 48900 et seq.,48912(b) and 49060 et seq., and 20 U.S.C. section 1232g)
5. **Reconvene to Open Session**
   - 5.1 Report Closed Session Action
6. **Pledge of Allegiance**
7. **Board Adoption of the Agenda**
8. **Superintendent Report**
9. **Public Comments:** In order to ensure that members of the public are provided a meaningful opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, visitors are requested to fill out a "Comments from the Public " form prior to the meeting. Public comments are limited to 3 minutes per person and twenty minutes per topic. The Governing Board is prohibited by law from taking action on matters discussed that are not on the agenda and no adverse conclusions should be drawn if the Governing Board does not respond to

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Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 1888 N. Mustang Drive during normal business hours.

For information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation to participate in the public meeting, please contact the district office at 585-2400. Information pursuant to the Government Code § 54954.2; Americans with Disabilities Act of 1990; § 202(42 U.S.C. § 12132).

10. Consent Agenda

10.1 Minutes	Action
10.2 Interdistrict Requests	Action
10.3 Interdistrict Requests Out	Action
10.4 Warrants	Action
10.5 Asset Disposal	Action

11. Curriculum and Instruction

11.1 Local Indicators	Informational
11.2 Federal Addendum	Action
11.3 Student Expulsion Case #2026-01	Action

12. Superintendent

12.1 Local Control and Accountability Plan Adoption	Action

13. Finance

13.1 Consider Budget Adoption for 2026/27	Action
13.2 Consider Adoption of Budget Revision by Resolution #061726	Action

14. Board Reports

15. Adjourn

REGULAR GOVERNING BOARD MEETING

MINUTES

Wednesday, June 10, 2026

1. **Call to Order** - Mr. Woods called the meeting to order at 5:30 p.m.
2. **Roll Call**

   2.1 Board Member Present - Mr. Woods, Mrs. Avila, Mrs. Darpli, Mr. Sippel

   2.2 Board Members Absent - Mrs. Kuehn
3. **Public Comments on Closed Session Items** - No comments
4. **Adjourn to Closed Session** - Mr. Woods adjourned to close session at 5:30 p.m.
   4.1 Conference with Legal Council - Potential Litigation. Initiation of Litigation Pursuant to paragraph (4) of subdivision (d) of section 54956.9 of the Government Code
   4.2 Employee Discipline/Dismissal/Release (Government Code section 54957)
   4.3 Conference with Real Property Negotiator; Agency Negotiator: Superintendent, John Raven (Government Code section 54956.8)
   4.4 Student Discipline or other confidential student matters (Education Code sections 35146,48918, 48900 et seq.,48912(b) and 49060 et seq., and 20 U.S.C. section 1232g)
5. **Reconvene to Open Session** - Mr. Woods reconvened to open session at 6:10 p.m. Mrs. Kuehn arrived during close session
   5.1 Report Closed Session Action - Mr. Woods reported no action was taken during close session.
6. **Pledge of Allegiance**
7. **Board Adoption of the Agenda** - Mrs. Darpli motioned to approve the agenda as presented. Mrs. Kuehn seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Kuehn - yes, Mrs. Avila - yes, Mr. Sippel - yes, Mr. Woods - yes
   Passed/Unan.
8. **Superintendent Report** - Mr. Raven reported that with the 25/26 school year coming to an end he wished everyone a nice summer break. The District has been working hard on the LCAP, preparing for Professional Development days and a new Leadership Academy. He has been reviewing the district's pre-assesment data and will be sharing the data once it is all available. MOT has begun their summer deep cleaning and IT is busy streamlining systems and updating our camera systems. HR remains busy in reviewing enrollment and staffing needs. With some of the challenges we have ahead, I am confident in our team and we will be aligned to the needs for the 26/27 school year. He thanked the board for their support during his first year as Superintendent.
9. **Public Hearing - Local Control and Accountability Plan (LCAP)** - LCAP is available for public inspection at 1888 N. Mustang Dr. Mrs. Hester presented the LCAP plan that will be submitted to the county by July 1, 2026. Mr. Woods opened the public hearing for the LCAP at 6:22. No comments were made. Mr. Woods closed the hearing at 6:23 p.m.
10. **Public Hearing - Fiscal Budget 2026-27** - Budget is available for public inspection at 1888 N. Mustang Dr. Mrs. Leal shared the budget for 26/27. The budget has a positive certification. There is a 2.87% statutory COLA with an additional 1.44% that was added for a combined 4.31% super COLA. The additional 1.44% increase is to help fund a new statewide mandate for 14 weeks of paid pregnancy disability leave for employees. The district is also currently is declining enrollment. Mr. Woods opened the hearing at 6:50 p.m. Mrs. Van Nest commented on the new PPDL leave and that our younger staff would be happy with this. Mrs. Darpli shared that it would be nice if employees could pay into SDI as an option for disability. Mr. Woods closed the hearing at 6:55 p.m.
11. **Public Comments**- No comments were made.
12. **Consent Agenda** - Mrs. Kuehn motioned to approve the consent agenda. Mrs. Avila seconded the motion. Vote: Mrs. Kuehn - yes, Mrs. Avila - yes, Mr. Sippel - yes, Mrs. Dapli - yes, Mr. Woods - yes Passed/Unan.

13. **Curriculum and Instruction**

13.1 School Plans for Student Achievement - Mrs. Avila motioned to approve the achievement plans. Mrs. Darpli seconded the motion. Vote: Mrs. Avila - yes, Mrs. Darpli - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes
Passed/Unan.

14. **Human Resources**

14.1 Consider Personnel Requests - Mrs. Kuehn motioned to approve the personnel requests. Mrs. Darpli seconded the motion. Vote: Mrs. Kuehn - yes, Mrs. Darpli - yes, Mrs. Avila - yes, Mr. Sippel - yes, Mr. Woods - yes
Passed/Unan.

15. **Finance**

15.1 Consider Adoption of Board Delegation of Powers/Duties by Resolution #061026 - Mrs. Darpli motioned to approve the Board Delegation of Powers/Duties by Resolution 061026. Mrs. Kuehn seconded the motion. Roll Call Vote: Mrs. Darpli - yes Mrs. Kuehn - yes Mrs. Avila - yes Mr. Sippel - yes Mr. Woods - yes
Passed/Unan.

15.2 Proposition 28 Arts and Music in School (AMS) Funding Annual Report - Mrs. Darpli motioned to approve the report. Mr. Sippel seconded the motion. Vote: Mrs. Darpli - yes, Mr. Sippel - yes, Mrs. Avila - yes, Mrs. Kueh- yes Mr. Woods - yes
Passed/Unan.

15.3 Consider MOU with KCOE CYBHI Grant - Mrs. Darpli motioned to approve the grant. Mrs. Avila seconded the motion. Vote: Mrs. Darpli - yes, Mrs. Avila - yes, Mrs. Kuehn - yes, Mr. Sippel - yes, Mr. Woods - yes
Passed/Unan.

16. **Board Reports -** All board members thanked everyone for their hard work and wished everyone a nice summer.

17. **Adjourn** - Mr. Woods adjourned the meeting at 7:06 p.m.

Respectfully submitted,

John Raven
Secretary to the Board

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 10.2

To: Pioneer School Board Members

Board Date: June 17, 2026

For: ☒ Board Meeting ☒ Action
☐ Information ☐ First Reading

Recommendation: ☒ Approve ☐ Deny

Fiscal Impact:

Item: Consider Inter-District Requests for 2026-2027

Purpose:

	First Name	Last Name	Grade	From District:	Status	Recommendation	Year
1			TK	HESD	New	Lottery	2026-27
2			TK	HESD	New	Lottery	2026-27
3							
4							
5							
6							
7							

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 10.3

To: Pioneer School Board Members

Board Date: June 17, 2026

For: ☒ Board Meeting ☒ Action
☐ Information ☐ First Reading

Recommendation: ☒ Approve ☐ Deny

Fiscal Impact:

Item: Consider Inter-District Requests Out for 2026-2027

Purpose:

	First Name	Last Name	Grade	Request To:	Recommendation	Year
1			1	Laton	Approve	2026-27
2						
3						
4						
5						
6						
7						

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 10.4

To: Pioneer School Board Members

Date: June 17, 2026

For: Approve Warrant Register

- ☐ Information
- ☒ Action
- ☐ First Reading

Recommendation:

- ☒ Approve
- ☐ Deny
- ☐ N/A

Fiscal Impact: Various

Purpose:

To inform the Board of the expenditures related to the conduct of district business.

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
3210 AMAZON CAPITAL SERVICES INC								
PV - 260897		06/05/2026	1FL4-GX7J-CTD6 PO1	0100-00240-0-1110-1000-430000-500-0000		$215.26	$0.00	$0.00
				Total Amount for Warrant		**$215.26**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$215.26**	**$0.00**	**$0.00**
4651 AMS.NET LLC								
CM - 260063		04/20/2026	0100008 PO#260529	0100-00240-0-0000-0000-867700-999-0000		-$14,983.79	$0.00	$0.00
PO - 260529		04/20/2026	0100008	1400-00000-0-0000-8110-650000-500-0000	F	$27,151.11	$0.00	$0.00
				Total Amount for Warrant		**$12,167.32**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$12,167.32**	**$0.00**	**$0.00**
57 BUFORD OIL CO INC								
PO - 260637		05/12/2026	23678	0100-03330-0-0000-3600-430010-000-0000	P	$3,909.60	$0.00	$0.00
PO - 260637		05/27/2026	23684	0100-03330-0-0000-3600-430010-000-0000	F	$2,561.83	$0.00	$0.00
				Total Amount for Warrant		**$6,471.43**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$6,471.43**	**$0.00**	**$0.00**
4494 CSM CONSULTING INC								
PV - 260901		06/01/2026	20872 E-Rate	0100-00240-0-0000-7200-580000-100-0000		$4,722.28	$0.00	$0.00
				Total Amount for Warrant		**$4,722.28**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$4,722.28**	**$0.00**	**$0.00**
4662 DONNA BENSON								
PO - 260613		06/01/2026	5447	0800-82100-0-1110-4100-430000-903-0000	F	$1,234.05	$0.00	$0.00
				Total Amount for Warrant		**$1,234.05**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,234.05**	**$0.00**	**$0.00**
636 DOWNING PLANETARIUM								
PO - 260348		06/03/2026	57520 FieldTrip5/28	0100-00380-0-1110-1000-580000-818-0000	F	$576.00	$0.00	$0.00
				Total Amount for Warrant		**$576.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$576.00**	**$0.00**	**$0.00**
4285 EMPIRE SUPPLY CO INC								
PO - 260666		06/09/2026	2036344	0100-81500-0-0000-8110-430000-000-0000	P	$108.27	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
4285 EMPIRE SUPPLY CO INC								
				Total Amount for Warrant		$108.27	$0.00	$0.00
				Total Amount Per Vendor		$108.27	$0.00	$0.00
2099 ERNEST PACKAGING SOLUTIONS								
	PO - 260683	06/04/2026	91383314	0100-00000-0-0000-8200-430000-000-0000	F	$221.26	$0.00	$0.00
				Total Amount for Warrant		$221.26	$0.00	$0.00
				Total Amount Per Vendor		$221.26	$0.00	$0.00
1545 FAST CU								
	PV - 260908	06/09/2026	CARB Qtrly Fee - CTC	0100-03330-0-0000-3600-580000-000-0000		$96.39	$0.00	$0.00
	PV - 260908	06/09/2026	CARB Qtrly Fee - CTC	0100-03330-0-0000-3600-580000-000-0000		$2.88	$0.00	$0.00
				Total Amount for Warrant		$99.27	$0.00	$0.00
				Total Amount Per Vendor		$99.27	$0.00	$0.00
2604 GOLD STAR FOODS INC								
	PV - 260898	05/12/2026	10441188	1300-53100-0-0000-3700-470000-000-0000		$172.20	$0.00	$0.00
	PV - 260898	05/29/2026	10540903	1300-53100-0-0000-3700-580000-000-0000		$45.00	$0.00	$0.00
				Total Amount for Warrant		$217.20	$0.00	$0.00
				Total Amount Per Vendor		$217.20	$0.00	$0.00
1028 GOPHER SPORT								
	CM - 260062	06/04/2026	CR76612 PO#260652	0100-67620-0-1160-1000-440000-500-0000		-$298.26	$0.00	$0.00
	PO - 260685	06/04/2026	IN519895	0100-67620-0-1160-1000-430000-500-0000	F	$2,704.76	$0.00	$0.00
				Total Amount for Warrant		$2,406.50	$0.00	$0.00
				Total Amount Per Vendor		$2,406.50	$0.00	$0.00
243 JOHNSTONE SUPPLY								
*	PO - 260671	06/04/2026	S3051604.001	0100-81500-0-0000-8110-430000-200-0000	P	$293.64	$0.00	$0.00
*	PV - 260895	06/04/2026	S3047557.002 PO647	0100-81500-0-0000-8110-430000-000-0000		$57.87	$0.00	$0.00
*	PV - 260899	06/08/2026	S3053114.001 PO671	0100-81500-0-0000-8110-430000-000-0000		$1,729.54	$0.00	$0.00
				Total Amount of Payment		$2,081.05	$0.00	$0.00
				Total Amount Per Vendor		$2,081.05	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
2995 KINGS COUNTY MOBILE LOCKSMITH SERVICE								
PV - 260910		05/05/2026 11373		0100-81500-0-0000-8110-430000-000-0000		$336.24	$0.00	$0.00
PV - 260910		05/21/2026 11421		0100-81500-0-0000-8110-430000-000-0000		$60.01	$0.00	$0.00
				Total Amount for Warrant		**$396.25**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$396.25**	**$0.00**	**$0.00**
263 KINGS COUNTY OFFICE OF EDUCATION								
PO - 260010		06/04/2026 261344 PASE 4th Qtr		0100-26000-0-1110-1000-510000-200-0000	F	$72,500.00	$0.00	$0.00
PO - 260011		06/04/2026 261344 PASE 4th Qtr		0100-26000-0-1110-1000-510000-300-0000	F	$80,000.00	$0.00	$0.00
				Total Amount for Warrant		**$152,500.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$152,500.00**	**$0.00**	**$0.00**
902 KINGS WASTE & RECYCLING								
PV - 260906		05/18/2026 02-01125539 MS		0100-00000-0-0000-8200-550050-500-0000		$12.00	$0.00	$0.00
PV - 260906		05/18/2026 02-01125541 PES		0100-00000-0-0000-8200-550050-200-0000		$12.00	$0.00	$0.00
PV - 260906		05/18/2026 02-01125538 MS		0100-00000-0-0000-8200-550050-500-0000		$52.08	$0.00	$0.00
PV - 260906		05/18/2026 02-01125638 MS		0100-00000-0-0000-8200-550050-500-0000		$49.14	$0.00	$0.00
				Total Amount for Warrant		**$125.22**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$125.22**	**$0.00**	**$0.00**
4669 LEMOORE UNION HIGH SCHOOL								
PO - 260675		06/10/2026 260270		0100-03330-0-0000-3600-580000-000-0000	F	$821.96	$0.00	$0.00
				Total Amount for Warrant		**$821.96**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$821.96**	**$0.00**	**$0.00**
4663 LIMITLESS LEARNING GROUP								
PO - 260623		06/05/2026 IEE Service		0100-00380-0-1110-1000-580000-023-0000	F	$4,000.00	$0.00	$0.00
				Total Amount for Warrant		**$4,000.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$4,000.00**	**$0.00**	**$0.00**
2168 MARDOM LLC								
PV - 260902		06/10/2026 INV00018909 May FES		0100-00000-0-0000-8200-550020-300-0000		$8,405.54	$0.00	$0.00
PV - 260902		06/10/2026 INV00018910 May PES		0100-00000-0-0000-8200-550020-200-0000		$7,502.70	$0.00	$0.00
PV - 260902		06/10/2026 INV00018911 May MS		0100-00000-0-0000-8200-550020-500-0000		$11,244.28	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
2168 MARDOM LLC								
				Total Amount for Warrant		$27,152.52	$0.00	$0.00
				Total Amount Per Vendor		$27,152.52	$0.00	$0.00
330 MORGAN & SLATES INC.								
PO - 260660		05/13/2026 1871713		0100-00000-0-0000-8200-430000-000-0000	F	$639.10	$639.10	$52.73
PV - 260900		05/28/2026 1873489 Ref PO260593		0100-81500-0-0000-8110-430000-000-0000		$35.10	$0.00	$0.00
PV - 260900		06/04/2026 1874159 Ref PO260593		0100-81500-0-0000-8110-430000-000-0000		$125.89	$0.00	$0.00
PV - 260907		05/28/2026 1873489 PO#260645		0100-81500-0-0000-8110-430000-000-0000		$35.10	$0.00	$0.00
				Total Amount for Warrant		$835.19	$639.10	$52.73
				Total Amount Per Vendor		$835.19	$639.10	$52.73
377 PRODUCERS DAIRY FOODS INC.								
PV - 260909		06/05/2026 3422615601		1300-53100-0-0000-3700-470000-000-0000		$25.58	$0.00	$0.00
PV - 260909		06/02/2026 59644235		1300-53100-0-0000-3700-470000-000-0000		$381.69	$0.00	$0.00
PV - 260909		06/02/2026 3422615382		1300-53100-0-0000-3700-470000-000-0000		$152.81	$0.00	$0.00
PV - 260909		06/05/2026 3422615602		1300-53100-0-0000-3700-470000-000-0000		$25.58	$0.00	$0.00
				Total Amount for Warrant		$585.66	$0.00	$0.00
				Total Amount Per Vendor		$585.66	$0.00	$0.00
4609 PROVOST & PRITCHARD O & M SERVICES LLC								
PO - 260320		06/03/2026 1328 May		0100-81500-0-0000-8110-430000-200-0000	P	$356.61	$0.00	$0.00
PO - 260320		06/03/2026 1328 May		0100-81500-0-0000-8110-560000-200-0000	P	$700.00	$0.00	$0.00
				Total Amount for Warrant		$1,056.61	$0.00	$0.00
				Total Amount Per Vendor		$1,056.61	$0.00	$0.00
4577 READ NATURALLY INC								
PO - 260686		06/04/2026 279630		0100-67620-0-1110-1000-420000-200-0000	F	$500.00	$0.00	$0.00
PO - 260686		06/04/2026 2796306		0100-63000-0-1110-1000-420000-200-0000	F	$1,853.18	$0.00	$0.00
				Total Amount for Warrant		$2,353.18	$0.00	$0.00
				Total Amount Per Vendor		$2,353.18	$0.00	$0.00
3403 RES COM PEST CONTROL								
PV - 260905		06/06/2026 291559073 PES May		0100-00000-0-0000-8200-550070-200-0000		$80.00	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
3403 RES COM PEST CONTROL								
PV - 260905		06/06/2026	291559072 FES May	0100-00000-0-0000-8200-550070-300-0000		$80.00	$0.00	$0.00
PV - 260905		06/06/2026	291559074 MS May	0100-00000-0-0000-8200-550070-500-0000		$80.00	$0.00	$0.00
				Total Amount for Warrant		$240.00	$0.00	$0.00
				Total Amount Per Vendor		$240.00	$0.00	$0.00
439 SISC III-HEALTH BENEFITS								
PV - 260896		06/01/2026	June Ins Allein	0100-00000-0-1110-2420-370200-002-0000		$1,493.50	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Johnson	0100-00000-0-1110-1000-370100-008-0000		$1,573.80	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Rice	0100-00000-0-1110-1000-370100-028-0000		$1,349.80	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Semas-Telli	0100-00000-0-0000-7300-370200-019-0000		$1,485.50	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Webster	0100-00000-0-0000-7100-370100-001-0000		$1,485.50	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Williams	0100-00000-0-1110-1000-370100-005-0000		$1,573.80	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Yarr	0100-00000-0-1110-1000-370100-009-0000		$1,349.80	$0.00	$0.00
PV - 260896		06/01/2026	June Ins General	0100-00000-0-0000-0000-951400-000-0000		$175,091.25	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Child Care	1200-00000-0-0000-0000-951400-000-0000		$3,889.25	$0.00	$0.00
PV - 260896		06/01/2026	June Ins Cafe	1300-00000-0-0000-0000-951400-000-0000		$2,805.50	$0.00	$0.00
				Total Amount for Warrant		$192,097.70	$0.00	$0.00
				Total Amount Per Vendor		$192,097.70	$0.00	$0.00
446 SOUTHERN CALIF EDISON CO								
PV - 260903		06/02/2026	700099325923 May MS	0100-00000-0-0000-8200-550020-500-0000		$5,390.77	$0.00	$0.00
PV - 260903		06/05/2026	700034281763 May PE	0100-00000-0-0000-8200-550020-200-0000		$650.16	$0.00	$0.00
PV - 260903		06/05/2026	700148971432 May PE	0100-00000-0-0000-8200-550020-200-0000		$2,615.14	$0.00	$0.00
PV - 260903		06/05/2026	700522779221 May PE	0100-00000-0-0000-8200-550020-200-0000		$1,907.61	$0.00	$0.00
PV - 260903		06/05/2026	700025295119 May FE	0100-00000-0-0000-8200-550020-300-0000		$4,557.88	$0.00	$0.00
PV - 260903		06/05/2026	700088135860 May PS	1200-05300-0-0001-6000-550020-000-0000		$172.57	$0.00	$0.00
				Total Amount for Warrant		$15,294.13	$0.00	$0.00
				Total Amount Per Vendor		$15,294.13	$0.00	$0.00
4447 SOUTHWEST TRANSPORTATION AGENCY								
PV - 260904		06/10/2026	260316	0100-03330-0-0000-3600-560001-000-0000		$2,428.80	$0.00	$0.00
PV - 260904		06/10/2026	260316 45DayInspectn	0100-03330-0-0000-3600-580020-000-0000		$1,687.50	$0.00	$0.00
				Total Amount for Warrant		$4,116.30	$0.00	$0.00

* = Credit Card Payment

Vendor	Ref No	Inv. Date	Inv. No	FD---RE----Y-GO---FN---OB-----SI--L2	P/F	Amount	Use Tax Amount Taxable	Tax
				Total Amount Per Vendor		$4,116.30	$0.00	$0.00
4631 TREVIPAY								
PO - 260626		06/09/2026 efbe0406 Supplies		1200-05300-0-0001-6000-430000-000-0000	P	$12.27	$0.00	$0.00
PO - 260626		06/09/2026 777311c4 Supplies		1200-05300-0-0001-6000-430000-000-0000	P	$157.49	$0.00	$0.00
PO - 260626		06/09/2026 777311c4 Snacks		1200-05300-0-0001-6000-430006-000-0000	P	$611.32	$0.00	$0.00
				Total Amount for Warrant		$781.08	$0.00	$0.00
				Total Amount Per Vendor		$781.08	$0.00	$0.00
4583 VALLEY SECURITY AND ALARM								
PO - 260688		05/31/2026 479211		0100-00000-0-0000-8200-560016-200-0000	P	$176.25	$0.00	$0.00
				Total Amount for Warrant		$176.25	$0.00	$0.00
				Total Amount Per Vendor		$176.25	$0.00	$0.00
514 WILD WATER ADVENTURES								
PO - 260270		06/04/2026 FieldTrip 6/4/26		0100-00380-0-1110-4100-560000-800-0000	P	$1,541.13	$0.00	$0.00
				Total Amount for Warrant		$1,541.13	$0.00	$0.00
				Total Amount Per Vendor		$1,541.13	$0.00	$0.00

Total Amount of all Payments $434,593.07

Total Number of Checks to print:	28	$432,512.02
Total Number of Credit Card Payments:	1	$2,081.05

	Use Tax	
	Taxable Amount	**Tax Amount**
Total Transfer for Use Tax	**$639.10**	**$52.73**

* = Credit Card Payment

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 10.5

To: Pioneer School Board Members

Date of Board Meeting: June 17, 2026

For: ☒ Board Meeting ☒ Action
☐ Information ☐ First Reading

Recommendation: ☒ Approve ☐ Deny

Fiscal Impact:

Item: Disposal of Declared Obsolete Property

Purpose:

I am requesting that the attached list of obsolete technology equipment be approved for disposal.

10.5: Asset Disposal

To: The Board of Trustees, Superintendent John Raven

Subject: Technology Items for Asset Disposal

I would like to submit the following list of assets for disposal. These are old, broken, unrepairable, and/or obsolete Chromebooks, old computer monitors, old projectors, etc. Most have been picked-clean of useful/usable parts, and now do not serve a purpose to the District.

Upon your approval, these items will be taken and recycled by a qualified technology recycling company, at no cost to the District.

Sincerely,

Josh Vogelgesang
Director of Technology

Pioneer Union Elementary School District

List of Assets for Disposal

21900888	21064556	21901096
21900761	2105732	21900841
21900953	21900760	21900902
21073321	21901017	21901153
21900012	21073289	21900074
21071934	21065363	21901130
21901154	21064558	21900135
21901109	21064568	21073240
21900986	21065352	21071239
21071499	2105739	21901143
2105371	21064565	21901111
21067799	21064564	21901014
2105098	21072238	21900046
2105001	21064559	21901093
2105129	21064563	21900785
2104997	21065358	21900066
21067797	21064569	21073284
21068935	21065353	21071536
21900928	21065359	21900793
2105135	21064566	21900951
21071495	21901100	21900981
2104998	21071239	21901047
21900926	21073286	21901047
2105004	21073240	21073239
21072666	21071932	21900033
21066579	21900839	21900565
21070463	21900969	21900035
2105737	21900880	21900013
21064551	21073327	21900901
21072684	21901055	21900914

List of Assets for Disposal (Continued, Page 3)

21900964	21900821	21901108
21071302	21901008	21901048
21900105	21070746	21901152
21900116	21900025	21900024
21900801	21072060	21900854
21900135	21900822	21901010
21901130	21070716	21900778
21900074	21900991	21073307
21901153	21070704	21071405
21900902	21900798	21901003
21900841	21900064	21900767
21901096	21900088	21071422
21901055	21900111	21900845
21073327	21900004	21900849
21900880	21900161	21900860
21900969	21900085	21900826
21900839	21900943	21071288
21071932	21900145	21900819
21901102	21900017	21900920
21901102	21900876	21900890
21071443	21900947	21900857
21073225	21070736	21900075
21900754	21900100	21900026
21900089	21900156	21900948
21901141	21900156	21900949
21900101	21901209	21900954
21901083	21900045	21071916
21901070	21900029	21900894
21901009	21073222	21900899
21900977	21901126	21070722

List of Assets for Disposal (Continued, Page 4)

21900762	21901170	21900073
21900010	21901174	21900098
21900896	21900891	21901134
21900110	21071911	21900147
21900037	21900989	21900148
21900985	21901007	21900021
21900015	21900975	21901175
21901065	21901118	21901203
21901138	21900893	21901114
21900040	21900771	21071535
21901190	21901090	21901125
21071111	21900814	21900782
21900130	21900112	21901019
21073117	21900840	21900823
21900952	21900982	21901073
21900008	21900956	21901073
21901072	21073314	21901122
21900131	21900065	21900132
21901129	21073218	21901064
21901069	21073291	21900071
21900916	21073315	21070723
21901045	21900160	21900070
21901075	21900151	21900872
21900833	21901159	21901144
21901097	21900154	21072924
21074380	21901131	21073246
21901021	21900869	21901119
21900134	21900869	21900828
21900097	21901032	21901120
21901208	21900834	21071373

List of Assets for Disposal (Continued, Page 5)

21901057	21900847	21901117
21900895	21900815	21900119
21900090	21900848	21900047
21901193	21901206	21901199
21900144	21900882	21901194
21900159	21900913	21900805
21901011	21900959	21073320
21900750	21900810	21901197
21900776	21900038	21900162
21900146	21900596	21900128
21067521	21072937	21901183
21073278	21900009	21900137
21900758	21900795	21073251
21900958	21900027	21900843
21900775	21900967	21073292
21901091	21900962	21900091
21073318	21901049	21901023
21900755	21901200	21900014
21901016	21900817	21073309
21900031	21901169	21070678
21900082	21901062	21900034
21900109	21900836	21073203
21900062	21900892	21901123
21901146	21901204	21073233
21901078	21900777	21901030
21900143	21900094	21900036
21900057	21901039	21900999
21900855	21900043	21070627
21901099	21900886	21901002
21900912	21901025	21901186

List of Assets for Disposal (Continued, Page 6)

21071652	21900582	21070709
21900746	21073285	21900648
21900963	21901046	21900620
21901184	21900970	21071151
21901103	21070640	21071161
21900030	21900887	21071926
21900051	21901132	21071735
21073269	21900764	21900581
21073313	21072019	21071367
21901121	21900048	21071922
21900077	21071299	21071712
21074196	21900076	21071751
21901104	21070694	21900531
21900980	21900769	21900732
21900922	21071251	21900830
21900911	21072805	21070626
21901158	21071748	21073090
21071106	21072505	21070611
21900972	21071913	21900006
21900965	21070759	21071957
21900115	21072026	21070606
21901180	21073365	21900632
21901033	21071407	21071378
21071252	21072550	21071724
21073295	21900554	21071706
21901015	21072031	21900079
21901113	21072146	21071995
21073236	21900502	21900571
21901127	21071766	21071771
21900125	21070693	21900780

List of Assets for Disposal (Continued, Page 7)

21070532	21070700	21071336
21070326	21070698	21071076
21069699.	21071452	21070720
21072514	21071465	21071645
2104893	21071349	21073124
2104900	21071352	21070680
2104899	21071413	21070652
2104905	21071297	21070711
2104794	21071084	21071416
2104827	21073126	21071210
2104833	21071440	21071482
2104895	21070661	21071344
2104901	21071225	21071208
21900930	21071082	21071374
21070682	21070668	21071137
21071157	21070749	21071409
21071340	21071217	21071332
21900121	21071142	21072390
21070628	21071162	21070629
21071212	21071459	21073112
21071445	21071488	21071216
21071215	21071426	21071243
21071902	21071149	21071244
21071294	21071198	21071487
21071133	21071411	21071319
21900059	21071141	21071489
21071178	21071254	21073133
21071436	21071330	21071412
21073116	21071125	21071298
21071331	21072449	21070622

List of Assets for Disposal (Continued, Page 8)

21071156	21900724	21072056
21071140	21900612	21900829
21071474	21900903	21900831
21071295	21072021	21900594
21071335	21900900	21900862
21071115	21072050	21071918
21071851	21900490	21072094
21071654	21071919	21072052
21071490	21900527	21900703
21070644	21900552	21900802
21072506	21900898	21900866
21071682	21900614	21900816
21071697	21900921	21072029
21071763	21900540	21072022
21071731	21900520	21072057
21071678	21072154	21900662
21071730	21900693	21071912
21071701	21071963	21072062
21071684	21071959	21900525
21071708	21072044	21900501
21071741	21071946	21900525
21900002	21900665	21072062
21900007	21900530	21071966
21900108	21071920	21900915
21900113	21900674	21071974
21071921	21072089	21071976
21900792	21072079	21900485
21900550	21072030	21900504
21071925	21900702	21072023
21900664	21900484	21071981

List of Assets for Disposal (Continued, Page 9)

21072059
21072069
21900562
21072047
21072066
21072065
21900748
21900804
21900879
21072048
21900753
21071937
21900707
21072086
21071935
21900790
21900800
21900820
21900850
21900770
21900751
21900877
21900906
21900871
21900807
21900864
21900773
21900878
21900784
21900553
21900883
21900615
21900539
21900477
21900584
21900602
21071949
21900787
21900756
21072091
21900647
21900885
21900671
21071969
21900583
21900561
21900718
21900610
21900569
21072015
21900827
21900700

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 11.1

To: Pioneer School Board Members

Board Date: June 17, 2026

For:

- ☒ Information
- ☐ Action
- ☐ First Reading

Recommendation:

- ☐ Approve
- ☐ Deny
- ☒ N/A

Fiscal Impact: $0.00

Item: Local Indicators

Purpose:

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Pioneer Union Elementary School District	John Raven Superintendent	ravenj@puesd.net 559-585-2400

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 staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the 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

An 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
2023-2024	75	83.62%	3.43%	7.81%	2.28%	2.85%	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				4	
History-Social Science		2			

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				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

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				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science		2			

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			3			
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
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				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

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 is 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: [1]

- 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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

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.	4

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.

The District analyzed multiple sources of data regarding building relationships between school staff and families. On the 2025-26 parent survey, 100% of parents gave a positive response to the statement, "My school provides me with progress reports and report cards to inform me about my child's success." 97.06% of parents responded positively to the statement, "My child's school seeks parent participation and input." 97.65% of parents responded positively to the statement, "I feel welcome to participate in activities at my child's school." This data demonstrates a significant strength in school/family relationships as well as shows growth over the previous year. On the Parental Involvement and Family Engagement self-assessment for Priority 3, the District rated itself as "full implementation" or "full implementation and sustainability" on all four areas based on the input and feedback of the school staff. For families of English Learners the District has a Bilingual Community Liaison who provides outreach to EL families encouraging their participation in providing input for decision-making. For families experiencing homelessness, the District has a Community Support Liaison to support the families in meeting their needs for the education of their students.

Overall, 98.0% of parents and families responded positively to their sense of school connectedness which is an increase over the previous year. 97.5% responded positively that they felt their children were safe while at school, which is also an increase from the previous year. The increase in positive responses to both a sense of connectedness and safety among students and their families is a clear strength of Pioneer District. The continued growth among parent survey results demonstrate the efforts made by site administration, teachers, and staff to build a sense of community with families.

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.

Based on the self-assessment survey, the District should continue to work to support the building of relationships between school staff and families to build and support sustainability.

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.

Pioneer District has many opportunities for families to be engaged in the schools, provide for meaningful communication, and build relationships between school staff and families. The District is working on supporting staff on learning about each family's strengths, cultures, languages, and goals for their children through its continued work in a multi-tiered system of support (MTSS). Additionally, the District continues to seek out professional learning opportunities for staff to expand their understanding of underrepresented families.

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.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
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.

Please keep all responses to a maximum of 3,000 characters.

The District analyzed multiple sources of data regarding building partnerships for student outcomes. On the 2025-26 parent survey, 100% of parents gave a positive response to the question, "My school provides me with progress reports and report cards to inform me about my child's success." 95.29% of parents also responded positively to the statement, "My child's school has teachers that go out of their way to help students." This demonstrates a strength in building partnership for student outcomes. The District encourages teachers to have frequent communication with families. The District has multiple opportunities for parents to meet with the teacher to discuss student progress including parent/teacher conferences, IEP meetings, 504 meetings, and Student Study Teams as well as informal school to home communication. Additionally, through the student information system, parents have a portal through which they can check their student's grades, assignments, assessment results, and attendance. During various types of parent meetings, information on how to support student learning at home is provided. Meetings such as parent conferences, IEPs, 504s, Student Study Teams, and Title I routinely provide parents with information about what they can do at home to support the learning in school. The District provides all of the required legal notices to families annually and during some district and site level meetings. On the Parental Involvement and Family Engagement self-assessment for Priority 3, the District rated itself as "full implementation and sustainability" in three out of the four areas based on the input and feedback of the school staff. For families of English Learners the District has a Bilingual Community Liaison who provides outreach to EL families encouraging their participation in providing input for decision-making. For families experiencing homelessness, the District has a McKinney Vento Liaison to support the families in meeting their needs for the education of their students.

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.

Please keep all responses to a maximum of 3,000 characters.

Based on the self-assessment survey, there is an opportunity for growth in the District providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

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.

Please keep all responses to a maximum of 3,000 characters.
Pioneer District has many opportunities for families to be engaged as partners for student outcomes. The District is supporting school sites in building partnerships for student outcomes through its continued work in MTSS. During various types of parent meetings, information on how to support student learning at home is provided. Meetings such as parent conferences, IEPs, 504s, Student Study Teams, Title I, and English Learner Advisory Committee meetings routinely provide parents with information about what they can do at home to support the learning in school. Additionally, the District seeks out professional learning opportunities for staff to expand their understanding of underrepresented families.

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.

Please keep all responses to a maximum of 3,000 characters.
The District analyzed multiple sources of data regarding seeking input for decision-making. Pioneer Union Elementary School District conducts a parent survey each spring. For the 2025-26 survey, 170 responses were received. The survey results are used in decision making and planning for the District. It is also used as a means of assessing and promoting family participation. On the parent survey, 97.06% of parents gave a positive response to the question, "My school seeks parent participation and input." On the Parental Involvement and Family Engagement self-assessment for Priority 3, the District rated itself as "full implementation and sustainability" in all areas based on

the input and feedback of the school staff. The District provides multiple venues for parents and community to participate in providing input decision-making including the District Parent Advisory Council, the English Learner Advisory Committees, and School Site Councils. For families of English Learners the District has a Bilingual Community Liaison who provides outreach to EL families encouraging their participation in providing 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.

Please keep all responses to a maximum of 3,000 characters.
The District will focus on continuing its progress and opportunities for educational partners to provide input for decision-making.

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.
Pioneer District has many opportunities for families to be engaged in the schools and provide meaningful input for decision-making. The District is working on supporting staff on learning about each family's strengths, cultures, languages, and goals for their children through its continued work in MTSS. The District monitors and reflects on ways to increase participation of its underrepresented families in seeking input for decision-making.

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.

The District administered a student survey addressing school connectedness and a sense of safety in Spring 2026. The survey addresses school connectedness through questions that ask if the student has an adult at their school they can trust and go to for support with things other than school work; if they look forward to coming to school or if they are able to engage in an activity they enjoy while at school; and if the teacher talks to them about their strengths and areas for improvement. 90.4% of 4th-5th graders and 89.2% of 6th-8th graders gave positive responses to a sense of connectedness. This reflects an increase in positive responses for both student grade spans.

When the survey responses are disaggregated by significant subgroup, the results for positive responses on a sense of school connectedness are as follows:

* For Asian students, 81.48% of 4th and 5th grades gave a positive response and 91.67% of 6th-8th graders gave a positive response.

* For African American students, 73.33% of 4th and 5th grades gave a positive response and 83.33% of 6th-8th graders gave a positive response.

* For Filipino students, 90.91% of 4th and 5th graders gave a positive response and 95.56% of 6th-8th graders gave a positive response.

* For Hispanic students, 90.00% of 4th and 5th grades gave a positive response and 89.28% of 6th-8th graders gave a positive response.

* For White students, 94.84% of 4th and 5th graders gave a positive response and 88.79% of 6th-8th graders gave a positive response.

* For students with Two-or-More Races, 94.12% of 4th and 5th graders gave a positive response and 87.30% of 6th-8th graders gave a positive response.

* For English Learner students, 93.94% of 4th and 5th graders gave a positive response and 95.65% of 6th-8th graders gave a positive response.

* For students with disabilities, 86.36% of 4th and 5th grades gave a positive response and 92.31% of 6th-8th graders gave a positive response.

* For socio-economically disadvantaged students, 89.42% of 4th and 5th graders gave a positive response and 90.14% of 6th-8th graders gave a positive response.

The same student survey from the Spring 2026 also captured student perceptions on a sense of safety while at school. The survey addresses school safety through questions that ask if the student feels safe at school; if there are rules for student behavior in class; if there are consequences for breaking the rules; and if the school is clean and in good condition. 97.4% of 4th-5th graders and 94.3% of 6th-8th graders gave positive responses to a sense of safety. This reflects an increase in positive responses for both student grade spans.

When the survey responses are disaggregated by significant subgroup, the results for positive responses on a sense of school safety as follows:

* For Asian students, 100% of 4th and 5th graders gave a positive response and 98.44% of 6th-8th graders gave a positive response.

* For African American students, 92.50% of 4th and 5th graders gave a positive response and 90.63% of 6th-8th graders gave a positive response.

* For Filipino students, 97.73% of 4th and 5th graders gave a positive response and 98.33% of 6th-8th graders gave a positive response.

* For Hispanic students, 96.88% of 4th and 5th grades gave a positive response and 93.97% of 6th-8th graders gave a positive response.

* For White students, 98.59% of 4th and 5th grades gave a positive response and 94.40% of 6th-8th graders gave a positive response.

* For students with Two-or-More Races, 98.53% of 4th and 5th graders gave a positive response and 94.05% of 6th-8th graders gave a positive response.

* For English Learner students, 96.97% of 4th and 5th grades gave a positive response and 96.74% of 6th-8th graders gave a positive response.

* For students with disabilities, 97.73% of 4th and 5th graders gave a positive response and 92.95% of 6th-8th graders gave a positive response.

* For socio-economically disadvantaged students, 97.31% of 4th and 5th graders gave a positive response and 94.13% of 6th-8th graders gave a positive response.

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.

Overall a sense of school connectedness and a sense of safety showed an increase in positive responses for students in both grade spans. The District also surveyed families about school climate and safety as part of its annual parent survey given in the spring of 2026. Overall, 98.0% of parents and families responded positively to their sense of school connectedness which is an increase over the previous year. 97.5% responded positively that they felt their children were safe while at school, which is also an increase over the previous year.

When reviewing the disaggregated data by student groups, a few areas of need are present. African American students and students with disabilities in both grade spans report feeling less connected to the school than during the previous school year. In particular, the question regarding having a trusted adult at school shows an area for improvement. A sense of safety while at school increased for most student groups. Across the two grade level spans surveyed, there wasn't a consistently identified student group which showed a decrease in the sense of safety. For the elementary grade spans, African American students and students identified as two or more races showed a slight decrease in a sense of safety from the previous school year. For the middle school grade spans, students with disabilities showed a slight decrease in a sense of safety from the previous school year.

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.

School sites and the District worked diligently to ensure the health and safety of students while at school. Additionally a variety of services and programs are in place to support a sense of safety such as providing health care staff, counseling staff, Positive Behavior Intervention and Support (PBIS), and a Multi-Tiered System of Support (MTSS). All school sites work to create a sense of connectedness and school engagement amongst the students. They provide clubs, activities, social-emotional lessons, and supports.

Pioneer has MTSS as a unifying approach to student services and programs to meet all areas of student education, both academic and social-emotional. MTSS allows the District to leverage resources and services for all students; strategize effective supports for student success; and provide evidence-based, data-driven, district-wide, and school-wide supports for academic, behavior, and social-emotional learning (SEL). Additionally, the district uses the PBIS model to improve school climate for all students. Based on the results of the annual parent and student survey as well as input from a variety of educational partners, the District will continue to support having counseling staff at all three school sites as well as provide a variety of opportunities for students to be involved and engaged in their school communities.

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.

For the elementary school sites in Pioneer Union Elementary School District, grade level weekly schedules are reviewed to ensure all students have access to a broad course to study. For the middle school, Infinite Campus, the online student information system, is used to oversee student scheduling, ensuring access and enrollment in a broad course of studies. Reports are created within Infinite Campus based on grade level, unduplicated students groups, and individuals with exceptional needs.

2. 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.

After a review of the measures and tools in item 1, Pioneer School District has determined that all of our students have access to and are enrolled in a broad course of study. Students at Pioneer Middle School have access to courses in English Language Arts, Mathematics, Science, Social Studies, Physical Education, Fine and Applied Arts, STEM, Health Science Careers, and Yearbook. Some differences noted are scheduling constraints at middle school for students in certain subgroups and their access to electives. Students at the elementary schools have access to instruction in English Language Arts, Mathematics, Science, Social Studies, Physical Education, and Fine Arts.

Students in grades TK-5th at Frontier Elementary and Pioneer Elementary are in self-contained classrooms. The District provides teachers with curriculum and professional development in English Language Arts, Mathematics, Science, and Social Studies to provide high quality instruction to all students. Additionally, targeted grade levels the elementary schools receive instruction in music from a music teacher and physical education from a PE teacher.

Pioneer District has a long history of providing a broad course of study to students at all grade-levels. The District will continue to monitor these programs to ensure that all students have access. With the addition of Proposition 28

funding, Arts and Music in Schools, the District is working to expand its visual arts instruction to students at the elementary schools and media arts at the middle school.

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 long-standing District charter has been a guiding force in providing this broad course of study for many years. After careful review of the broad course of study offered at Pioneer Union Elementary School District, the LEA has determined it has made all efforts and supports to provide a broad course of study to be available at all school sites. The primary barrier for the English Learner students and Students with Disabilities is the limitations of the schedule for both multiple support classes and additional elective classes at the middle school level. The District will remain vigilant in maintaining this standard of education.

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.

Based on student academic performance results, review of the tools listed in item 1, analysis of our curriculum and professional development plans, and the LEA self-reflection tool for Priority 2, the district has determined its priorities for professional development include providing Tier II supports at each school site, providing support for our students in subgroups, and math instruction. Additionally, the District is reviewing its cycle of curriculum adoption to ensure that instructional materials are up to date with the current standards. With the strengthening of the District's Multi-Tiered System of Support (MTSS) and its Response to Intervention (RtI) systems, the District will review and ensure that those students receiving additional supports still have access to a broad course of study.

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 11.2

To: Pioneer School Board Members

Board Date: June 17, 2026

For:

- ☐ Information
- ☒ Action
- ☐ First Reading

Recommendation:

- ☒ Approve
- ☐ Deny
- ☐ N/A

Fiscal Impact: $0.00

Item: Federal Addendum

Purpose:

The Local Control and Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA). ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2026-27

Date of Board Approval

6-10-2026

LEA Name

Pioneer Union Elementary School District

CDS Code:

16639900000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Pioneer Union Elementary School District has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have four (4) district LCAP goals. They are:

Goal 1: Provide Conditions of Learning that provide all students access to the State Standards and a broad course of study. (Priorities 1, 2, and 7)

Goal 2: All students will make progress in meeting or exceeding grade level standards as measured by the California Assessment of Student Performance and Progress (CAASPP). (Priorities 4 and 8)

Goal 3: The District, and each school, will promote opportunities for parental input and engagement. (Priority 3)

Goal 4: The District, and each school, will promote positive student engagement and school climate which advances student social and academic success. (Priorities 5 and 6)

Initially there was a needs assessment for the use of Title I, Title II, and Title III funds reviewing district data, student assessment scores, and areas of need. It was found the greatest areas of need were in student literacy, new teacher support, and professional development. Each year the District carefully monitors and reviews its data including progress toward LCAP goals, California Dashboard data, state assessment results, and district level assessments. Our educational partners assist in the analysis of this data, and together areas of need are identified.

Goal 1 includes basic conditions of learning, implementation of state standards, and course access. According to the 2023-24 CalSASS, the District had no teachers mis-assigned for teachers of English Learners. 100% of students had sufficient access to standards aligned instructional materials. All three school sites had a rating of "Exemplary" on the Facilities Inspection Tool. On the Priority 2 Self-Reflection Tool the District "Met" the priority for implementation of academic content and performance standards for all students including English Learners. For Priority 7, the District "Met" the priority for access to a broad course of study for all students including English Learners, students with special needs, and foster youth.

Goal 2 is aligned to pupil achievement and other outcomes. The 2025 California Dashboard released on November 13, 2025 was analyzed for results. In the area of ELA, all students have an overall performance level of Green with a status of High and a change of +1 points. Student subgroups performed in the following levels: Green for Two or More Races, and White students; Yellow for English Learner, and Hispanic students; Orange for Afrincan American students, Long-Term English Learners, and Socio-Economically Disadvantaged students; and Red for Students with Disabilitlies. In the area of math all students have an overall performance level of Orange with a status of Low and a change of -13.1 points. Student subgroups performed in the following levels: Green for Asian students and students of Two or More Races; Yellow for White students; Orange for African American, Hispanic, English Learner, and Socioeconomically Disadvantaged students; and Red for Students with Disabilities and Long-Term English Learners. On the Spring 2025 California Assessment of Student Performance and Progress (CAASPP) 57.18% of all students met or exceeded the standards in English Language Arts which is an increase of 1.48% from the previous year. 39.08% of students met or exceeded the standards in mathematics which is a decrease of 2.44% from the previous year. 5.04% of English Learners were redesignated to Fluent English Proficient in as of December 31, 2025 for the 2025-26.

Goal 3 is aligned to parental involvement. The district offers multiple opportunities for meaningful parent engagement including parent/teacher conferences, ELAC/DELAC meetings, Title I meetings, District Parent Advisory Committee, School Site Councils, as well as community building opportunities such as Back to School Night, Open House, school festivals and carnivals, student performances, awards ceremonies, and more. On the Spring 2026 Parent survey, 98% of parents expressed a positive response to school connectedness which is an increase of 0.3 percentage points over the previous year. 97.5% of parents expressed of positive responses towards school safety which is an increase of 0.6 percentage points from the previous year.

Goal 4 is aligned with student engagement and school climate. On the Spring 2026 student survey, 90.4% of 4th and 5th grade students expressed a positive sense of school connectedness, and 89.2% of 6th through 8th grade students expressed the same. This is an increase over the previous year for both student groups. Additionally, 97.4% of 4th and 5th grade students responded positively to a sense of safety while at school, and 94.3% of 6th-8th grade students expressed a positive response towards school safety. This is an increase over the previous year for both student groups.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Initially there was a needs assessment for the use of Title I, and Title II funds reviewing district data, student assessment scores, and areas of need. It was found the greatest area of need was in student literacy. Upon review of literacy research the importance of early detection and intervention of reading skills was found to be critical in overall literacy rates. It was determined the best use of Title I funds was towards early literacy and intervention. Beginning in the 2026-27 school year, Title II Part A is to be transferred to Title I Part A per allowable federal transfer-ability of funds. These funds will be used to support the purposes described under Title I Part A. Previously, Title II funds were determined that the best use of funds was provide a District Administrator to oversee professional learning for teachers and other staff towards best teaching practices, state standards, and 21st century learning. During the 2023-2024 school year, the District conducted a needs assessment for Title III funds by reviewing English Learner student achievement data, redesignation rates, the number of newcomers, and the progress of long term English Learners in the district. It was determined that the best use of funds was to support the academic progress of the long term English Learners, newcomers, and parent and family outreach to increase parent engagement for families of EL students.

Title I Part A is being used to provide 1.5 reading intervention teachers for Frontier Elementary and 1.5 reading intervention teachers for Pioneer Elementary. These teachers provide small group guided reading intervention for students identified as reading below grade level.

Beginning in the 2026-27 school year, Title II Part A is to be transferred to Title I Part A per allowable federal transfer-ability of funds. These funds will be used to support the purposes described under Title I Part A above. Previously, Title II Part A funds were used to provide a District Administrator to oversee professional learning for teachers and other staff in the areas of research based instructional practices, standards-based lesson planning, pacing guides, and 21st century learning. The District has one private school within the boundaries. Therefore, a portion of Title II funds are allotted towards the private school each year. The District Administrator consults with the private school each year on professional development goals and resources available to meet these goals.

Title III Part A funds are used to support language acquisition for English Language Learner students with focus on long term English Learners (LTELs), students at risk of becoming LTELs, and newcomers as well as parent and family outreach to increase parent engagement for families of EL students.

Title IV Part A is to be transferred to Title I Part A per allowable federal transfer-ability of funds. These funds will be used to support the purposes described under Title I Part A above.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

This issue is addressed in the district's CARS application and annual reports.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum.**

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

4100EE-1: The District used the data collection process outlined by the CDE at www.cde.ca.gov/pd/ee/edequitylcapaddendum.asp. Information was obtained from CALPADS for the most recent year available. Human Resources provided information on ineffective, inexperienced, and out-of-field teachers. The District reviewed the data results. It is important to note the district has 76 teachers. Frontier Elementary School has 27 teachers. Pioneer Elementary School has 24 teachers. Pioneer Middle School has 25 teachers.

EE-2: *Are low-income students taught at higher rates by ineffective teachers? No. There are no ineffective teachers in Pioneer District.

*Are low-income students taught at higher rates by inexperienced teachers? No. The site with the highest rate of low-come students, Pioneer Elementary, has 0% inexperienced teachers. Frontier Elementary only has 3.7% teachers meeting the definition of inexperienced.

*Are low-income students taught at higher rates by out-of-field teachers? No. The two elementary schools sites, which are the only sites that receive Title I funding, do not have any out-of-field teachers.

EE-3: *Are minority students taught at higher rates by ineffective teachers? No. There are no ineffective teachers in Pioneer District.

*Are minority students taught at higher rates by inexperienced teachers? No. Both elementary school sites have nearly the same rate of minority students; 73.3% for Frontier Elementary School and 73.2% for Pioneer Elementary School. Frontier Elementary only has 3.7% teachers meeting the definition of inexperienced.

*Are minority students taught at higher rates by out-of-field teachers? No. The two elementary schools sites, which are the only sites that receive Title I funding, do not have any out-of-field teachers.

EE-4: Our LCAP Goal 1 "Provide Conditions of Learning that provide all students access to the State Standards and a broad course of study" is aligned to State Priority 1: Basic Services. The metrics for this priority include the appropriate assignment and fully credentialed teachers. In 2024-25, we had 97.4% of teachers correctly assigned. 100% of the district's teachers are fully credentialed, and 96.1% of teachers had more than two years experience. For credentialing and experience, we are working towards 93% of teachers meeting this metric. The District updates educational partners on our LCAP progress, including appropriately assigned and experienced teachers, at board meetings, and during educational partner committee meetings such as the District Advisory Council, School Site Councils, District English Language Advisory Council, and Title I Parent Meetings. Members of these committees include parents, community members, teachers, classified staff, and site/district administration.

EE-5: The District works with the county office of education and the ineffective teachers to identify what courses were needed to fulfill the requirements. We support the teacher in reaching the requirements by following state and county guidelines and working with local higher education entities to provide the course work. Inexperienced teachers are enrolled in an induction program with the county office. They are also provided a support provider. Intern teachers are also provided support providers. Support providers work with their new teacher or intern to plan, deliver, and reflect on instruction. In addition, site administrators provide feedback in both formal and informal observations. If the District had any out-of-field teachers it would work with the county office of education to identify what measures needed to be taken to meet the credentialing requirements.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers**

	Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Pioneer District holds two parent engagement meetings annually. The Fall parent meeting focuses on the District's parent engagement policy, each school sites' parent involvement policy and parent compact, parent rights under Title I, the District Local Control and Accountability Plan (LCAP) for the school year, and how parents can support their student's education for a successful school year. Parents have the opportunity to review the parent involvement plans and provide input. The Spring parent meeting focuses on the annual update and revisions to the LCAP for the coming year, and how parents can continue to support their child's learning over the summer. Parents have the opportunity to review the LCAP and provide input for the upcoming year. Each meeting is held at two different times and through two different means to maximize parents' ability to participate.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and

local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pioneer Union Elementary School District values parent and family engagement. Our LCAP Goal 3 is dedicated to this state priority: The district and each school will provide systems and venues for communication and input from parents and stakeholders. The LCAP is reviewed annually with multiple parent and community groups. They provide feedback for the annual review and development for the coming year's LCAP as required in ESSA 1116. We provide each family the Parent/Student Compact as part of our Charter and in student handbooks. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. We review the compact annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committees.

The LEA parent and family engagement policy was developed jointly with community representative groups including the District Parent Advisory Council, School Site Councils, and district staff. Each group provided input and approval for the policy. Additionally it is reviewed annually at the School Site Council meetings for each site. The parent engagement policy is distributed annually as part of the annual notice and posted on the district website.

LEA provides materials and training to help parents to work with their children to improve their children's achievement by assisting parents of children served by the school or district in understanding such topics as state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Parents are provided literacy training and materials during Title I meetings, by the Title I literacy and classroom teachers. Additional technology training is offered by the district on cyber safety, the harms of copyright piracy, Google classroom, and how to use the district parent portal. Furthermore, parent training on the portal is done at school site council, English Learner Advisory Council, Title I parent meetings, and parent technology information nights.

The LEA provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), by sending annual notification home to parents that describe the state assessment and results. Elementary standards-based report cards are written in a format, and to the extent practicable in a language parents understand. Teachers discuss this information with parents during conferences as well. Translators are provided at parent/teacher conferences as needed. Parents are given access to the student portal to

access student grade book and district assessments, so they can monitor their child's progress throughout the school year. In addition to conversations with individual families, we provide our School board, English Learner Advisory Committees, Title 1 Parent Meetings and School Site Councils with state assessment data. We have also included these data points as expected outcomes in our LCAP.

The District works with the teachers, specialized instructional support personnel, principals, other school leaders, and other staff to foster positive communication with parents and families. Discussions about the importance of positive parent contact occur during staff meetings, and sites keep communication logs to document parent contact. We use our district website to communicate important events and provide special announcements regarding school activities with families. Both sites have an electronic announcement board as well. Weekly Bulletins are sent home with announcements of school activities. We have a parent volunteer policy to support and encourage parent volunteers.

The LEA ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children through multiple formats to ensure all parents have access to the information including through personal phone calls in their primary language; automated communication system which has emails, text messages, and phone calls; and weekly school bulletins. At meetings translators are provided. The LEA provides other reasonable support for parental involvement activities as parents may request through parent engagement processes such as Title I meetings, DELAC meetings, SSTs, LCAP review and development, and District Parent Advisory meetings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: The two elementary school sites are designated as schoolwide programs. Based on a needs assessment and input from educational partners, the District program provides reading intervention services to students who are struggling to read at grade level. Title I Reading Intervention services include pull-out groups with focused, research based, literacy instruction at the students instructional level.

ATSI:None of the school sites are in ATSI at this time.

Programs for Neglected or Delinquent Children: Pioneer Union Elementary School District does not currently have students living in local institutions for neglected and delinquent children. However, if a such children were enrolled in our district the Director of Student Support Services would monitor these students for academic progress, attendance, and social well-being. Collaboration between social services, the group home facilitator, county office of education and the LEA would occur to ensure that students' needs are met and appropriate supports provided to assist with academic progress based on individual needs. The nature of the program or services currently provided to the SWP schools would be provided to these students. At this time the Title I program consists of supplemental reading instruction for students who are struggling with their grade level reading standards. Additionally, other programs and services are offered to support students at the SWP schools. These programs would also be offered to the neglected and delinquent students including professional development for staff, counseling services, and targeted intervention supports.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ATSI: None of the school sites are in ATSI at this time.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pioneer Union Elementary School District had an updated homeless board policy that addresses the McKinney-Vento Homeless Assistance Act. The District Community Support Liaison participated in the county office professional development opportunities throughout the school year. We set aside funds each year to assist with homeless student needs. Students reported as homeless during initial enrollment are immediately enrolled. If students live outside the district boundaries, but are attending our schools as the school of origin, we will work with parents, county office coordinator and the current district of residence to ensure the student has transportation to school. Attendance of homeless students is monitored by the attendance secretary at each school. Attendance secretary and site administration will stay in communication with the District McKinney-Vento Liaison on any changes in student address and/or concerns. We support the success of our homeless children and youth with regular progress monitoring using classroom formative assessments, and district benchmarks. If students need additional support, they are provided extra support during the site Response to Intervention daily schedule.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pioneer Union Elementary School District works to facilitate effective transitions from elementary school to middle school. It provides a 6th grade orientation day where 5th grade students visit the Middle School to become familiar with the site and are led by Middle School student leaders. Parents whose child will be transitioning to Middle School attend a parent orientation night to become familiar with the site, programs, and expectations of a Middle School. School site administration and staff lead the orientation for parents. Our Middle School staff coordinates with the local high school

district to schedule orientations, class scheduling, and placement tests for transition to High School for 8th grade students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not participate in Title I Part D.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Beginning in the 2026-2027 school year, Pioneer Union Elementary School District will utilize the federal transfer-ability option to move funds to Title I Part A for allowable use. Prior year implementation of Title II funds are addressed in the information below.

The Pioneer Union Elementary School District has a system for professional learning to support teachers, principals, or other school leaders that supports a quality learning environment for all. We use a variety of data to identify needs for professional learning. We garner staff input via surveys, as well as discussions in staff meetings and PLCs. We also analyze student data, and classroom observational data to identify professional development needs. District and site observation focus on monitoring implementation of professional development goals. Site principals and other school leaders participate in this professional development in order to assist with implementation on their sites.

Staff are provided ongoing support throughout their careers in our district. Beginning teachers participate in induction with the local county office of education. The Kings County Office of Education's New Teacher Induction (NTI) program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching. KCOE New Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s). They are also provided with a site mentor teacher, which supports planning, instructional delivery, and reflection. Intern teachers are also provided a mentor who supports planning, instructional delivery, classroom management, and reflection on practices. Regular professional learning support is continuously provided.

Teachers, principals and leaders participate in observing and reflecting upon classroom instruction. They also participate in the weekly PLC meetings. All instructional staff, teachers and principals, participate in weekly collaboration on early release Wednesdays. This work is supported by internal district instructional staff and outside support providers. Participating in professional development activities provides staff at all levels experience that can be used for career advancement. We support staff seeking advanced degrees, credentials, and encourage aligning work with action based research projects. We have a tiered salary schedule that increases as certificated staff obtain additional units. We dedicate a considerable amount of resources for professional development. When planning, we include support for all phases of implementation and evaluation or analysis. Alignment is achieved by ensuring that the district and site goals and actions are driven by a shared belief, input and a comprehensive review of all pertinent data outcomes related to priorities. The professional learning focus is driven by a shared purpose for student learning, which is aligned to Goal 1 of the district LCAP and all site SPSA plans. We all believe in increasing the educational outcomes of all students.

The allowable amount of Title II funds is used for Indirect Costs.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

None of the school sites are in ATSI at this time.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Beginning in the 2026-2027 school year, Pioneer Union Elementary School District will utilize the federal transfer-ability option to move funds to Title I Part A for allowable use. Prior year implementation of Title II funds are addressed in the information below.

Professional learning is an integral part of our instructional planning process. We include professional development in site and district strategic plans. Specific actions supported by Title II funds include internal professional development support and professional development days that extend the school year to support instruction, student engagement, and climate. We work with our district Director of Student Support Services and the county office staff to ensure that all

activities fall within the uses of Title II Part A funding. The district LCAP and site SPSAs include professional development in this goal, which is evaluated for effectiveness using aligned metrics. The aligned data is collected and analyzed annually. The data is monitored to ensure improvement towards expected outcomes, and modified if needed. Observational data collected is used to create and adjust planned professional learning and PLC sessions. We also compare student group data to identify any disparities. This analysis is discussed during PLCs. This evidence-based approach allows us to monitor impacts on student learning. We feel that site and district alignment contribute to a coherent system of learning that supports identified priorities, metrics, and positive outcomes.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that Pioneer Union Elementary School District provides effective supplemental professional development for classroom teachers, principals, and other school leaders, administrators, and other school or community-based organizational personnel, the district will implement a professional development framework that addresses the following:

1. Identify specific needs: Conduct a needs assessment to identify the areas where professional development is required for classroom teachers, EL teachers and instructors, principals, and other school leaders to support English Learners (EL). Based on the needs assessment, Pioneer will establish clear, measurable learning objectives for improving student achievement, closing achievement gaps, developing English language proficiency, and supporting effective instruction.
2. Pioneer will ensure that professional development materials and activities are culturally relevant and inclusive, reflecting the diverse backgrounds of our students and staff to help educators create equitable and inclusive learning environments.
3. The district will incorporate evidence-based practices and strategies into professional development activities. This will include effective teaching methods, instructional strategies, and assessment techniques, as well as foster a culture of continuous learning by encouraging educators to explore and implement new approaches to teaching and learning.
4. Pioneer will integrate the focus on EL students into its professional learning communities (PLCs) to provide opportunities for educators to collaborate, share best practices, and support one another.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pioneer Union Elementary School District does not receive Title III Immigrant Student Program funding.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   - are focused on English learners and consistent with the purposes of Title III;
   - enhance the core program; and
   - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To help English learners increase their English language proficiency and meet the challenging State academic standards, Pioneer Union Elementary School District will develop, implement, and administer the following effective programs and activities:

1. Provide effective English language instrcution using evidence-based approaches, such as structured English immersion, to help students develop English proficiency. Structured English immersion programs provide intensive English language instruction in all content areas. Integrate English language instruction with content area instruction to help students develop both language skills and academic knowledge.
2. Provide supplemental academic support and intervention programs to address the specific needs of English learners. Offer supplemental instruction in English language acquisition. Provide after-school homework support.
3. Foster partnerships with families of English learners, involving them in their children's education and providing resources and support.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that the elementary and secondary schools in Pioneer Union Elementary School District assist English learners in achieving English proficiency and meeting the challenging State academic standards, the district will implement the following framework:

1. Provide structured English immersion programs that provide intensive English language instruction in all content areas. Integrate English language instruction with content area instruction to help students develop both language skills

and academic knowledge. Provide evidence-based ELD instruction aligned with the California English Language Development Standards (ELDS) to provide systematic instruction in listening, speaking, reading, and writing.
2. Provide instruction that reflects the diverse cultural backgrounds of students, promoting understanding and respect for different cultures. Create a language-rich environment that supports the development of English language skills while valuing and celebrating students' native languages.
3. Provide supplemental targeted academic intervention programs to address the specific needs of English Learners. Provide after-school homework support.
4. Pioneer District will conduct ongoing evaluation of programs and interventions to assess their effectiveness and make necessary adjustments. The district will regularly monitor and evaluate the effectiveness of the programs at the school sites by reviewing student ELPAC data, California Dashboard ELPI information, and EL student performance on District Benchmark Assessments. Additionally, the district will seek parent and family input on the programs and supports for EL students at District English Learner Advisory Council meetings. This data will be shared with sites to hold schools accountable for the academic achievement of English learners by tracking progress toward state and local goals.
5. Ensure that our curriculum and instructional materials are aligned with the State's academic standards and English language proficiency standards. Use assessments that are aligned with the State's academic standards and English language proficiency standards to measure student progress.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Pioneer develops its application in consultation with all School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, parents, staff, community, and LCAP committees. We discuss federal program requirements and student needs based on data with these groups throughout the year. We have developed parent, student, and teacher surveys that are aligned to Goal 4 of our LCAP: The District will promote positive student engagement and school climate which advance social and academic success. This goal is aligned to State Priorities 5 (Pupil Engagement) and 6 (School Climate).

(B, C, D) The District ensures a well-rounded education and access to a broad course of study throughout its elementary and middle school programs. Students have the opportunity to participate in sports, the arts, music, college and career exploration, STEM, PBIS, etc. We also continue to implement our technology program that aligns to the implementation of state standards and differentiation of students to support blended learning. Students in grades 2-8 have 1 to 1 technology in all grade levels.

(E) The district evaluates its programs annually in our LCAP with all stakeholder groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students. We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Pioneer District does not receive enough entitlement to require a needs assessment.

What activities will be included within the support for a well-rounded education?

Pioneer District does not receive enough entitlement to require a needs assessment.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Pioneer District does not receive enough entitlement to require a needs assessment.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Pioneer District does not receive enough entitlement to require a needs assessment.

What activities will be included within the support for safety and health of students?

Pioneer District does not receive enough entitlement to require a needs assessment.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Pioneer District does not receive enough entitlement to require a needs assessment.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Pioneer District does not receive enough entitlement to require a needs assessment.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Pioneer District does not receive enough entitlement to require a needs assessment.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Pioneer District does not receive enough entitlement to require a needs assessment.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Pioneer District does not receive enough entitlement to require a needs assessment.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 11.3

To: Pioneer School Board Members

Board Date: June 17, 2026

For:

- ☐ Information
- ☒ Action
- ☐ First Reading

Recommendation:

- ☒ Approve
- ☐ Deny
- ☐ N/A

Fiscal Impact: $0.00

Item: Student Expulsion Case #2026-01

Purpose:

California Education Code 48918 (j) Whether an expulsion hearing is conducted by the governing board of the school district or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board of the school district in a public session.

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 12.1

To: Pioneer School Board Members

Board Date: June 17, 2026

For:

- ☐ Information
- ☒ Action
- ☐ First Reading

Recommendation:

- ☒ Approve
- ☐ Deny
- ☐ N/A

Fiscal Impact: Specified in the Local Control and Accountability Plan

Item: Local Control and Accountability Plan (LCAP) Adoption

Purpose:

Adopt the local control accountability plan pursuant to Education Code 52062(b)(2).

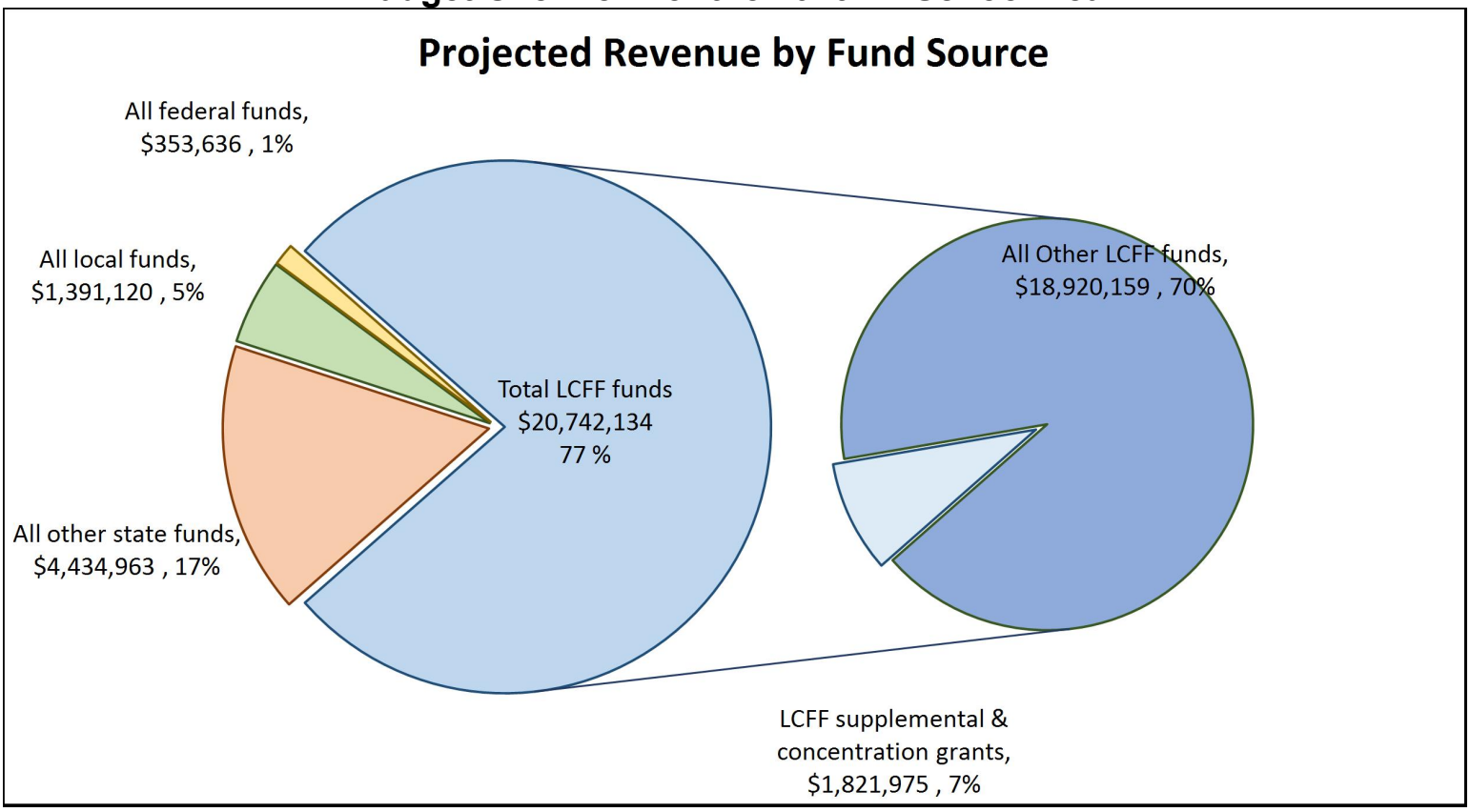
The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs to share their stories of how, what, and why programs and services are selected to meet their local needs.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Union Elementary School District
CDS Code: 16639900000000
School Year: 2026-27
LEA contact information:
John Raven
Superintendent
ravenj@puesd.net
559-585-2400

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

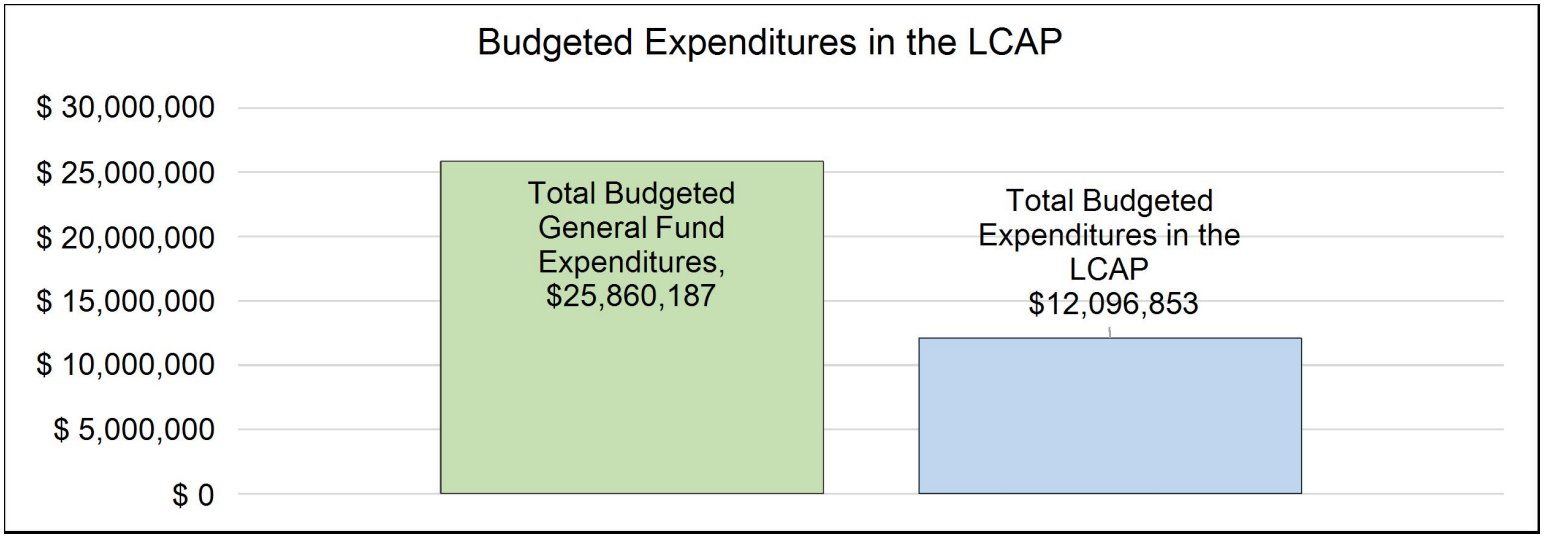


This chart shows the total general purpose revenue Pioneer Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pioneer Union Elementary School District is $26,921,853, of which $20,742,134 is Local Control Funding Formula (LCFF), $4,434,963 is other state funds, $1,391,120 is local funds, and $353,636 is federal funds. Of the $20,742,134 in LCFF Funds, $1,821,975 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 Pioneer 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: Pioneer Union Elementary School District plans to spend $25,860,187 for the 2026-27 school year. Of that amount, $12,096,853 is tied to actions/services in the LCAP and $13,763,334 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

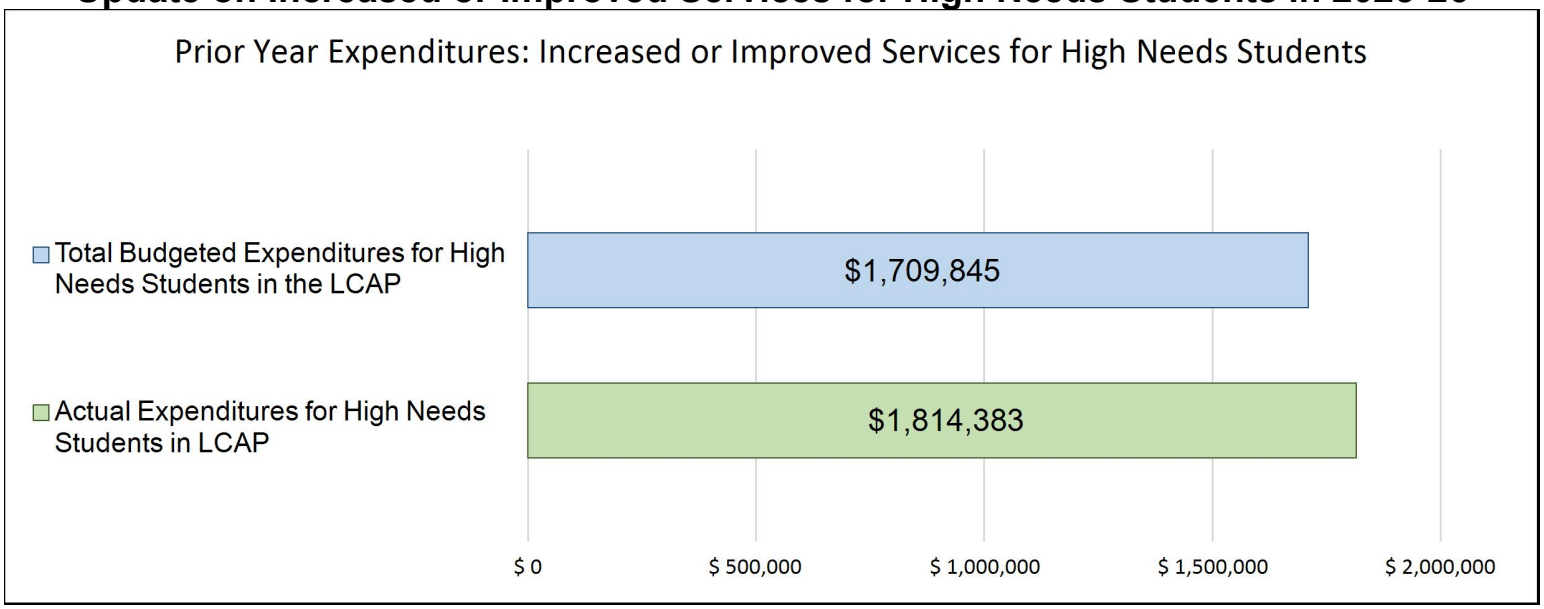
Budget expenditures not in the 2026-2027 LCAP include, but are not limited to, staffing including site and district administration, MOT staff, nursing support staff, office staff, IT staff; State teacher retirement system on behalf contributions; retiree benefits; MOT equipment, materials, and supplies; routine maintenance costs; equipment, materials, and supplies for operations and grounds; Kings County Office of Education charter oversite and special education costs; professional development for staff; school site budgets and classroom instructional supplies; utilities; transportation; cafeteria expenditures; curriculum and instructional resources; and the School Resource Officer.

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

In 2026-27, Pioneer Union Elementary School District is projecting it will receive $1,821,975 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Union Elementary School District plans to spend $1,821,975 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 Pioneer 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 Pioneer 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, Pioneer Union Elementary School District's LCAP budgeted $1,709,845 for planned actions to increase or improve services for high needs students. Pioneer Union Elementary School District actually spent $1,814,383 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
Pioneer Union Elementary School District	John Raven Superintendent	ravenj@puesd.net 559-585-2400

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.

Pioneer Union Elementary School District was originally established in 1870 and became the first charter school district in the State of California in 1993. Since that time, the district has experienced steady growth in enrollment and has expanded programs, services, and facilities to better serve students and families.

The District operates three schools: two elementary schools serving Transitional Kindergarten through 5th grade and one middle school serving grades 6–8. All three schools have been recognized for academic excellence, each earning the California Distinguished School Award and being named California Gold Ribbon Schools. In addition, the District's elementary schools have received the Title I Academic Achievement Award. Pioneer schools have also been recognized by the Bonner Center at the Kremen School of Education and Human Development at California State University, Fresno for their character and civic education programs.

Pioneer Union Elementary School District serves a diverse student population, with an unduplicated pupil percentage of approximately 49.4%. The District remains committed to providing rigorous instruction, targeted support, and meaningful learning opportunities that prepare all students for success in school and beyond.

Mission
The Pioneer Union Elementary School District, in partnership with parents and the community, builds the foundation for student academic and social success by ensuring that all students receive rigorous instruction, support, and intervention in an enriching environment.

Vision
Pioneer Union Elementary School District will develop motivated and confident students who meet or exceed grade-level standards, communicate effectively, become lifelong learners, contribute positively to their community, and are prepared for a successful future.

Reflections: Annual Performance

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

2025 California Dashboard

Successes:
English Language Arts

- All students performing 11.6 points above standard an increase of 1 point from the previous year

-Hispanic students performed at 1 point below standard improving from 1.7 points below standard in the previous year.
-Students identifies as English Learners improved from 29.1 points below standard the previous year to 24.1 points below standard this year.
-Long-Term English Learners improved from by 3.1 points
-Students identified as Two or more races increased by 8.7 points

Mathematics:

- Filipino student increased by 12.4 points
- Two or More Races increased by 16.5 points

Chronic Absenteeism:

- Rates declined 3.7 points for African American students
- Asian students declined 10.6 points

Challenges:
Mathematics:

- All Students performed 36.1 points below standard and declined 13.1 points from the prior year
- The greatest challenges are evident among Students with Disabilities at 130.1 points below standard
- Long Term English Learners at 172.6 points below standard
- English Learners at 64.6 points below standard
- Socioeconomically Disadvantaged students at 59.5 points below standard

-Hispanic students at 47.5 points below standard.

Chronic Absenteeism

- District rate increasing to 12.3 percent, an increase of 2.7 percentage points from the previous year
- Students with Disabilities at 19.6 percent
- Foster Youth at 18.8 percent
- Long Term English Learners at 19.4 percent

- English Learners at 13.6 percent
- Socioeconomically Disadvantaged students at 14.7 percent.

Suspension
- Overall suspension rate increased to 3.7 percent
- Foster Youth at 10.5 percent
- African American students at 7.9 percent
- Students with Disabilities at 6.1 percent
- Long Term English Learners at 6.5 percent

2024 California Dashboard
Successes:
The 2024 Dashboard shows that the District's actions in response to learning loss experienced from the COVID-19 pandemic are having positive effects. In comparing the 2023 to the 2024 Dashboard performance:
- Seven of nine student groups made positive growth in distance from standard. Of the two that did not, Asian students performed 21.1 above standard, and Two or More Races maintained performance.
- The District performance in ELA is 10.6 points above standard, an increase of 7.2 points
- Students with Disabilities increased performance in ELA by 8.7 points.
- English Learners increased performance in ELA by 29.1 points.
- Socioeconomically Disadvantaged students increased performance in ELA by 6.5 points.
- African American students increased performance in ELA by 24.8 points.
- In Mathematics, English Learners and African American students increased performance, increasing by 12.1 points and 25.5 points respectively.
- Chronic Absentee rate decreased 3 percentage points from 12.6 % to 9.6%. Of particular note, chronic absentee rates among foster youth was reduced by 33.3% with no foster youth being chronically absent in 2024.

Challenges:
Chronic Absentee Rates
While the District has reduced chronic absentee rates from 12.6% chronically absent in 2023 to 9.6% in 2024. The District would like to see continued improvement in this metric considering the pre-pandemic rate in 2019 was 6%. The following student groups will be a focus of the District's efforts to improve school attendance as they have greater chronic absentee rates: Asian (16.3% C. Absent), African American (12.0% C. Absent), Socio-economically Disadvantaged (11.3% C. Absent), and English Language Learners (10.5% C. Absent). Of these four student groups, three show a gap in academic performance.

Mathematics
While the District's performance in mathematics exceeds six of the nine elementary school districts in the County of Kings and that of the State, it is the academic area that has a greater number of subgroups performing at Red or Orange on the Dashboard. The following student groups will be a focus of the District's efforts to improve performance in mathematics: hispanic (Orange), two-or more races (Orange), socio-economically disadvantaged (Red), students with disabilities (Red).

2023 California Dashboard
Student Groups within the LEA that received the lowest performance rating on one or more of the state indicators on the 2023 Dashboard:

- Students with Disabilities - ELA
- Students with Disabilities - Suspension Rates

Student Groups within a school that received the lowest performance rating on one or more of the state indicators on the 2023 Dashboard:

Pioneer Elementary School

- Hispanic - Suspension Rate
- White - Suspension Rate

Learning Recovery and Emergency Block Grant

Pioneer District has unexpended LREBG funds for the 2025-26 school year.
LREBG funded actions may be found in Goal 2, Action 2.8; and in Goal 4, Action 4.4. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

The LEA is in the first year of the two-year cycle for technical assistance. The district became eligible for differentiated assistance based on the performance of students with disabilities on the 2025 Dashboard which was red in ELA, Math, and suspension rates.

The District has worked in collaboration with the Kings County Office of Education (KCOE) through the differentiated assistance process. Through this process, the district has analyzed data and completed a strategic roadmap and is continuing to implement a curriculum to improve literacy skills and focus on comprehension and phonological awareness skills to provide a consistent program to support reading for students with disabilities. Special education teachers also had a collaborative PLC meetings to focus on student achievement and provide targeted support. As a result, students with disabilities increased 8.7 points from standard in ELA and had a decrease of 0.2% in suspension rates moving from Red to Orange on the 2024 Dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Survey - Teachers were engaged in providing input through a districtwide survey administered via Google Forms from March 2, 2026 through March 13, 2026.Additional feedback was collected through site-level collaboration, including Professional Learning Communities (PLCs), and informal staff discussions focused on instructional practices, student needs, and professional development priorities.
Administrators	Administrators including district level directors, coordinators, and school site administrators are engaged throughout the year in scheduled district level "district cabinet" meetings. These meetings are focused on district programs and services to students which encompass many of the eight state priorities that must be addressed in the LCAP. Reflection of effectiveness current goals and actions of the LCAP addressing the eight state priorities are discussed. District cabinet meetings were held on the following dates: 8/19/2025, 9/2/2025, 10/7/2025, 11/18/2025, 1/26/2026, 2/24/2026, and 3/3/26.
Other School Personnel	Classified staff were engaged through a districtwide input survey administered from March 2, 2026 through March 13, 2026. Additional input was gathered through direct engagement with bargaining unit representatives, including an in-person meeting with CSEA leadership to discuss safety, student behavior, and operational needs.
Principals	Principals are engaged throughout the year in scheduled district level "curriculum cabinet" meetings. These meetings are focused on educational programs and outcomes such as the metrics of the California School Dashboard for all students and significant

Educational Partner(s)	Process for Engagement
	subgroups. Reflection of effectiveness current goals and actions of the LCAP are discussed. Curriculum Cabinet Meetings were held on the following dates: 11/4/2025, 12/9/2025, 2/10/2026, 3/24/2026, 4/7/2026, and 5/5/2026
Parents	Parents were engaged through a districtwide survey published on February 11, 2026 via the Infinite Campus parent portal. The survey remained open through March 13, 2026. The district communicated the survey through email, inbox messaging, and school site weekly bulletins to ensure broad participation. Additional engagement occurred through Title I parent meetings held on October 15, 2025; October 22, 2025; April 15, 2026; and April 22, 2026.
Students	Students were engaged through a districtwide survey administered via Infinite Campus from March 2, 2026 through March 13, 2026. Input was collected from students across grade levels, including English Learner students, regarding academic supports, school climate, and student engagement.
District Parent Advisory Council	The District Parent Advisory Council (DPAC), including parents of currently enrolled students with IEP's and 2 students, held five meetings during the 2025-26 school year. The meetings were held on the following dates: 10/7/2025, 11/18/2025, 2/3/2026, 3/17/2026 and 5/19/2026. During the course of the year, the DPAC reviewed the California Dashboard results, reviewed goals and actions in the current LCAP, and gave input for the development of the 2024-2027 LCAP. The draft LCAP was presented to the DPAC for review and comment on May 19, 2026.
English Learner Advisory Council/District English Learner Advisiory Council	The English Learner Advisory Council (DELAC) and the District Parent English Learner Advisory Council (DELAC) met in-person on the following dates 9/18/2025, 12/4/2026, and 2/26/2026. During these meetings, the programs and services for English Language Learners were discussed. The draft LCAP was presented to the ELAC and DELAC for review and comment on May 28, 2026.
Special Education Local Plan Agency (SELPA)	The District consulted the Director of the Kings County SELPA on March 19, 2026. The consultation was an in-person meeting held at Pioneer UESD.
Pioneer Teacher's Association	The district met with a group of representaives of the Pioneer Teachers Association on March 5, 2026.

Educational Partner(s)	Process for Engagement
California School Employee Association (CSEA)	The district met in person with the president of the local chapter of the CSEA on March 2, 2026.

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

The information provided below is a summary representing the most common input provided by each educational partner group for input on the LCAP as well as the Learning Recovery Emergency Block Grant (LREBG).

TEACHERS

2025-2026
-Recognize the value at of having a counselor each school site and the impact they have on students (LREBG).
-Appreciate the support of a designated Bilingual Community Liaison.
-Increased instructional support through paraprofessionals and intervention teachers
-Expanded reading and math intervention, including support at the middle school level
-Professional development in differentiated instruction, foundational reading (Science of Reading), and strategies to support English Learners and students with disabilities
-Additional collaboration time, particularly between general education and special education staff
-Improved systems for data access and instructional planning

2024-2025
- 96.0% of responses related to connectedness were positive indicating a high degree of connectedness
- 81.9% of responses related to safety were positive.18.1% have indicated some concern about safety.
- Smaller class sizes
- More support personnel such as instructional aides, academic coaches, Title I teachers
- Professional development in differentiated practices and UDL • Behavior specialist
- Professional Development on SEL strategies, especially for young students to help with self-regulation, motivation, and resilience
- Phonics training, Science of Reading implementation, and better support for early and struggling readers

2023-2024
- Need for increased instruction in Phonemic Awareness and related instructional materials.
- Increased instructional aide support and training, to provide targeted support to struggling students.
- Hire additional support staff such as intervention teachers, instructional aides, and counselors to provide targeted assistance to struggling students.
- Vertical aligning and articulation between grade levels.
- Smaller class sizes in the primary grades.

- Science of reading strategies and training, particularly for small group instruction.
- Social Emotional Learning support and strategies addressing behavior management.
- Increased interventions such as after school tutoring.

PRINCIPALS
2025-2026
-The importance of maintaining school counselors at all sites (LREBG)
-Continued investment in instructional aides and intervention supports
-The need for strong systems to monitor student achievement and attendance
-Ongoing support for English Learner programs and services
-The importance of fully staffed and effective special education programs

- Continued focus on professional learning communities (PLCs) and collaboration structures at each site
- The importance of targeted interventions to address academic and behavioral needs

2024-2025

- Keep counselors at each site
- Consider increased SRO support
- Continue support PLC process, guiding coalitions
- Continue with instructional aide support
- Continue with reading intervention program and training of all teachers in effective foundational reading strategies at the elementary sites
- Work with the site on supporting students with disabilities in general education classes
- Discussed need for individualised individual targeted services for students with unique needs (LREBG)
- Expressed continued need for school counselors (LREBG)

2023-2024

- Maintain the support of the counselors to support student engagement and connectedness as well as parent education through venues such as "coffee with the counselor."
- Maintain or increase instructional aide support to support small group instruction for struggling students.
- Continue to support the further development of professional learning communities.
- Continue to support Tier I and tier II interventions.
- Monitor academic indicators throughout the year.

ADMINISTRATORS
2025-2026

- The importance of maintaining fully staffed programs, including special education and student support services
- Continued investment in counseling services and social-emotional supports across all sites (LREBG)
- The need for strong systems related to student safety, including emergency preparedness and communication

- Ongoing support for English Learner programs, including staffing, curriculum, and program structure
- The importance of data systems and access to support instructional decision-making
- Attendance systems and interventions, including strengthening SARB processes and early intervention strategies

2024-2025
- Provide counseling services at all three school sites
- Ensure the special education program is adequately staffed
- Implement a school emergency program for safety and communication
- Security cameras at the elementary sites
- Upgrade the District and school websites for improved functionality, and integrate a social media presence for improved parent engagement
- Discussed need for individualised individual targeted services for students with unique needs(LREBG)
- Expressed continued need for school counselors (LREBG)

2023-2024
- Continue to provide support for classroom instruction through technology.
- Continue to maintain facilities
- Provide increased support for instructional staff in teaching phonemic awareness and phonics

OTHER SCHOOL PERSONNEL
2025-2026
- The need for increased safety measures, including campus supervision and camera systems
- Training to support student behavior and de-escalation
- Adequate staffing and resources to maintain safe and clean school environments
- Support for staff working with students demonstrating high behavioral needs

2024-2025
- Training on student behaviors
- Regular and comprehensive safety training (Active shooter, health emergencies)
- More support facilities cleaning and maintenance and larger budget to complete work orders

2023-2024
Survey Responses
- 94% feel connected to their school site
- 100% feel safe
- There is a general expression of satisfaction with their supervisor, the helpfulness of their coworkers, and the culture focused on the well-being of students, staff, and families.
- There is a need for more instructional materials to support small group instruction.
- Additional support staff for students that need high levels of support.

- Provide increased professional development to instructional aides.

PARENTS/GUARDIANS
2025-2026
Parent Survey Responses

- 99.41% of parents reported that school facilities are clean and well maintained
- 100% indicated they receive progress reports and report cards informing them of their child’s success
- 97.06% reported that schools seek parent participation and input
- 97.65% indicated they feel welcome to participate in school activities
- 100% reported receiving communication through one or more platforms (email, phone, text, bulletin, or website)
- 97.06% reported that their child feels safe at school
- 95.88% believe the school fosters a safe environment for all students

Summary of responses to open-ended survey questions about what their child's school does well and what it may improve upon:

- Value the strong relationships between students and staff and the overall school environment
- Appreciate communication efforts and the variety of opportunities available to students
- Would like increased classroom and campus support, including additional supervision and aides
- Identified a need for continued academic and behavioral supports to ensure all students are able to learn without disruption

2024-2025
Parent Survey Responses

- 98.29% believe their child's school is well maintained.
- 97.7 % agree that their child's school informs them of their child's progress.
- 95.43% believe their child's school seeks their participation and input.
- 100% state that they receive information about their child's school through phone calls, emails, text messages, weekly bulletin, or website.
- 97.69% believe their child feels safe at school.
- 94.8% believe their child school fosters a safe environment for all students.

Summary of responses to open-ended survey questions about what their child's school does well and what it may improve upon:

- Are pleased with the wide variety of opportunities for students including extracurricular activities, band/music, athletics, leadership, etc.
- Facilities are well maintained
- Positive student-teacher relationships, with caring teachers
- Would like to see more yard aides and classroom support
- Would like increased communication on behavioral expectations and policies

2023-2024
Parent Survey Responses:

- 99% believe their child's school is well maintained.
- 98.5% agree that their child's school informs them of their child's progress.
- 94.6% believe their child's school seeks their participation and input.
- 98.5% state that they receive information about their child's school through phone calls, emails, text messages, weekly bulletin, or website.
- 96% believe their child feels safe at school.
- 96.5% believe their child school fosters a safe environment for all students.
- 96.5% believe all cultures are treated fairly and respect at their child's school
- Parents are pleased with their child's success of children at Pioneer schools
- Parents expressed concerns about classroom management at Pioneer Middle School
- Desire for more tutoring opportunities and involvement options for parents

STUDENTS

Grades 6-8
2025-2026
96.23% of students reported feeling safe at school
89.10% indicated that teachers talk to them about their strengths and areas for improvement
96.02% reported they are able to engage in activities they enjoy at school
97.90% indicated that schools have clear rules for student behavior
96.86% reported there are clear consequences for breaking rules
82.60% reported having a trusted adult they can go to for help with non-academic concerns
86.37% indicated that their school is clean and in good condition

Student open-ended survey responses indicated:

- Value engaging instruction and opportunities to participate in activities they enjoy
- Identified a need for additional academic support, particularly in English Language Arts and mathematics, including tutoring, small group support, and clearer explanations of assignments
- Requested clearer expectations and more consistent implementation of behavior rules and consequences
- Emphasized the importance of having trusted adults on campus they can go to for support with both academic and personal concerns (LREBG)
- Indicated a desire for additional opportunities for student engagement and extracurricular activities
- Identified a need for clean and well-maintained facilities, particularly in shared areas such as restrooms

2024-2025

- 93.42% of Middle school students feel safe while at school.
- 76.22% of middle school students say there is an adult that they trust and can go to for help with problems other than school work.

Student open-ended survey responses indicated:

- the desire for more support in areas of ELA, math and science
- would like clearer instruction with more detailed explanation at a slower pace
- concerns about disruptive behaviors

2023-2024

- 94.9 % of Middle school students feel safe while at school.
- 74.4% of middle school students say there is an adult that they trust and can go to for help with problems other than school work.
- Additional academic support, particularly in subjects like math and English Language Arts (ELA). Students expressed concerns about lack of assistance, unclear explanations, and insufficient time to complete assignments.
- Maintaining a positive and engaging school environment. Some suggested stricter policies to address disruptive behavior, while others mentioned the need for more incentives to encourage student participation and good behavior.
- Students expressed concerns about the workload and time management, suggesting that there should be a balance between class work, homework, and breaks. Some advocated for more time during class to complete assignments or for fewer homework assignments to alleviate stress.

Grades 4-5

2025-2026

- 96.94% of students reported feeling safe at school
- 96.02% indicated that teachers talk to them about their strengths and areas for improvement
- 90.83% reported that they look forward to coming to school
- 98.78% indicated that teachers have clear rules for behavior
- 100% reported that there are clear consequences for breaking rules
- 84.40% reported having a trusted adult they can go to for help with non-academic concerns
- 93.88% indicated that their school is clean and in good condition

Student open-ended survey responses indicated:

- Value supportive teachers and positive relationships with staff and feel their teachers help them succeed
- Appreciate clear expectations, structure, and classroom routines
- Identified a need for additional support in mathematics, writing, and reading, including more help during instruction and opportunities to practice skills
- Benefit from additional explanations, examples, and time to complete assignments
- Expressed appreciation for school programs and activities, but would like more opportunities for enrichment and engagement
- Emphasized the importance of having trusted adults available to provide help and support (LREBG)

2024-2025

- 97.42 % of grade 4 and 5 students feel safe while at school.
- 85.10% of students say there is an adult that they trust and can go to for help with problems other than school work.

Student open-ended survey responses indicated:

- desire for more help, particularly in the areas of ELA and math
- desire for more one-on-one help, more practice, simpler explanations, and small group work.
- help in controlling emotions and behavior management.

2023-2024

- 98.2 % of grade 4 and 5 students feel safe while at school.
- 86.3% of students say there is an adult that they trust and can go to for help with problems other than school work.
- Students expressed a desire for help with specific subjects, particularly math, reading, and writing. They mentioned needing clearer explanations, more practice, and additional support.
- Students mentioned wanting more interesting and interactive lessons. They expressed a desire for fun activities, projects, and hands-on learning experiences to make education more enjoyable.
- Feedback regarding the school environment included requests more equipment for physical activities like sports.
- Some students mentioned needing help with Social emotional issues. They expressed a desire for support from counselors or teachers in managing their emotions and behavior.
- Many students indicated that they felt supported and satisfied with the help they were receiving from their teachers, aides, and principals.

DISTRICT PARENT ADVISORY COUNCIL

2025-2026

- The importance of maintaining and expanding academic intervention supports, particularly for struggling students
- Continued focus on attendance improvement strategies, including parent communication and education
- The need for consistent behavior expectations and supports across school sites
- The value of strong communication between schools and families
- Continued investment in student support services, including counseling and social-emotional learning

2024-2025

- Provide professional learning for teachers are appropriate use and instruction in Artificial Intelligence (AI)
- Maintain and update technology plan and infrastructure.
- Consider providing alternate access to breakfast meals for students who arrive late to school
- Explore opportunities for partnerships with institutions of higher learning for college and career pathways
- Keep our reading intervention supports, instructional aides, and our EL Liaison
- Find ways to target parent involvement and increase participation in the annual Parent Survey
- Consider if Independent Study would be feasible to recoup ADA
- Provide parent education around the importance of school attendance
- Be more proactive in informing parents and community on school discipline policies
- Expressed continued need for school counselors (LREBG)

2023-2024

- Recognized the significant growth in mathematics
- Recognized that chronic absentee rates, while the district made significant progress, in this area was still an area of concern.
- The council expressed interest in expanding arts and music district wide.
- Consider home- economics class.
- Consider expanding STEM course offerings
- Provide instructional aide support to SWD and other students who need additional support.
- Educate parents by having a "key" to the student report card explaining what the rubric score reflect.

ELAC/DELAC

2025-2026

- Expressed support for current English Learner services and programs
- Emphasized the importance of maintaining instructional rigor and continued academic support for English Learners

2024-2025

- Supports current services and programs in the district.
- Appreciates the efforts and abilities of the Bilingual Liaison

2023-2024

- 100% of survey responses stated that their child's school provides them with the necessary progress and reports to monitor their child's academic performance.
- 100% of survey respondents state that they feel welcomed at their child's school.
- 94% believe their child's school fosters a safe environment for all students.
- They believe that the instruction their children are receiving in English Language Development is benefitting their child and did not have suggestions for change or improvement but wished to maintain the level of instructional rigor.

SELPA

2025-2026

- Ensuring students with disabilities have access to general education curriculum and supports
- Continued alignment of services and programs to meet the needs of students with disabilities
- Best practices related to program implementation, including extended school year services

2024-2025

- Continue to ensure that Student with Disabilities have access to the programs and supports offered at each school.
- Suggested if offering general education summer school, it is a best practice to hold ESY concurrently to support integration opportunities.

2023-2024

- Monitor suspension rates for students on Individualized Education Plans (IEP)
- Provide de-escalation training to new staff

PIONEER TEACHERS ASSOCIATION

2025-2026

- The need for expanded academic supports and intervention programs, particularly at the middle school level
- Continued investment in instructional support staff, including paraprofessionals
- Ongoing professional development, including training to support English Learners and differentiated instruction
- The importance of consistent behavior expectations and supports
- Increased support for English Learners and students with disabilities in accessing core instruction

2024-2025

- Students with disabilities struggle to access general education curriculum at the middle school level. Teachers need support in accommodations for SWD in their general education classes.
- Would benefit from a writing curriculum
- Middle School needs three 7th and 8th grade ELA teachers AND three 7th and 8th grade Social Studies teachers.
- Need an additional Prop. 28 Art Teacher.
- Consider furniture replacement schedule at the middle school.
- Middle School would benefit from a designated ELD and Reading Intervention teacher.
- Continue training for 3rd-5th grade teachers in foundational reading skills including phonics and phonemics
- Request a Teacher on Special Assignment to support new teachers
- Continue to provide online instructional programs to supplement student learning.
- Provide school safety training for all staff including teachers, admin, classified, and support personnel
- Continue to support reading intervention program at the elementary sites.
- Discussed need for individualised individual targeted services for students with unique needs (LREBG)

2023-2024

- Consider dedicated ELD teacher at the Middle School
- Consider increasing the Bilingual Liaison's hours
- Instructional Aides - Increase training and training in small group instruction, teacher time with aides without students so that they may plan and direct their work to a greater degree.
- Maintain reading intervention academic supports
- Grade 3-5-reaading training and materials in Phonemics/Phonics.
- Consider administering more interim assessments to prepare students better for the CAASPP
- Increase parent participation by replacing Open House with academic nights
- Monthly parent education opportunities possibly from outside organizations.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
2025-2026

- Student and staff safety, including campus supervision and facilities concerns
- Behavioral supports for students
- The importance of maintaining safe working conditions for staff
- Interest in additional supports such as counseling services (LREBG)

2024-2025

- Concerns about student behaviors at sites. Suggest that more staff receive de-escalation training.
- Discussed need for individualised individual targeted services for students with unique needs (LREBG)
- Consider installing cameras at elementary sites for safety.

2023-2024

- Evaluate staffing levels in the MOT department
- Consider equipment purchases that could reduce the amount of labor
- Consider expanding security cameras at the elementary school campuses

The following action within the LCAP were influenced by the input of educational partners. Additionally, a needs assessment based on educational partner input informed the actions in the LCAP for the Learning Recovery Emergency Block Grant (LREBG), namely Actions 2.8 and 4.4. Specifically, the LCAP's LREBG actions were developed to meet the needs and requests for supplemental funding that were outlined by educational partners below:

Action 2.1 - Academic Supports

This action was supported by input from teachers, principals, other school personnel, District Parent Advisory Council, Pioneer Teachers Association, and students in grades 4–8. These groups expressed the importance of providing instructional support and interventions such as those provided by instructional aides and intervention teachers. They identified the need to support struggling students and student groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students with targeted academic supports to close the achievement gap.

Action 2.4 - Professional Development for Teachers in English Language Acquisition

This action was supported by the input of ELAC/DELAC, teachers, and administrators, who emphasized the importance of maintaining strong instructional practices for English Learners. Educational partners expressed the need to continue professional development in English

Language Development (ELD) and differentiated instruction to support continued academic growth.

Action 2.5 - Data Analyst

This action was supported by the input of principals and administrators, who expressed the importance of continuing to monitor academic indicators throughout the school year through data. Educational partners emphasized the need for improved access to data to inform instruction and support student achievement.

Action 2.6 - Student Support Position

This action was supported by the input of principals, administrators, and other school personnel who expressed the importance of providing additional staffing and professional development to implement supports and teaching strategies proven effective for underperforming groups such as English Learners, students with disabilities, and socioeconomically disadvantaged students who may lack resources and supports outside of school.

Action 2.8 - Additional Student Services (LREBG)

This action is supported through input from a wide variety of educational partners, including teachers, administrators, and advisory groups, who acknowledged the need for targeted supports for students with unique needs. Educational partners emphasized the importance of providing academic and behavioral interventions to ensure student success.

Action 4.2 - Chronic Absenteeism

This action is supported by input from parents, principals, administrators, and DPAC, who expressed the importance of improving school attendance. Educational partners discussed the need for increased communication with families, monitoring of attendance, and early intervention strategies to reduce chronic absenteeism.

Action 4.4 - SEL Supports (LREBG)

This action is supported by input from principals, administrators, teachers, students, and DPAC, who expressed the importance of providing access to school counselors at each site to address students' social-emotional needs and support attendance, behavior, and academic achievement. Educational partners emphasized the need to support students in crisis intervention, building resilience, developing coping strategies, and managing emotions.

This action was also supported by the input of students in grades 4–8 and the SELPA, who identified the importance of having trusted adults on campus and addressing the social-emotional needs of students with disabilities and other students whose behaviors may impact learning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide Conditions of Learning that provide all students access to the State Standards and a broad course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district has developed this goal to sustain past performance and ensure students have the essential elements contained in State Priorities 1, 2, and 7 which provide conditions of learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	DISCONTINUED Teachers appropriately assigned and fully credentialed: School Accountbility Report Card (SARC) (Priority1a)	DISCONTINUED 2021-22 Teachers appropriately assigned and fully credentialed = 89.76%	DISCONTINUED 2022-2023 Teachers appropriately assigned and fully credentialed = 88.5% (24-25 SARC) DISCONTINUED	DISCONTINUED	DISCONTINUED Teachers appropriately assigned and fully credentialed = 92.0%	DISCONTINUED -1.26% difference from baseline.
1.2	Sufficient standards based instructional materials for each student: District inventory or subscription (Priority 1b)	2023 Dashboard: 100% of students have sufficient access to standards aligned instructional materials.	2024 Dashboard 100% of students have sufficient access to standards aligned instructional materials.	2025 Dashboard: 100% of students have sufficient access to standards aligned instructional materials.	100% of students have sufficient access to standards aligned instructional materials.	0% difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Facilities in good repair:California School Dashboard (Priority1c)	2023 Dashboard: Instances where facilities do not meet the "Good Repair" standard = 0	2024-25 Instances where facilities do not meet the "Good Repair" standard = 0	2025 Dashboard: Instances where facilities do not meet the "Good Repair" standard = 0	Instances where facilities do not meet the "Good Repair" standard = 0	No difference from baseline.
1.4	Implementation of academic and performance standards including EL access to CCSS and the English Language Development Standards. Callifornia School Dashboard (Priority 2a and 2b)	2023 Dashboard: Standard Met rating for Local Indicator, Implementation of Academic Standards.	2024 Dashboard Standard Met rating for Local Indicator, Implementation of Academic Standards.	2025 Dashboard: Standard Met rating for Local Indicator, Implementation of Academic Standards.	Dashboard: Maintain Standard Met rating for Local Indicator, Implementation of Academic Standards.	No difference from baseline.
1.5	Access to a broad course of study for all students including unduplicated students and students with disabilities. Rating on the California School Dashboard (Priority 7)	2023 Dashboard: Standard Met for Local Indicator, Access to a Broad Course of Study.	2024 Dashboard Standard Met for Local Indicator, Access to a Broad Course of Study.	2025 Dashboard: Standard Met for Local Indicator, Access to a Broad Course of Study.	Dashboard: Maintain Standard Met rating for Local Indicator, Access to a Broad Course of Study	No difference from baseline.
1.6	Credential Data: School Accountbility Report Card (SARC) (Priority1a)	2021-22 99.99% (71.2/72) of teachers were apppropriately assigned 100% (72/72) of teachers were fully credentialed	2022-23 99.99% (73.9/74) of teachers were apppropriately assigned 95.95% (71/74) of teachers were fully credentialed	2023-24 97.72% (73.3/75) of teachers were appropriately assigned 83.62% (62.7/75) of teachers were fully credentialed	100% of teachers were apppropriately assigned 95.95% of teachers were fully credentialed	Teachers appropriately assigned = -2.27% Teachers fully credentialed = -16.28%

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.

The district implemented the action of goal 1 to a high degree maintaining the integrity of the goal of providing conditions of learning for student success. There were no substantive differences in planned action and that implemented during the 2025-26 year. The district had success in achieving the intended metric outcomes metrics 1.2 - 1.5 of the goal. However, Action 1.1 presented a challenge as the district experienced a slight decline of 16.38% in fully credentialed teachers. This may be attributable to the statewide teacher shortage and a decline of 2.27% in appropriately assigned teachers.

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 is no material difference in expenditures as well as no planned percentage of improved services attached to this goal.

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

Action 1.1
The percentage of appropriately assigned teachers remained very high at 97.72%. The percentage of fully credentialed teacher dropped slightly from 100% in 2021-22 to 83.62% in 2023-24. This percentage is slightly lower (above 80%) especially considering the challenges with in regard to the statewide teacher shortage. The current year data reflects a substantial increase in this area. Therefore, the district has determined this action to be effective.

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

Based on reflection of prior practice and the effectiveness of the action of Goal 1, the district will not be making any changes to the planned goal, metrics, target outcomes, or actions. However, based on the small decline in the metric outcome and known challenges of recruiting fully credentialed teachers in the midst of a general shortage of fully credentialed teachers, the district will work to increase teacher recruitment efforts to make progress toward the goal.

There is an increase to the planned Total Estimated Actual Expenditures to account for the increase in employee compensation and benefits negotiated through collective bargaining process during the 2025-26 school year and staff movement on the salary schedule.

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	Certificated Staff	The district will provide certificated staff who are appropriately assigned and credentialed for the subject area and students they teach.	$9,132,227.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will make progress in meeting or exceeding grade level standards as measured by the California Assessment of Student Performance and Progress (CAASPP).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Pioneer District has developed this goal to provide actions to address student academic achievement and outcomes as measured by the metrics included within this goal. Data indicates that pupil achievement outcomes within the district, as well as at the state level, have not returned to prepandemic levels. Considering this, it is widely believed by educational partners that students need academic supports to the greatest extent feasible to continue to ensure continued academic improvement.

The services and actions within this goal provide additional supports to address the needs of students. The metrics provide baseline data that will allow the district to monitor the progress and effectiveness of the actions associated with this goal and to measure the progress toward reducing or eliminating achievement gaps among groups. Grouped together, the actions and metrics are directly associated with the goal of academic progress for all students, student groups, and unduplicated students and, therefore, will help achieve progress in reaching this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard: English Language Arts (ELA) (Priority 4)	2023 Dashboard All Students 3.5 points above standard Hispanic 9.3 points below standard	2024 Dashboard All Students 10.6 points above standard Hispanic 1.7 points below standard	2025 Dashboard All Students 11.6 points above standard Hispanic 1 points below standard	All Students 12.5 points above standard or higher Hispanic 0.7 points below standard or better English Learners	2025 Dashboard All Students +8.1 points difference from baseline Hispanic +8.3 points difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 45.7 points below standard Socio-econonmically Disadvantaged 20.3 points below standard Students with Disabilities 81.3 points below standard	English Learners 29.1 points below standard Socio-econonmically Disadvantaged 13.8 points below standard Students with Disabilities 72.6 points below standard	English Learners 24.1 points below standard Socio-economically Disadvantaged 13.7 points below standard Students with Disabilities 98.4 points below standard	36.7 points below standard or better Socio-econonmically Disadvantaged 11.3 points below standard or better Students with Disabilities 72.3 points below standard or better	English Learners +21.6 points difference from baseline Socio-economically Disadvantaged +6.6 points difference from baseline Students with Disabilities -17.1 points difference from baseline
2.2	California Dashboard: Mathematics (Priority 4)	2023 Dashboard All Students 18.1 points below standard African American 87.9 points below standard English Learners 69.9 points below standard Socio-econonmically Disadvantaged 41.6 points below standard	2024 Dashboard All Students 23 points below standard African American 62.4 points below standard English Learners 57.8 points below standard Socio-econonmically Disadvantaged 45.7 points below standard	2025 Dashboard All Students 36.1 points below standard African American 86.2 points below standard English Learners 64.6 points below standard Socio-economically Disadvantaged 59.5 points below standard	All Students 9.1 points below standard or better African American 78.9 points below standard or better English Learners 60.9 points below standard or better Socio-econonmically Disadvantaged 32.6 points below standard or better Students with Disabilities	2025 Dashabord All Students -18 point difference from baseline African American +1.7 point difference from baseline English Learners +5.3 point difference from baseline Socio-econonmically Disadvantaged -17.9 point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 98.7 points below standard	Students with Disabilities 114.2 points below standard	Students with Disabilities 130.1 points below standard	99.7 points below standard or better	difference from baseline Students with Disabilities -31.4 point difference from baseline
2.3	California Science Test, Dataquest (Priority 4)	2022-23 34.06% met or exceeded standard	2023-2024 CAST Assessment 33.07% of students met or exceeded the standard	2024-25 CAST Assessment 32.66% of students met or exceeded the standard	36.0% met or exceed standard.	2024-2025 CAST Assessment - 1.4% difference from baseline
2.4	Performance on the English Language Proficiency Summative Assessment for California (ELPAC) (Priority 4)	2023-24 Summative ELPAC Assessment Results 60.64% of EL students scoring at a Level 3 or 4	2023-24 Summative ELPAC Assessment Results 61.11% of EL students scoring at a Level 3 or 4	2024-25 Summative ELPAC Assessment Results 56.83% of EL students scoring at a Level 3 or 4	60% or more of EL students scoring at a Level 3 or 4	2024-2025 Summative ELPAC Assessment Results -3.81% difference from baseline
2.5	English Learner Reclassification Rate: Student Information System (Priority 4)	2023-2024 Reclassification Rate = 13.48%	2024-2025 Reclassification rate = 13.1%	2025-2026 Reclassification rate = 13.53%	Maintain a Reclassification Rate of 7.5% or higher	2025-2026 +0.05% difference from baseline
2.6	Pupil Outcomes in Subject Areas: Participation rate, Student Information System (Priority 8)	2023-2024 Student participation in P.E., health, and/or visual and performing arts = 100%	2024-2025 Student participation in P.E., health, and/or visual and performing arts = 100%	2025-2026 Student participation in P.E., health, and/or visual and performing arts = 100%	Maintain student participation rate in P.E., health, and/or visual and performing arts at 100%	2025-2026 0% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Local measure (Survey): Educational Partner support (Priority 4)	2023-2024 45% of Educational Partner groups provided feedback advocating for Academic Supports and Student Support Services	2024-2025 55% of Educational Partner groups provided feedback advocating for Academic Supports	2025-2026 83% of Educational Partner groups provided feedback advocating for Academic Supports and Student Support Services	At least 50% of Educational Partner groups provided feedback advocating for Academic Supports and Student Support Services	2025-2026 +38% difference from baseline
2.8	Local Measure: Student performance on local measure for Long Term English Learners (Priority 4)	2023-2024 68.75% of students performing at the lowest level on local measure in English language skills at the Middle School	2024-2025 75.55% of students performed at the lowest level on local measure in English language skills at the Middle School.	2025-2026 89.29% of students performed at the lowest level on local measure in English language skills at the Middle School.	58.75% of students or less performing at the lowest level on local measure in English language skills at the Middle School	2025-2026 +20.54% increase in the number of students performing at the lowest level as compared from baseline.
2.9	Local Measure: Parent Survey results on a sense of connectedness for families of English Learner students (Priority 3)	2023-2024 98.82% of parents of EL students families responded positively on the 2024 Parent Survey for a sense of connectedness.	2024-2025 96.36% of parents of EL students families responded positively on the 2025 Parent Survey for a sense of connectedness.	2025-2026 100% of parents of EL students families responded positively on the 2026 Parent Survey for a sense of connectedness.	At least 90% of parents of EL students families respond positively on the Parent Survey for a sense of connectedness.	2025-2026 +1.18% increase in positive responses on the Parent Survey for a snese of connectedness from baseline.
2.10	Local Measure: English Learner Advisory Council (ELAC) and District English Learner Advisory Council (DELAC) meetings held (Priority 3)	2023-24 English Learner Advisory Council Mtgs. = 4	2024-2025 English Learner Advisory Council Mtgs. = 4	2025-2026 English Learner Advisory Council Mtgs. = 4	Maintain number of meetings for ELAC and DELAC English Learner Advisory Council Mtgs. = 4	2025-2026 is the same as baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District English Learner Advisory Council mtgs.=4	District English Learner Advisory Council mtgs.=4	District English Learner Advisory Council mtgs.=4	District English Learner Advisory Council mtgs.=4	

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.

The District was highly effective in fully implementing all of the actions for Goal 2 including academic supports, a bilingual community liaison, English Language Development at the middle school, professional development for teachers in English Language Acquisition, a data analyst, student support positions, and a special education community of practice. The successes in implementing these actions was commendable and strongly supported the overall goal of supporting all students to make progress at meeting or exceeding grade level standards. There is the ongoing challenge of hiring and retaining paraprofessionals which Pioneer District works diligently to fill all needed positions and retain staff.

Action 2.8 is the LREBG action in Goal 2. The District was highly effective in implementing Action 2.8, Additional Student Services.

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.

The material difference in Actions 2.4 between the Budgeted Expenditures and Estimated Actual Expenditures occurred because there were no supplies or materials needed to purchase for the Enligh Language acquisition professional learning held dring the 2025-26 school year.

The material difference in Actions 2.8 between the Budgeted Expenditures and Estimated Actual Expenditures occurred because the District was unable to fill one staff position budgetted in this action for the 2025-26 school year.

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

The District was highly effective in fully implementing all of the actions for Goal 2 and determined them to be effective in making successful progress toward the goal.

Action 2.1 Academic Supports (Metric 2.1, 2.2, 2.7)
Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.7, 83% of Educational Partner groups advocate for continuing the academic supports included in Action 2.1. The majority of the metrics show effectiveness of this action.

Action 2.2 Bilingual Liaison (Metric 2.4, 2.5)
Effectiveness: Metric 2.4 is below the target outcome. Metric 2.5 above the target outcome. This action is determined to be effective.

Action 2.3 English Language Development (Metric 2.8)
Effectiveness: LTEL student performance on the local measure showed an approximate 20% increase in students performing at the lowest level on the local measure. It should be noted that this is a small student group, which makes it difficult to determine a statistical significance in determining the effectiveness of the action. However, given the data, the District is reviewing instructional materials to better support LTEL students.

Action 2.4 Professional Development for Teacher in English Language Acquisition (Metric 2.1, 2.2)
Effectiveness: For Metric 2.1, four of the five student groups, including English Learner, showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. One of the student groups who demonstrated growth in mathematics was English Learners. This demonstrated the effectiveness of this action.

Action 2.5 Data Analyst and Action 2.6 Student Support Positions (Metric 2.1, 2.2, 2.4)
Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. Metric 2.4 is below the target outcome. The metrics for this action demonstrate marginal effectiveness of the action. The District is investigating additional supports to assist with the effectiveness of this action.

Action 2.7 Special Education Community of Practice (Metric 2.1, 2.2)
Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. However, in both metrics, students with disabilities were a student group who declined in their CAASPP results. The District will provide additional supports to the Special Education Community of Practice next year and continue to monitor for effectiveness.

Action 2.8 (LREBG) Additional Student Services (Metric 2.1, 2.2 for SWD)
Effectiveness: For Metric 2.1, four of the five student groups showed an increase in ELA performance on the CAASPP assessment as reported on the California Dashboard. For Metric 2.2, two of the five student groups showed an increase in Math performance on the CAASPP assessment as reported on the California Dashboard. However, in both metrics, students with disabilities were a student group who declined in their CAASPP results. The District will continue to monitor the effectiveness of this Action and adjust as appropriate at the end of the three-year LCAP cycle. This action was funded through LREBG funds which will be greatly depleted for next school year. The District will continue to support students, but this action will be minimized due to the spending down of LREBG funding.

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.

After reflection on prior practices, and progress towards the goal, the District is planning the following changes for the 2026-27 LCAP for Goal 2.

The District plans to continue with the Goal 2 and target outcomes as planned.

State Priority 3 was added to the priorities addressed in Goal 2 as Metirc 2.9 and 2.10 were added for 2026-27 to measure effectiveness of the the parent outreach and parent support functions within Action 2.2.

Metrics 2.9 and 2.10 were added for the 2026-27 LCAP as they measure the parent outreach and support portion of Action 2.2 which supports English Learner progress.

There is an increase to the planned Total Planned Expenditures for Actions 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. There is a decrease in Total Planned Expenditures for 2.1 and 2.8.

For Action 2.2, Metrics 2.9 and 2.10 were added as they monitor the effectiveness of the parent outreach and participation area of the Action.

For Action 2.6, the District is adding part-time position to this Action to provide additional supports to student services. Additionally, Metrics 2.6 and 2.7 were added as additional metrics to monitor effectiveness of student support and support of the action by Educational Partners.

Action 2.8 (LREBG) was added to Goal 2 for the remainder of the LCAP in 2024-25 because of the new requirement to include Learning Recovery Emergency Block Grant (LREBG) funds. For the 2026-27 school year, Pioneer District LREBG funds are greatly diminished and will primary be used to support Action 4.4 in Goal 4. The remaining funds in Action 2.8 will continue to provide some supports directed toward students with disabilities.

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	Academic Supports	The District will continue to provide paraprofessionals and reading intervention teachers to allow for increased differentiation of instruction and lower student to adult ratios principally directed at unduplicated students.	$1,181,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Bilingual Community Liaison	The District will continue to provide a Bilingual Community Liaison, and administrative support and oversight, to monitor the progress of English Learners, provide supplemental support services in English language acquisition for English Learner students, and conduct outreach for parent participation and input. For elementary EL students, the Liaison will work with student groups of EL students to support their classroom instruction in core subject areas.	$83,557.00	Yes
2.3	English Language Development	The District will increase the number of sections for English Language Development at the middle school, reducing the class size to better meet the needs of EL students at various levels of proficiency including Long-Term English Learners (LTEL). One of the courses will be dedicated to long-term English Learners focusing on their greatest area of need based on ELPAC results.	$26,989.00	Yes
2.4	Professional Development for Teachers in English Language Acquisition	The District will provide annual professional development for teachers in English language acquisition.	$662.00	Yes
2.5	Data Analyst	The District will provide a data analyst to provide performance data of unduplicated students on State and local assessments to inform the instructional program and improve outcomes for unduplicated students.	$46,019.00	Yes
2.6	Student Support Positions	The District will provide Student Support positions to analyze data, identify areas of need, and coordinate research based instructional professional development focused on underperforming student groups principally directed toward unduplicated students.	$329,759.00	Yes
2.7	Special Education Community of Practice	Establish a community of practice among certificated staff serving students with disabilities to enhance acquisition of state standards through the implementation of model instructional practices. In ELA, Students with	$799,738.00	No

Action #	Title	Description	Total Funds	Contributing
		Disabilities had a performance of red on the 2023 Dashboard. This action was identified to address the needs of SWD related to ELA and the District's identification for Differentiated Assistance.		
2.8	Additional Student Services	LREBG Action: Provide students with individualized additional targeted services based on unique needs. Based on the 2024 California Schools Dashboard, students with disabilities is a student group that performs in the Orange in Academic Performance in English Language Arts, and in the Red in Academic Performance in Mathematics. Furthermore, the District considered the input from teachers, administrators, classified staff, and community in substantiating the need for targeted services for students. This action directly addresses the need to provide academic and behavior support to students in building resilience, developing coping strategies, managing their emotions appropriately, and attending to instruction. It will provide continuity of instruction for students with the desired outcome being fewer disruptions to classrooms and the instructional process. These actions align to allowable uses of funds in the areas of increasing the number of instructional days for students with disabilities to stabilize their instruction over the extended summer holiday, and decrease the staff-to-pupil rations based on individualized learning needs of targeted students. Research indicates that pupil supports to improve emotional well-being enhance academic outcomes for students. The Center on Positive Behavior Intervention and Support emphasizes the systems needed to provide Tier Three supports on an individualized basis (Tier 3 Student-level Systems Guide Center on Positive Behavioral Interventions and Supports U. S. Department of Education, Office of Special Education Programs and Office of Elementary and Secondary Education January 2022 www.pbis.org). Solely funded through LREBG, Metric 2.1 for Students with Disabilities and Metric 2.2 for Students with Disabilities	$49,615.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District and each school will promote opportunties for parental input and engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District developed this goal to sustain its efforts in communicating with and engaging our parents/and guardians. The District values and actively seeks parental input in the decision making process and to inform programs such as those for unduplicated students and students with exceptional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District Parent Advisory Council Meetings, Local Measure (Priority 3)	2023-24 5 meetings	2024-25 5 meetings	2025-26 5 meetings	Maintain 5 meetings of the District Parent Advisory Council annually.	No diference from baseline
3.2	English Learner Advisory Council and District English Language Advisory Council meetings, Local Measure (Priority 3)	2023-24 English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs.=4	2024-25 English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs.=4	2025-26 English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs.=4	Maintain the following number of meetings: English Learner Advisory Council Mtgs. = 4 District English Learner Advisory Council mtgs. = 4	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Title I parent meetings, Local Measure (Priority 3)	2023-24 Title I parent meetings = 4	2024-25 Title I parent meetings = 4	2025-26 Title I parent meetings = 4	Maintain 4 Title I parent meetings.	No difference from baseline.
3.4	School Site Council meetings, Local Measure (Priority 3)	2023-24 School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	2024-25 School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	2025-26 School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	Maintain the following number of School Site Council meetings: Frontier El. = 4 Pioneer El. = 4	No difference from baseline.
3.5	Individualized Education Program (IEP) meetings, Local Measure (Priority 3)	2023-24 Held 100% of annual and triennial IEP meetings	2024-25 Held 100% of annual and triennial IEP meetings	2025-26 Held 100% of annual and Triennial IEP meetings	Maintain holding 100% of annual and triennial IEP meetings.	No difference from baseline.
3.6	6th grade orientation parent meeting, Local Measure (Priority 3)	2023-24 Number of meetings = 1	2024-25 Number of meetings = 1	2025-26 Number of meetings = 1	Maintain holding 1 sixth grade parent orientation meeting.	No difference from baseline.
3.7	Back to School Night, Local Measure (Priority 3)	2023-24 Number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	2024-25 Number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	2025-26 Number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	Maintain the following number of Back to School Night Events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	No difference from baseline.
3.8	Open House, Local Measure (Priority 3)	2023-24	2024-25	2025-26	Maintain the following number	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	of Open House events: Frontier El. = 1 Pioneer El. = 1 Pioneer Middle School = 1	

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.

The district implemented the action of Goal 3 to a very high degree. The district had great success in implementing the action of this goal and, thereby, engaged parents and community to a high degree. This engagement allowed for input on programs and services for all students including unduplicated students and students with special needs. There were no substantive differences in the planned actions and actual implementation of the actions. Additionally, the district did not experience any challenges in the implementation of the 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 is no material difference in expenditures as well as no planned percentage of improved services attached to this goal.

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

The district implemented the action of Goal 3 to a very high degree and determined it to be effective in making successful progress toward the goal.

Action 3.1 Educational Partner Engagement
The district's use of its website and student information system as a tool for communication, education, and opportunities for meaningful input is evaluated based on the metrics associated with this action. The district website serves as a central hub for important documents, meeting minutes, and school policies. Parents of English Learners, Title I students, and students with IEPs can access resources online, making it easier to stay informed.

The effectiveness of action 3.1 is demonstrated by the district meeting its intended outcomes based on the metrics as follows:
Metric 3.1 District Parent Advisory Council Meetings (Metric 3.1)

Effectiveness: The district has consistently held five meetings annually, maintaining the opportunity for parental input.

Metric 3.2 English Learner Advisory Council and District English Learner Advisory Council Meetings
Effectiveness: Meetings have been maintained at four annually, ensuring ongoing input opportunities for parents of English Learners.

Metric 3.3 Title I Parent Meetings
Effectiveness: The district has consistently held four meetings per year, ensuring continued parental involvement for Title I programs.

Metric 3.4 School Site Council Meetings
Effectiveness: Schools have maintained four meetings annually at Frontier Elementary and Pioneer Elementary, providing a platform for parent input.

Metric 3.5 Individualized Education Program (IEP) Meetings
Effectiveness: The district has successfully ensured that 100% of required annual and triennial IEP meetings are held, which is critical parent engagement and input for student support.

Metric 3.6 6th Grade Orientation Parent Meeting
Effectiveness: The meeting has been consistently held, providing key transition support for parents and students.

Metric 3.7 Back to School Night
Effectiveness: Events have been maintained at each school, ensuring parents have an opportunity to engage with teachers and staff.

Metric 3.8 Open House
Effectiveness: Open House events have been consistently held at each school, allowing parents to engage with staff and learn about opportunities to be further involved in their child's education and partner with the school for increased student outcomes.

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

Based on reflection of prior practice and the effectiveness of the action of Goal 3, the district will not be making any changes to the planned goal, metrics, target outcomes, or actions. There is a small increase to the Planned Total Expenditure for Action 3.1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	The district will continue to use the district website and student information system as a means to engage its stakeholders through communication, education, and opportunities for meaningful input.	$45,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District, and each school, will promote positive student engagement and school climate which advances student social and academic success.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Pupil engagement and school climate are integral in the academic and social success of students. The District developed this goal because the data related to chronic absenteeism and suspension rates for all students, and a number of student groups, are below the expected outcomes falling in the orange and red performance levels.The actions and metrics of this goal were developed and identified as they, grouped together, directly impact and measure students engagement and school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rates - Student Information System (Priority 5)	2022-2023 Attendance Rate 94.75%	2023-2024 Attendance Rate 95.19%	2024-25 Attendance Rate 94.93%.	Maintain a target Attendance Rate of 94% or better.	2024-2025 Attendance Rate +0.18% difference from baseline
4.2	Chronic Absenteeism Rates - California Dashboard (Priority 5)	2023 California Dashboard All Students 12.6% chronically absent African American 13.1% chronically absent English Learners	2024 California Dashboard All Students 9.6% chronically absent African American 12% chronically absent English Learners	2025 California Dashboard All Students 12.3% chronically absent African American 8.3% chronically absent English Learners	All Students 7.6% or less chronically absent African American 8.1% or less chronically absent English Learners 8.7% or less chronically absent	2025 California Dashboard All Students - 0.03% difference from baseline African American - 4.8% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.7% chronically absent Hispanic 13.2% Chronically absent Socioeconomically Disadvantaged 15.6% chronically absent White 12.5% chronically absent Students with Disabilities 17.8% chronically absent Asian 10.9% chronically absent Filipino 2.0% chronically absent. Two or More Races 11.8% chronically absent	10.5% chronically absent Hispanic 9.6% Chronically absent Socioeconomically Disadvantaged 11.3% chronically absent White 8.8% chronically absent Students with Disabilities 19.5% chronically absent Asian 16.3% chronically absent Filipino 6.3% chronically absent. Two or More Races 8.5% chronically absent	13.6% chronically absent Hispanic 13.7% Chronically absent Socioeconomically Disadvantaged 19.6% chronically absent White 9.1% chronically absent Students with Disabilities 19.5% chronically absent Asian 5.7% chronically absent Filipino 15.9% chronically absent. Two or More Races 14.5% chronically absent	Hispanic 8.2% or less chronically absent Socioeconomically Disadvantaged 10.6% or less chronically absent White 7.5% or less chronically absent Students with Disabilities 12.8% or less chronically absent Asian 5.9% or less chronically absent Filipino Maintain 2.0% or less chronically absent Two or More Races 6.8% or less chronically absent	English Learners - 0.1% difference from baseline Hispanic +0.5% difference from baseline Socioeconomically Disadvantaged +4.0% difference from baseline White -3.4% difference from baseline Students with Disabilities +1.7% difference from baseline Asian -5.2% difference from baseline Filipino +13.9% difference from baseline Two or More Race +2.7% difference from baseline
4.3	Middle School Dropout Rates - Dataquest (Priority 5)	2022-2023 Middle School 0.0%	2023-2024 Middle School 0.0%	2024-25 Middle School 0.0%	Maintain a Middle School Dropout Rate of less than 0.3%	2024-2025 0% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Suspension Rates, California Dashboard (Priority 6)	2023 California Dashboard All Students 2.9% suspended at least once English Learners 2.7% suspended at least once Hispanic 2.8% suspended at least once Socioeconomically Disadvantaged 4.1% suspended at least once White 3.2% suspended at least once Students with Disabilities 5.5% suspended at least once Pioneer Elementary: Hispanic 3.2% suspended at least once White	2024 California Dashboard All Students 2.8% suspended at least once English Learners 1.9% suspended at least once Hispanic 2.9% suspended at least once Socioeconomically Disadvantaged 4% suspended at least once White 2.2% suspended at least once Students with Disabilities 5.5% suspended at least once Pioneer Elementary: Hispanic 2.1% suspended at least once	2025 California Dashboard All Students 3.7% suspended at least once English Learners 3.2% suspended at least once Hispanic 3.7% suspended at least once Socioeconomically Disadvantaged 4.8% suspended at least once White 2.2% suspended at least once Students with Disabilities 6.1% suspended at least once Pioneer Elementary: Hispanic 2.6% suspended at least once	All Students 1.9% or less suspended at least once English Learners 1.7% or less suspended at least once Hispanic 1.8% or less suspended at least once Socioeconomically Disadvantaged 3.1% or less suspended at least once White 2.2% or less suspended at least once Students with Disabilities 4.5% or less suspended at least once Pioneer Elementary: Pioneer Elementary: Hispanic	2025 California Dashboard All Student +0.8% difference from baseline English Learner +0.5% difference from baseline Hispanic +0.9% difference from baseline Socioeconomically Disadvantaged +0.7% difference from baseline White -1.0% difference from baseline Students with Disabilities +0.6% difference from baseline Pioneer Elementary: Hispanic -0.6% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.9% suspended at least once	White 2% suspended at least once	White 1.4% suspended at least once	2.2% suspended at least once White 3.9% suspended at least once	White -3.5% difference from baseline
4.5	Expulsion Rates - Dataquest (Priority 6)	2022-2023 Expulsion Rate 0.0%	2023-2024 Expulsion rate 0.0%	2024-25 Expulsion rate 0.0%	Maintain Expulsion Rate of 0.2% or lower	2024-2025 0% difference from baseline
4.6	Sense of Safety and School Connectedness Metric: Local Survey (Priority 6)	Spring 2024 Students Elementary 97.2% of elementary students with positive responses to a sense of safety. 92.0% of elementary students with positive responses to school connectedness. Middle School 91.7% of middle school students with positive responses to a sense of safety. 84.5% of middle school students with positive	Spring Survey 2025 Students Elementary 96.13% of elementary students with positive responses to a sense of safety. 89.49% of elementary students with positive responses to school connectedness. Middle School 92.94% of middle school students with positive	Spring Survey 2026 Students Elementary 97.40% of elementary students with positive responses to a sense of safety. 90.42% of elementary students with positive responses to school connectedness. Middle School 94.34% of middle school students with positive	Students Elementary At least 98% of elementary students with positive responses to a sense of safety. At least 95% of elementary students with positive responses to school connectedness. Middle School At least 94.7% of middle school students with positive responses to a sense of safety.	Spring Survey 2026 Students Elementary +0.2% difference from baseline for elementary students with positive responses to a sense of safety. -1.58% difference from baseline for elementary students with positive responses to school connectedness. Middle School +2.64% difference from baseline for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responses to school connectedness. Parents 97.2% of parents with positive responses to a sense of safety for their children. 96.2% of parents with positive responses to school connectedness. Parents of Socioeconomiclally disadvantaged Students: 95.9% of parents with positive responses to a sense of safety for their children. 93.9% of parents with positive responses to school connectedness. Teachers 99.0% of teachers with positive responses to a sense of safety for their children.	responses to a sense of safety. 85.63% of middle school students with positive responses to school connectedness. Parents 96.93% of parents with positive responses to a sense of safety for their children. 97.71% of parents with positive responses to school connectedness. Parents of Socioeconomiclally disadvantaged Students: 96.22% of parents with positive responses to a sense of safety for their children.	responses to a sense of safety. 89.24% of middle school students with positive responses to school connectedness. Parents 97.45% of parents with positive responses to a sense of safety for their children. 98.00% of parents with positive responses to school connectedness. Parents of Socioeconomiclally disadvantaged Students: 96.24% of parents with positive responses to a sense of safety for their children.	At least 87.5% of middle school students with positive responses to school connectedness. Parents At least 98% of parents with positive responses to a sense of safety for their children. At least 98% of parents with positive responses to school connectedness. Parents of Socioeconomiclally disadvantaged Students: Maintain 95.9% of parents with positive responses to a sense of safety for their children.	middle school students with positive responses to a sense of safety. +4.74% difference from baseline for middle school students with positive responses to school connectedness. Parents +0.25% difference from baseline for parents with positive responses to a sense of safety for their children. +1.80% difference from baseline for parents with positive responses to school connectedness. Parents of Socioeconomiclally disadvantaged Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		96.4% of teachers with positive responses to school connectedness.	96.42% of parents with positive responses to school connectedness. Teachers 81.92% of teachers with positive responses to a sense of safety for their children. 96.05% of teachers with positive responses to school connectedness.	97.18% of parents with positive responses to school connectedness. Teachers 81.05% of teachers with positive responses to a sense of safety for their children. 94.77% of teachers with positive responses to school connectedness.	At least 95% of parents with positive responses to school connectedness. Teachers At least 98% of teachers with positive responses to a sense of safety for their children. At least 98% of teachers with positive responses to school connectedness.	+0.34% difference from baseline for parents with positive responses to a sense of safety for their children. +3.28% difference from baseline for parents with positive responses to school connectedness. Teachers -17.95% difference from the baseline for teachers with positive responses to a sense of safety for their children. -1.63% difference from baseline for teachers with positive responses to school connectedness.

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.

The District was highly effective in fully implementing all of the actions for Goal 4 including the Community Support Liaison, Suspension Rates and prioritize school counselor time for students with behaviors needing support for school success, and monitoring Attendance Rates. There were no relevant challenges in the implementation of the actions.

Action 4.4 is the LREBG action in Goal 4. The District was highly effective in implementing Action 4.4, SEL Supports.

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 is no material difference in expenditures as well as no planned percentaged of improved services.

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

The district implemented the actions of Goal 4 to a high degree. The effectiveness is moderate, but does show a positive trend over the two years of outcomes. The District will continue to monitor over the next school year and consider changes for the next three-year LCAP cycle.

Action 4.1 Community Support Liaison (Metric 4.2)
Effectiveness: For Metric 4.2, five of the ten student groups showed an improvement in chronic absenteeism rates from baseline as reported on the California Dashboard demonstrating the some degree of effectiveness of this action.

Action 4.2 Suspension Rates (Metric 4.4)
Effectiveness: Action 4.2 was discontinued after 2024-2025 because of the change in funding sources. To comply with the LREBG requirements, a similar action, Action 4.4, was added.

Action 4.3 Attendance Rates (Metric 4.2)
Effectiveness: For Metric 4.2, five of the ten student groups showed an improvement in chronic absenteeism rates from baseline as reported on the California Dashboard demonstrating the some degree of effectiveness of this action. Additionally, overall attendance rates in Metric 4.1 are above the targeted outcome lending further support to the effectiveness.

Action 4.4 SEL Supports (Metrics 4.1, 4.2, 4.4)
Effectiveness: For Metric 4.1, attendance rates are above the Year 3 Target Outcome showing effectiveness of the SEL Supports. For Metric 4.2, five of the ten student groups showed an improvement in chronic absenteeism rates from baseline as reported on the California Dashboard demonstrating the some degree of effectiveness of this action. For Metirc 4.4, one of the six student groups showed an improvement in suspension rates from baselines as reported on the California Dashbboard demonstrating a need to focus on SEL supports

for student behaviors. Pioneer Elementary School suspention rates show improvements for both identified student groups demonstrating effectiveness at the school site.

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.

After reflection on prior practices, and progress towards the goal, the District is planning the following changes for the 2026-27 LCAP for Goal 4.

The District plans to continue with the Goal 4, metrics, and target outcomes as planned.

There are increases to the planned Total Planned Expenditures for Actions 4.1 and 4.3 to account for the increase in employee compensation and benefits negotiated through collective bargaining process during the 2026-27 school year and staff movement on the salary schedule.

For Action 4.1, Metric 4.1 attendance rates and Metric 4.6 for parents of socio-economically disadvantaged students was added to the action.

For Action 4.3, Metric 4.1, attendance rates, was added to the action.

For Action 4.4 (LREBG), SEL Supports is deemed as effective overall for the 25-26 school year. Supplemental funds will be added to this action in 2026-27 to help support the intent of this action as Unduplicated students groups show higher rates of Chronic Absenteeism than All Students. Additionally Suspension rates are higher for Socio-Economically Disadvantaged Students than All Students. Metric 4.6 was added to the Action as a measure of Educational Partner effectiveness for Action 4.4. This support from Supplemental LCFF funding is required due to the spending down of LREBG funds. Overall there is a decrease in the Planned Total Expenditure for 26-27. The overall intent of the Action remains the same, to provide SEL Supports for students principally directed toward unduplicated student groups.

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	Community Support Liaison	The District will provide services to socio-economically disadvantaged youth to address their unique circumstances and promote academic and social success.	$36,776.00	Yes
4.2	Discontinued Suspension Rates	For Students with Disabilities district-wide, the District will prioritize school counselor time for students demonstrating behaviors that may lead to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		suspension. Districtwide, students with disabilities performed red on the 2023 Dashboard. This action was identified to address the needs of SWD related to suspensions and the district identification for Differentiated Assistance. At Pioneer Elementary School for Hispanic and White students, who had a performance of red on the 2023 Dashboard, the School will have the school counselor monitor student behavior data and meet with students demonstrating behaviors that may lead to suspension.		
4.3	Attendance Rates	The District will monitor attendance rates, identify students at risk of being chronically absent, and facilitate interventions aimed at increasing attendance particularly for unduplicated students who demonstrate a higher rate of chronic absenteeism.	$38,013.00	Yes
4.4	SEL Supports	LREBG and Differentiated Assistance Action: Support students with school counseling services. The needs assessment substantiated findings from the 2024 Dashboard related to chronic absenteeism and suspension rates. This action directly addresses other barriers to learning in the form of the need to provide accessible counseling and crisis intervention to support students in building resilience, developing coping strategies, and managing their emotions appropriately, addressing pupil trauma, and social-emotional learning primarily direct toward Unduplicated student population to reduce barries to learning. These actions align to allowable uses of funds in the areas of mental health support services. For Students with Disabilities district-wide, the District will prioritize school counselor time for students demonstrating behaviors that may lead to suspension. Districtwide, students with disabilities performed red on the 2023 Dashboard. This action was identified to address the needs of SWD related to suspensions and the district identification for Differentiated Assistance.	$327,481.00	Yes

Action #	Title	Description	Total Funds	Contributing
		At Pioneer Elementary School for Hispanic and White students, who had a performance of red on the 2023 Dashboard, the School will have the school counselor monitor student behavior data and meet with students demonstrating behaviors that may lead to suspension. Mental health supports such as counseling have been shown to improve emotional regulation and reduce feelings of isolation and foster resilience. Research also indicate that mental health supports improve emotional well-being, and reduce bullying. "Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school" (Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. Professional School Counseling, 16 (2), 108-116. doi: 10.1177/2156759X0001600207). Furthermore, "The presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school" (Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. Professional School Counseling, 16 (2), 125-135. doi: 10.1177/2156759X001600205). In 2013 Goodman-Scott concluded, "School counselors can positively impact student learning and behavior in elementary schools by taking key roles in school-wide behavior support systems" (Goodman-Scott, E. (2013). Maximizing school counselors' efforts by implementing school-wide positive behavioral interventions and supports: A case study from the field. Professional School Counseling, 17 (1), 111-119. doi: 10.1177/2156759X0001700106). And finally, "School counselors can use a research-supported group counseling model to improve the academic and social functioning of middle school students" (Rose, J., & Steen, S. (2014). The Achieving Success Everyday group counseling model: Fostering resiliency in middle school students. Professional School Counseling, 18 (1), 28-37. doi: 10.1177/2156759X0001800116). Based on the overwhelming amount of research supporting the effectiveness of school counselors and their positive impact of attendance, school behaviors, and social-emotional wellbeing. the District concluded		

Action #	Title	Description	Total Funds	Contributing
		this was the best action to support students based on the needs assessment and allowable uses of funds for the LREBG. Funded through LREBG ($247,698) and Supplemental funds ($79,183), Metric 4.1, 4.2, 4.4, 4.6 for parents of 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
$1,821,975	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.624%	0.000%	$0.00	9.624%

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
2.1	**Action:** Academic Supports **Need:** Pupil achievement on State assessments is an LEA-wide need principally directed toward students in unduplicated subgroups. On the California Dashboard for English Language Arts (ELA) and Math, unduplicated students are performing below All Students. Based on the Dashboard for ELA, All Students are	Paraprofessionals at all sites are principally directed toward unduplicated students, including English Learner (EL) students and students from low income families, to work with students in the classroom which then allows the teacher to target instruction for students who need additional support. This action is effective in that paraprofessionals reduce the student to adult ratio in the classroom allowing more support, including targeted small group instruction, for unduplicated students. The needs of unduplicated students	Metrics 2.1 California Dashobard ELA performance and 2.2 California Dashboard Math performance, growth of three points annually until at or above standard; Metric 2.7 specific feedback from at least 50% of educational partner

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
	performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners are at 45.7 points below standard and Socioeconomically Disadvantaged students are at 20.3 points below standards. Based on the Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard and Socioeconomically Disadvantaged students are at 41.6 points below standards. **Scope:** LEA-wide	were considered first in that their performance on State assessments is below the performance of all students indicating that they have a greater need for increased support. Furthermore, the increased adult to student ratios increases the application of the English language for English Learners via increased verbal interaction and prompting to engage with grade level peers through the use of engagement strategies initiated by the teacher and/or paraprofessional. Research published by the American Educational Research Association in 2021 confirms the effectiveness of Teaching Assistants (TA) in a study article titled, "Do Teaching Assistants Improve Student Outcomes? Evidence from School Funding Cutbacks in North Carolina." (https://doi.org/10.3102/01623737219903) The research article summarizes the findings substantiating the benefit of teaching assistants which include: having positive effects in mathematics and reading, with the largest, consistent, and most robust effects in reading; the effects of having Teaching Assistants is sufficiently large to show that hiring TAs can be a cost effective way to improve test scores in reading. Additionally, the research found that having TAs have a larger positive effect on the academic performance of students of color and suggestive evidence that the effects are higher in high-poverty districts/schools than in other types of districts/schools. Further findings were that TAs boost school proficiency rates, particularly among non-white students and those in high-poverty districts.	groups supporting the academic supports in this action.

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
		Small group reading intervention teachers at the elementary sites are principally directed toward supporting unduplicated students. This action is effective in small group reading intervention provides targeted support for struggling students in foundational and essential skill for student success. The needs of unduplicated students were considered first in that their performance on State assessments is below the performance of all students indicating that they have a greater need for increased support. In an article titled "Small Group Reading Instruction and Mastery Learning: The Missing Practices for Effective and Equitable Foundational Skills Instruction" by Linda Diamond on the Collaborative Classroom website, she concludes that small group, mastery-based instruction is important in accelerating student learning. "Vaughn et al. (2001) referred to a meta-analytic study that found small groups provided the highest effect sizes, especially for struggling readers. This finding was substantiated by a meta-analysis of small-group instruction for students without disabilities (Lou et al., 1996). The researchers found that students instructed in small groups learned much more than students who were not instructed in small groups. Multiple research studies have also concluded that whole-class instruction does not afford students sufficient engaged reading opportunities (Gelzheiser and Meyers, 1991; O'Sullivan, Ysseldyke, Christenson, and Thurlow, 1990; Simmons, Fuchs, Fuchs, Mathes, and Hodge, 1995). In school effectiveness research, Foorman and Torgesen (2001) cited the	

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
		finding that the strongest student outcomes resulted from increased engagement and time on academic tasks and a greater number of teacher-student interactions (Soar, 1973; Stallings, et al., 1986). Small groups enable more teacher-student interactions and therefore more engaged academic time. Furthermore, Foorman and Torgesen (2001) reiterated the National Reading Panel findings that for students with reading difficulties, phonemic awareness and phonics instruction conducted in small groups was most effective." Additional pull out supports/interventions were considered. However, the district has many supports/interventions in place and had concerns of reducing a student's exposure to the core curriculum. Furthermore, based on the strong advocacy of educational partners and the amount of research supporting these actions. The District determined these services are the most effective use of the funds to meet the LEA's goals for its unduplicated student groups.	
2.5	**Action:** Data Analyst **Need:** The needs, conditions, and circumstances of unduplicated students, including English Learner students, Foster youth, and students from low income families, were considered first in this action as unduplicated students perform below all students on District and State assessments. On the California Dashboard for English Language Arts (ELA) and Math, unduplicated students are not performing	This action addresses the needs, conditions, and circumstances of unduplicated students in that data will be used to inform the design of the additional supports and actions for unduplicated students to meet their needs. The action will be effective and assist in meeting providing data specific about the performance and progress of unduplicated students in order to inform instructional delivery and supports to this student population. The action provides for data collection and monitoring of unduplicated students in order to oversee and review the effects of programs, actions, changes, interventions, and instruction on	Metrics 2.1 California Dashobard ELA performance, and 2.2 California Dashboard Math performance, growth of three points annually until at or above standard Metrics 2.4 English Learner Reclassification Rate, maintain an annual reclassification rate of 7.5% or higher

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
	below All Students. Based on the Dashboard for ELA, All Students are performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners are at 45.7 points below standard and Socioeconomically Disadvantaged students are at 20.3 points below standards. Based on the Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard and Socioeconomically Disadvantaged students are at 41.6 points below standards. Foster youth are not a significant subgroup for the District. **Scope:** LEA-wide	student achievement. It allows for the timely adjustment of instruction to respond to the data as well. Alternatives considered: Have teachers and site administrators generate data to guide instruction. This action was not adopted as it does not meet the needs of school wide and district wide needs for data collection to make systemic decisions and develop actions to address the larger organizational needs. Additionally, teachers and administrators have limited time take "deep dives" into the data and, therefore, a staff member assigned to do such work can provide the teachers and administrators with high quality and relevant student information/data they need to respond appropriately. Research supports the use of effective data collection in improved student outcomes: Southwest Educational Development Laboratory: "Using Data to Guide Instruction and Improve Student Learning" (https://sedl.org/pubs/sedl-letter/v22n02/using-data.html) American Institute for Research: Using Student Data To Improve Learning Outcomes. (https://precisioncampus.com/blog/student-data-improve-teaching-learning/) Therefore, based on the research, the district determined that the data analyst was the most effective use of funds to meet goal 2, increasing	

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
		the percentage of students meeting or exceeding grade level standard.	
2.6	**Action:** Student Support Positions **Need:** This action is continued from the 2020-23 LCAP and has been determined as effective based on the increased performance of unduplicated students, including English Learner students, Foster youth, and students from low income families. Based on the California Dashboard for English Language Arts, All Students are performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners are at 45.7 points below standard and Socioeconomically Disadvantaged students are at 20.3 points below standards. Based on the California Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard and Socioeconomically Disadvantaged students are at 41.6 points below standards. Foster Youth are not a significant subgroup for Pioneer District, therefore there is no Dashboard data related to this population. **Scope:** LEA-wide	The needs, conditions, and circumstances of unduplicated students were considered first in this action as unduplicated students perform below all students on State assessments. Furthermore, it is found that the lasting impacts of school closures due to the COVID-19 pandemic disproportionately impacted unduplicated students, including English Learner students, Foster youth, and students from low income families. The Student Support position addresses these considerations by providing curricular and instructional guidance based on data and identified needs as well as organizing professional development to enhance the effectiveness of instructional practices to meet the specific needs of unduplicated students. Alternatives considered: Have site administrators independently guide professional development and instructional guidance for their sites. This direction was not adopted as it does not meet the needs of school-wide and district-wide needs for cohesive and systematic decision-making and focus to address the larger organizational needs. Additionally, site administrators have limited time to take a "deep dive" into the data, thoroughly conduct a review of needs, and develop and implement systematic plans. Research demonstrates the importance of school leadership in, "influencing the motivations and capacities of teachers, as well as school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling" (Improving School Leadership by Pont,	Metrics 2.1 California Dashobard ELA performance, and 2.2 California Dashboard Math performance, growth of three points annually until at or above standard Metrics 2.4 English Learner Reclassification Rate, maintain an annual reclassification rate of 7.5% or higher Metric 2.6 Maintain student participation rate in a broad course of study at 100% Metirc 2.7 50% or more of Ed. Partners provided feedback advocating for Academic Supports and Student Support Services

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
		B.; Nusche, D.; and Moorman, H., OECD 2008, https://www.oecd.org/education/school/Improving-school-leadership.pdf). In an extensive, international study of school leadership, Pont, Nusche, and Moorman argue that school leadership plays a key role in improving classroom practices. They also argue that, "Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school (page 18)." Furthermore, in an article dated March 13, 2023 on Edutopia, "4 Practical Ways Administrators Can Support Teachers," by Jill Fletcher states that focusing on high impact strategies distilled into manageable priorities and giving purpose to data collection are two of the four ways school leaders can support teachers. Therefore, based on the research, the district determined that the Student Support Services position was the most effective use of funds to meet goal 2, increasing the percentage of students meeting or exceeding grade level standard.	
4.3	**Action:** Attendance Rates **Need:** Unduplicated student populations for low income and English learners have a higher rate of Chronic Absenteeism than All Students on the California Dashboard for 2023. Chronic Absenteeism Rates: All Students = 12.6% English Learners = 13.7%	LEA-wide there is a need to monitor student attendance rates particularly for low in come and English Learner students. The District will monitor, meet with parents /guardian, identify barriers to school attendance and work with the family to address them to improve student attendance. Research supports a student centered approach to addressing chronic absenteeism where the school works with parents/guardians to track attendance, create an environment that is collaborative in identifying barriers to attendance, and works to implement strategies to address those barriers.	Metric 4.1 maintain an attendance rate of 94% or better Metric 4.2 Chronic Absenteeism All Students Decrease by 5% over three years English Learners

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
	Socioeconomically Disadvantaged = 15.6% **Scope:** LEA-wide	(Research: Making the Case for Results-Based Accountability as an Intervention for Chronic Absenteeism in Schools to Improve Performance. https://doi.org/10.1177/2153368718816500). Additionally, it is widely understood that school attendance is a correlate of student achievement. Addressing chronic absenteeism of English Learners and Socio-Economically Disadvantaged students will enhance their academic performance. Based on educational partner input, alternative actions considered to this action were expanding attendance incentive programs for school attendance and providing educational information and massaging to parents/guardians about the importance of regular school attendance. These action are currently undertaken by the district and its schools, experience has shown that these strategies work to improve attendance for many but not for all students and families. The district and its schools will continue providing attendance incentives and educating parents, but something additional is needed to address those that the aforementioned strategies do not influence. Based on the research and the correlation of absenteeism to students achievement, the district found this action to be the most effective use of funds primarily focused on unduplicated students who have higher absentee rates and lower ELA and Math performance on the Dashboard than all students and other significant student groups.	Decrease by 5% over three years Socioeconomically Disadvantaged Decrease by 5% over three years
4.4	**Action:** SEL Supports **Need:**	Mental health supports such as counseling have been shown to improve emotional regulation and reduce feelings of isolation and foster resilience. Research also indicate that mental health supports	Metric 4.1 maintain an attendance rate of 94% or better

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
	The needs assessment substantiated findings from the 2024 Dashboard related to chronic absenteeism and suspension rates. This action directly addresses other barriers to learning in the form of the need to provide accessible counseling and crisis intervention to support students in building resilience, developing coping strategies, and managing their emotions appropriately, addressing pupil trauma, and social-emotional learning primarily direct toward Unduplicated student population to reduce barries to learning. These actions align to allowable uses of funds in the areas of mental health support services. Metirc 4.1 Attendance Rates Baseline = 94.75% Metric 4.2 Chronic Absenteeism Rates Baseline: All Students = 12.6% English Learners = 13.7% Socioeconomically Disadvantaged = 15.6% Metric 4.4 Suspension Rates Baseline: All Students = 2.9% English Learners = 2.7% Socioeconomically Disadvantaged = 4.1% Matric 4.6 Sense of Safety and School Connectedness on Surveys for Parents of Socioeconomically Disadvantaged Students Baseline Sense of Safety = 95.9% responded positively Sense of School Connectedness = 93.9% responded positively	improve emotional well-being, and reduce bullying. "Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school" (Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012). Missouri professional school counselors: Ratios matter, especially in high-poverty schools. Professional School Counseling, 16 (2), 108-116. doi: 10.1177/2156759X0001600207). Furthermore, "The presence of comprehensive school counseling programs is linked to an array of positive student outcomes ranging from better attendance to a stronger sense of connection to school" (Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. Professional School Counseling, 16 (2), 125-135. doi: 10.1177/2156759X001600205). In 2013 Goodman-Scott concluded, "School counselors can positively impact student learning and behavior in elementary schools by taking key roles in school-wide behavior support systems" (Goodman-Scott, E. (2013). Maximizing school counselors' efforts by implementing school-wide positive behavioral interventions and supports: A case study from the field. Professional School Counseling, 17 (1), 111-119. doi: 10.1177/2156759X0001700106). And finally, "School counselors can use a research-supported group counseling model to improve the academic and social functioning of middle school students" (Rose, J., & Steen, S. (2014). The Achieving Success Everyday group counseling model: Fostering resiliency in middle school students.	Metric 4.2 Chronic Absenteeism: All Students Decrease by 5% over three years English Learners Decrease by 5% over three years Socioeconomically Disadvantaged Decrease by 5% over three years Metric 4.4 Suspension Rates: All Students Decrease 1% over three years English Learners Decrease 1% over three years Socioeconomically Disadvantaged Decrease 1% over three years Metric 4.6 Sense of Safety and School Connectedness on

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Professional School Counseling, 18 (1), 28-37. doi: 10.1177/2156759X0001800116). The district considered a range of appropriate student supports to address the need. Based on the research and the correlation of mental health supports such as counseling to students achievement both academically and behaviorally, the district determines this action to be the most effective use of funds primarily focused on unduplicated students who have higher absentee rates and higher suspension rates than all students.	Surveys for Parents of Socioeconomically Disadvantaged Students Baseline Sense of Safety = maintain 95.9% in parents/families responding positively Sense of School Connectedness = 1.1% increase in parents/families responding positively

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Bilingual Community Liaison **Need:** After assessing the needs, conditions, and circumstances of our English Learner (EL) students and their families. On the California Dashboard for English Language Arts (ELA) and Math, English Learner students are performing below All Students. Based on the Dashboard for ELA, All Students are performing at 3.5 points above standard on the ELA portion of the CAASPP. English Learners	The District determined that families and students would benefit from a designated staff member who worked directly with EL students and families. The Bilingual Community Liaison works with families for Spanish to English translation support, encourages families to participate in opportunities to engage as an educational partner, and helps them navigate assessments, instructional activities, and other program information. For elementary students, the Bilingual Community Liaison provides additional in-school support with English Language acquisition to support them with their English language skills and to better access	Metric 2.4 Performance on the ELPAC assessment 60% or more of students performing in Level 3 or 4 on ELPAC assessment Metric 2.5 Reclassification rates maintain a reclassification rate of 7.5% or better Metric 2.9 Maintain a positive response rate of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	are at 45.7 points below standard. Based on the Dashboard for Math, All Students are performing at 18.1 points below standard on the math portion of the CAASPP. English Learners are at 69.9 points below standard. Additionally, educational partners representing EL families report appreciating having a contact to support their meaningful engagement with the District. On the parent survey in the Spring of 2024, responses representing families of EL students were 90.48% positive in regards to a sense of school connectedness. Whereas 96.2% of all responses reported a senses of school connectedness. Metric 2.9 Parent Sense of Connectedness for Parents of English Language Learner Students Baseline = 98.82% Metric 2.10 English Language Learner Advisory Council and District English Learner Advisory Council Baseline meetings = 4 per year **Scope:** Limited to Unduplicated Student Group(s)	the in-class learning. A variety of research supports fostering positive relationships with families; providing support for accessing school, engaging as an educational partner; and increased, accessible communication support for EL students and their families in schools (https://journals.sagepub.com/doi/10.1177/2158244020973024 and https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf). This work toward positive family-school connections can be supported by a Bilingual Community Liaison (https://files.eric.ed.gov/fulltext/EJ1228019.pdf). Furthermore, research shows that positively impacts student outcomes in school (https://youth.gov/youth-topics/impact-family-engagement).	90% or better on the parent survey for EL families in the area of a sense of school connectedness. Metirc 2.10 Maintain four ELAC and four DELAC meetings annually.
2.3	**Action:** English Language Development **Need:** After assessing the needs, conditions, and circumstances of our English Learner students, the District found that our long-term EL (LTEL) students are predominately served	The District identified the unique needs of LTELs and, based on data and input, initiated this action to address the students' needs prior to transitioning to high school. The District created a second section of the English Language Development course at the middle school to reduce class sizes and allow for more individualized instruction and student support. This	Metrics 2.8 Local Measure, decrease the percentage of students performing at the lowest level on the local measure by 5%.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	at our middle school due to the length of time that is required to be identified as an LTEL. **Scope:** Limited to Unduplicated Student Group(s)	is the most effective use of funds because educational theory and a variety of research over many years has shown that multiple factors positively improve outcomes for EL students such as, but not limited to, assessment of student language performance, the quality and quantity of student/teacher interaction, and differentiation (article from ACTFL actfl.org/list/position-statement/class-size-factor-language-learning).	
2.4	**Action:** Professional Development for Teachers in English Language Acquisition **Need:** The District is required to provide professional development for teachers to support English Language Learners. **Scope:** Limited to Unduplicated Student Group(s)	Providing ongoing professional learning for teachers helps support students through professional growth, teacher knowledge of best practices, and supporting student with current data, knowledge, and effect instructional techniques.	Metrics 2.1 California Dashboard for ELA performance for EL students, annual growth of three points toward standard Metric 2.2 California Dashboard performance for EL students, annual gowth of three points toward standard
4.1	**Action:** Community Support Liaison **Need:** Socio-economically disadvantaged students have a higher rates of chronic absenteeism with a rate of 15.6% this rate is higher than all students and student groups with the exception of SWD. After assessing the needs, conditions and circumstances of socio-economically disadvantaged families, the District determined that students and families benefit from having a designated liaison to help them maintain stability in education for the students, access resources for related	The liaison will work to ensure the students and their families have access to their education and feel connected to the school community by providing the resources needed to support their learning.	Metric 4.1 maintain an attendance rate of 94% or better Metric 4.2 Chronic absenteeism rate, California Dashboard. Results: reduce chronic absentee rates by 1.6% annually Metric 4.6 maintain a percentage of positive repsonses on the annual Parent Survey for families

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	needs, and have a contact for communication, questions, and engagement with the District. Educational partners representing these families report appreciating having a contact to support their meaningful engagement with the District. Metric 4.1 Attendance Rates Baseline = 94.75% Matric 4.6 Sense of Safety and School Connectedness on Surveys for Parents of Socioeconomically Disadvantaged Students Baseline Sense of Safety = 95.9% responded positively Sense of School Connectedness = 93.9% responded positively **Scope:** Limited to Unduplicated Student Group(s)		of socio-economically disadvantaged students for a sence of safety at 95.9% and connectedness at 95%

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.

The total expenditures for limited actions contributing to meeting the increased or improved services requirement in the 2026-27 LCAP is $147,984. This contributes to the total $1,796,762 for increased and improved services which is 9.621% which is the required expenditure for services to unduplicated students. These expenditures were determined to be necessary for the unique needs for the English Learner students, Foster Youth, and students from low income families. These actions are designed to address their identified needs, and will be measured by metrics for their specific target groups.

Additional Concentration Grant Funding

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

N/A

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

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	18,930,804	1,821,975	9.624%	0.000%	9.624%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,999,202.00	$297,913.00	$740,964.00	$58,774.00	$12,096,853.00	$11,967,866.00	$128,987.00

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	Certificated Staff	All	No			All Schools		$9,132,227.00	$0.00	$9,132,227.00				$9,132,227.00	
2	2.1	Academic Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,132,488.00	$48,529.00	$1,181,017.00	$0.00	$0.00	$0.00	$1,181,017.00	
2	2.2	Bilingual Community Liaison	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$82,677.00	$880.00	$83,557.00	$0.00	$0.00	$0.00	$83,557.00	
2	2.3	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pioneer Middle School		$26,989.00	$0.00	$26,989.00	$0.00	$0.00	$0.00	$26,989.00	
2	2.4	Professional Development for Teachers in English Language Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$662.00	$662.00	$0.00	$0.00	$0.00	$662.00	
2	2.5	Data Analyst	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$46,019.00	$0.00	$46,019.00	$0.00	$0.00	$0.00	$46,019.00	
2	2.6	Student Support Positions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$329,117.00	$642.00	$329,759.00	$0.00	$0.00	$0.00	$329,759.00	
2	2.7	Special Education Community of Practice	Students with Disabilities	No			All Schools		$799,738.00	$0.00			$740,964.00	$58,774.00	$799,738.00	
2	2.8	Additional Student Services	All	No			All Schools		$16,941.00	$32,674.00		$49,615.00			$49,615.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Educational Partner Engagement	All	No			All Schools		$0.00	$45,000.00	$45,000.00				$45,000.00	
4	4.1	Community Support Liaison	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$36,776.00	$0.00	$36,776.00	$0.00	$0.00	$0.00	$36,776.00	
4	4.2	Discontinued Suspension Rates	Students with Disabilities Hispanic students and White students at Pioneer Elementary	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Attendance Rates	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$38,013.00	$0.00	$38,013.00	$0.00	$0.00	$0.00	$38,013.00	
4	4.4	SEL Supports		Yes	LEA-wide				$326,881.00	$600.00	$79,183.00	$248,298.00			$327,481.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,930,804	1,821,975	9.624%	0.000%	9.624%	$1,821,975.00	0.000%	9.624 %	**Total:**	$1,821,975.00
								LEA-wide Total:	$1,673,991.00
								Limited Total:	$147,984.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Academic Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$1,181,017.00	
2	**2.2**	Bilingual Community Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$83,557.00	
2	**2.3**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Pioneer Middle School	$26,989.00	
2	**2.4**	Professional Development for Teachers in English Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$662.00	
2	**2.5**	Data Analyst	Yes	LEA-wide	English Learners Low Income	All Schools	$46,019.00	
2	**2.6**	Student Support Positions	Yes	LEA-wide	English Learners Low Income	All Schools	$329,759.00	
4	**4.1**	Community Support Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$36,776.00	
4	**4.3**	Attendance Rates	Yes	LEA-wide	English Learners Low Income	All Schools	$38,013.00	

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 (%)
4	**4.4**	SEL Supports	Yes	LEA-wide			$79,183.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,225,435.81	$12,603,657.90

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**	Certificated Staff	No	$9,083,941.68	$9,402,277.05
2	**2.1**	Academic Supports	Yes	$1,205,282.23	$1,301,692.56
2	**2.2**	Bilingual Community Liaison	Yes	$78,877.51	$80,496.92
2	**2.3**	English Language Development	Yes	$26,427.84	$26,841.84
2	**2.4**	Professional Development for Teachers in English Language Acquisition	Yes	$500.00	$0.00
2	**2.5**	Data Analyst	Yes	$45,336.45	$46,131.84
2	**2.6**	Student Support Positions	Yes	$280,803.18	$285,453.76
2	**2.7**	Special Education Community of Practice	No	$785,848.61	$783,916.62
2	**2.8**	Additional Student Services	No	$114,615.50	$58,306.15
3	**3.1**	Educational Partner Engagement	No	$44,000.00	$40,134.05
4	**4.1**	Community Support Liaison	Yes	$36,193.89	$36,767.42

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)
4	**4.2**	Discontinued Suspension Rates	No	$0.00	$0.00
4	**4.3**	Attendance Rates	Yes	$36,423.90	$36,998.17
4	**4.4**	SEL Supports	No	$487,185.02	$504,641.52

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,754,450.00	$1,709,845.00	$1,814,382.51	($104,537.51)	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)
2	2.1	Academic Supports	Yes	$1,205,282.23	1,301,030.41		
2	2.2	Bilingual Community Liaison	Yes	$78,877.51	80,496.92		
2	2.3	English Language Development	Yes	$26,427.84	26,841.84		
2	2.4	Professional Development for Teachers in English Language Acquisition	Yes	$500.00	662.15		
2	2.5	Data Analyst	Yes	$45,336.45	46,131.84		
2	2.6	Student Support Positions	Yes	$280,803.18	285,453.76		
4	4.1	Community Support Liaison	Yes	$36,193.89	36,767.42		
4	4.3	Attendance Rates	Yes	$36,423.90	36,998.17		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
18,576,580.00	1,754,450.00	0	9.444%	$1,814,382.51	0.000%	9.767%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 13.1

To: Pioneer School Board Members

Board Date: June 17, 2026

For: For:
- ☐ Information
- ☐ Discussion
- ☒ Action
- ☐ First Reading

Recommendation:

- ☒ Approve
- ☐ Deny
- ☐ N/A

Fiscal Impact:

Item: 2026-2027 Budget Adoption

Purpose:

As reviewed and discussed at the Public Hearing on June 10, 2026, the Adopted Budget is a financial projection of the District's budget for the 2026-2027 fiscal year.

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: 1888 N. Mustang Drive Hanford, Ca. 93230

Date: June 6, 2026

Public Hearing:

Place: 1888 N. Mustang Drive Hanford, Calif. 93230

Date: June 10, 2026

Time: 6 p.m.

Adoption Date: June 17, 2026

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Balea Avila Title: Clerk

Contact person for additional information on the budget reports:

Name: Shelley Leal

Title: Assistant Superintendent, Fiscal Services

Telephone: 559-585-2400

E-mail: leals@puesd.net

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	

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

Annual Certification Regarding Self-Insured Workers' Compensation Claims

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

To the County Superintendent of Schools:

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

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

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

Kings County Self Insured Schools

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

Signature (Original signature required)

	06/17/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Balea Avila	Clerk
Printed Name	Title

For additional information on this certification, please contact:

Shelley Leal	Assistant Superintendent, Fiscal Services
Name	Title
leals@puesd.net	(559)585-2400
Email	Telephone

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,593.91	1,593.91	1,629.97	1,573.00	1,573.00	1,594.54
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,593.91	1,593.91	1,629.97	1,573.00	1,573.00	1,594.54
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	24.50	24.50	24.50	24.50	24.50	24.50
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	24.50	24.50	24.50	24.50	24.50	24.50
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,618.41	1,618.41	1,654.47	1,597.50	1,597.50	1,619.04
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

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

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,007,006.47	7,048,832.35	6,090,658.23	6,780,871.09	6,393,025.45	6,005,179.81	7,856,236.67	7,468,391.03
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		712,910.60	712,910.60	2,361,297.58	1,283,239.08	1,283,239.08	2,361,297.58	1,283,239.08	1,283,239.08
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	1,160,844.00	0.00	0.00
Miscellaneous Funds	8080-8099		(12,500.00)	(12,500.00)	(12,500.00)	(12,500.00)	(12,500.00)	(12,500.00)	(12,500.00)	(12,500.00)
Federal Revenue	8100-8299		29,469.67	29,469.67	29,469.67	29,469.67	29,469.67	29,469.67	29,469.67	29,469.67
Other State Revenue	8300-8599		369,580.22	369,580.22	369,580.22	369,580.22	369,580.22	369,580.22	369,580.22	369,580.22
Other Local Revenue	8600-8799		115,926.69	115,926.69	115,926.69	115,926.69	115,926.69	115,926.69	115,926.69	115,926.69
Interfund Transfers In	8900-8929		5,348.38	5,348.38	5,348.38	5,348.38	5,348.38	5,348.38	5,348.38	5,348.38
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			1,220,735.56	1,220,735.56	2,869,122.54	1,791,064.04	1,791,064.04	4,029,966.54	1,791,064.04	1,791,064.04
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		830,675.00	830,675.00	830,675.00	830,675.00	830,675.00	830,675.00	830,675.00	830,675.00
Classified Salaries	2000-2999		340,497.17	340,497.17	340,497.17	340,497.17	340,497.17	340,497.17	340,497.17	340,497.17
Employee Benefits	3000-3999		543,762.79	543,762.79	543,762.79	543,762.79	543,762.79	543,762.79	543,762.79	543,762.79
Books and Supplies	4000-4999		62,442.06	62,442.06	62,442.06	62,442.06	62,442.06	62,442.06	62,442.06	62,442.06
Services	5000-5999		266,439.65	266,439.65	266,439.65	266,439.65	266,439.65	266,439.65	266,439.65	266,439.65
Capital Outlay	6000-6999		6,934.39	6,934.39	6,934.39	6,934.39	6,934.39	6,934.39	6,934.39	6,934.39
Other Outgo	7000-7499		104,264.54	104,264.54	104,264.54	104,264.54	104,264.54	104,264.54	104,264.54	104,264.54
Interfund Transfers Out	7600-7629		23,894.08	23,894.08	23,894.08	23,894.08	23,894.08	23,894.08	23,894.08	23,894.08

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			2,178,909.68	2,178,909.68	2,178,909.68	2,178,909.68	2,178,909.68	2,178,909.68	2,178,909.68	2,178,909.68
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(958,174.12)	(958,174.12)	690,212.86	(387,845.64)	(387,845.64)	1,851,056.86	(387,845.64)	(387,845.64)
F. ENDING CASH (A + E)			7,048,832.35	6,090,658.23	6,780,871.09	6,393,025.45	6,005,179.81	7,856,236.67	7,468,391.03	7,080,545.39
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		7,080,545.39	7,770,758.25	8,543,756.61	8,155,910.97				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	2,361,297.58	1,283,239.08	1,283,239.08	2,361,297.58	0.00		18,570,446.00	18,570,446.00
Property Taxes	8020-8079	0.00	1,160,844.00	0.00	0.00			2,321,688.00	2,321,688.00
Miscellaneous Funds	8080-8099	(12,500.00)	(12,500.00)	(12,500.00)	(12,500.00)			(150,000.00)	(150,000.00)
Federal Revenue	8100-8299	29,469.67	29,469.67	29,469.67	29,469.63			353,636.00	353,636.00
Other State Revenue	8300-8599	369,580.22	369,580.22	369,580.22	369,580.18			4,434,962.60	4,434,962.60
Other Local Revenue	8600-8799	115,926.69	115,926.69	115,926.69	115,926.63			1,391,120.22	1,391,120.22
Interfund Transfers In	8900-8929	5,348.38	5,348.38	5,348.38	5,348.32			64,180.50	64,180.50
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00			0.00	0.00
TOTAL RECEIPTS		2,869,122.54	2,951,908.04	1,791,064.04	2,869,122.34	0.00	0.00	26,986,033.32	26,986,033.32
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	830,675.00	830,675.00	830,675.00	830,674.96	0.00		9,968,099.96	9,968,099.96
Classified Salaries	2000-2999	340,497.17	340,497.17	340,497.17	340,497.17			4,085,966.04	4,085,966.04
Employee Benefits	3000-3999	543,762.79	543,762.79	543,762.79	543,762.74			6,525,153.43	6,525,153.43
Books and Supplies	4000-4999	62,442.06	62,442.06	62,442.06	62,442.10			749,304.76	749,304.76
Services	5000-5999	266,439.65	266,439.65	266,439.65	266,439.61			3,197,275.76	3,197,275.76
Capital Outlay	6000-6999	6,934.39	6,934.39	6,934.39	6,934.42			83,212.71	83,212.71
Other Outgo	7000-7499	104,264.54	104,264.54	104,264.54	104,264.53			1,251,174.47	1,251,174.47
Interfund Transfers Out	7600-7629	23,894.08	23,894.08	23,894.08	23,894.12			286,729.00	286,729.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00			0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		2,178,909.68	2,178,909.68	2,178,909.68	2,178,909.65	0.00	0.00	26,146,916.13	26,146,916.13
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00			0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00			0.00	
Due From Other Funds	9310	0.00	0.00	0.00	0.00			0.00	
Stores	9320	0.00	0.00	0.00	0.00			0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00			0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00			0.00	
Lease Receivable	9380	0.00	0.00	0.00	0.00			0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00			0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00			0.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00			0.00	
Current Loans	9640	0.00	0.00	0.00	0.00			0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00			0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00			0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910	0.00	0.00	0.00	0.00			0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		690,212.86	772,998.36	(387,845.64)	690,212.69	0.00	0.00	839,117.19	839,117.19
F. ENDING CASH (A + E)		7,770,758.25	8,543,756.61	8,155,910.97	8,846,123.66				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								8,846,123.66	

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	20,742,134.00	3.22%	21,410,402.00	2.14%	21,869,509.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	355,600.00	-0.45%	354,000.00	0.14%	354,500.00
4. Other Local Revenues	8600-8799	518,753.22	-1.11%	513,000.00	0.00%	513,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	64,180.50	-61.40%	24,770.81	0.00%	24,770.81
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(2,172,237.66)	1.28%	(2,200,000.00)	4.55%	(2,300,000.00)
6. Total (Sum lines A1 thru A5c)		19,508,430.06	3.04%	20,102,172.81	1.79%	20,461,779.81
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,689,400.74		8,804,137.74
b. Step & Column Adjustment				114,737.00		109,452.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,689,400.74	1.32%	8,804,137.74	1.24%	8,913,589.74
2. Classified Salaries						
a. Base Salaries				3,313,360.46		3,372,233.46
b. Step & Column Adjustment				58,873.00		44,051.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,313,360.46	1.78%	3,372,233.46	1.31%	3,416,284.46
3. Employee Benefits	3000-3999	4,663,466.15	1.37%	4,727,228.00	0.85%	4,767,214.00
4. Books and Supplies	4000-4999	558,689.76	7.39%	600,000.00	0.00%	600,000.00
5. Services and Other Operating Expenditures	5000-5999	1,893,678.40	5.35%	1,995,000.00	0.25%	2,000,000.00
6. Capital Outlay	6000-6999	20,000.00	0.00%	20,000.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	286,671.00	4.65%	300,000.00	0.00%	300,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(109,589.36)	1.29%	(111,000.00)	0.00%	(111,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	286,729.00	-10.17%	257,561.00	-4.07%	247,068.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		19,602,406.15	1.85%	19,965,160.20	0.84%	20,133,156.20
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(93,976.09)		137,012.61		328,623.61

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,257,185.94		5,163,209.85		5,300,222.46
2. Ending Fund Balance (Sum lines C and D1)		5,163,209.85		5,300,222.46		5,628,846.07
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	22,301.74		22,301.74		22,301.74
b. Restricted	9740					
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	3,830,908.11		3,922,920.72		4,256,544.33
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,310,000.00		1,355,000.00		1,350,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,163,209.85		5,300,222.46		5,628,846.07
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,310,000.00		1,355,000.00		1,350,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,310,000.00		1,355,000.00		1,350,000.00

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	353,636.00	-2.50%	344,780.00	0.00%	344,780.00
3. Other State Revenues	8300-8599	4,079,362.60	-37.22%	2,560,897.00	0.00%	2,560,897.00
4. Other Local Revenues	8600-8799	872,367.00	2.64%	895,433.00	2.90%	921,380.00
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	2,172,237.66	1.28%	2,200,000.00	4.55%	2,300,000.00
6. Total (Sum lines A1 thru A5c)		7,477,603.26	-19.75%	6,001,110.00	2.10%	6,127,057.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,278,699.22		1,307,054.22
b. Step & Column Adjustment				28,355.00		20,678.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,278,699.22	2.22%	1,307,054.22	1.58%	1,327,732.22
2. Classified Salaries						
a. Base Salaries				772,605.58		787,771.58
b. Step & Column Adjustment				15,166.00		14,239.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	772,605.58	1.96%	787,771.58	1.81%	802,010.58
3. Employee Benefits	3000-3999	1,861,687.28	0.85%	1,877,438.00	0.51%	1,887,089.00
4. Books and Supplies	4000-4999	190,615.00	262.06%	690,145.00	-43.47%	390,145.00
5. Services and Other Operating Expenditures	5000-5999	1,303,597.36	0.49%	1,310,000.00	0.38%	1,315,000.00
6. Capital Outlay	6000-6999	63,212.71	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,004,503.47	2.04%	1,025,000.00	0.00%	1,025,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	69,589.36	2.03%	71,000.00	0.00%	71,000.00
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)						
11. Total (Sum lines B1 thru B10)		6,544,509.98	8.01%	7,068,408.80	-3.54%	6,817,976.80
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		933,093.28		(1,067,298.80)		(690,919.80)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,749,820.53		3,682,913.81		2,615,615.01
2. Ending Fund Balance (Sum lines C and D1)		3,682,913.81		2,615,615.01		1,924,695.21
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	3,682,913.81		2,615,615.01		1,924,695.21
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)		3,682,913.81		2,615,615.01		1,924,695.21
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	20,742,134.00	3.22%	21,410,402.00	2.14%	21,869,509.00
2. Federal Revenues	8100-8299	353,636.00	-2.50%	344,780.00	0.00%	344,780.00
3. Other State Revenues	8300-8599	4,434,962.60	-34.27%	2,914,697.00	0.02%	2,915,397.00
4. Other Local Revenues	8600-8799	1,391,120.22	1.24%	1,408,433.00	1.84%	1,434,380.00
5. Other Financing Sources						
a. Transfers In	8900-8929	64,180.50	-61.40%	24,770.81	0.00%	24,770.81
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)		26,986,033.32	-3.27%	26,103,282.81	1.86%	26,588,836.81
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				9,968,099.96		10,111,191.96
b. Step & Column Adjustment				143,092.00		130,130.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	9,968,099.96	1.44%	10,111,191.96	1.29%	10,241,321.96
2. Classified Salaries						
a. Base Salaries				4,085,966.04		4,160,005.04
b. Step & Column Adjustment				74,039.00		58,290.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,085,966.04	1.81%	4,160,005.04	1.40%	4,218,295.04
3. Employee Benefits	3000-3999	6,525,153.43	1.22%	6,604,666.00	0.75%	6,654,303.00
4. Books and Supplies	4000-4999	749,304.76	72.18%	1,290,145.00	-23.25%	990,145.00
5. Services and Other Operating Expenditures	5000-5999	3,197,275.76	3.37%	3,305,000.00	0.30%	3,315,000.00
6. Capital Outlay	6000-6999	83,212.71	-75.97%	20,000.00	-100.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,291,174.47	2.62%	1,325,000.00	0.00%	1,325,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(40,000.00)	0.00%	(40,000.00)	0.00%	(40,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	286,729.00	-10.17%	257,561.00	-4.07%	247,068.00
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)		26,146,916.13	3.39%	27,033,569.00	-0.30%	26,951,133.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		839,117.19		(930,286.19)		(362,296.19)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		8,007,606.47		8,846,123.66		7,915,837.47
2. Ending Fund Balance (Sum lines C and D1)		8,846,123.66		7,915,837.47		7,553,541.28
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	22,301.74		22,301.74		22,301.74
b. Restricted	9740	3,682,913.81		2,615,615.01		1,924,695.21
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	3,830,908.11		3,922,920.72		4,256,544.33
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,310,000.00		1,355,000.00		1,350,000.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,846,123.66		7,915,837.47		7,553,541.28
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,310,000.00		1,355,000.00		1,350,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,310,000.00		1,355,000.00		1,350,000.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.01%		5.01%		5.01%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		1,573.00		1,573.00		1,573.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		26,146,916.13		27,033,569.00		26,951,133.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		26,146,916.13		27,033,569.00		26,951,133.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		784,407.48		811,007.07		808,533.99
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		784,407.48		811,007.07		808,533.99
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		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):	1,573
District's ADA Standard Percentage Level:	**1.0%**

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
Third Prior Year (2023-24)				
District Regular	1,528	1,570		
Charter School				
Total ADA	**1,528**	**1,570**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	1,578	1,599		
Charter School				
Total ADA	**1,578**	**1,599**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	1,594	1,630		
Charter School		0		
Total ADA	**1,594**	**1,630**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	1,595			
Charter School	0			
Total ADA	**1,595**			

1B. Comparison of District ADA to the Standard

DATA 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): 1,573

District's Enrollment Standard Percentage Level: 1.0%

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 Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	1,528	1,636		
Charter School				
Total Enrollment	**1,528**	**1,636**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	1,650	1,687		
Charter School				
Total Enrollment	**1,650**	**1,687**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	1,665	1,669		
Charter School				
Total Enrollment	**1,665**	**1,669**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	1,660			
Charter School				
Total Enrollment	**1,660**			

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
Third Prior Year (2023-24)			
District Regular	1,570	1,636	
Charter School		0	
Total ADA/Enrollment	**1,570**	**1,636**	**96.0%**
Second Prior Year (2024-25)			
District Regular	1,599	1,687	
Charter School	0		
Total ADA/Enrollment	**1,599**	**1,687**	**94.8%**
First Prior Year (2025-26)			
District Regular	1,594	1,669	
Charter School			
Total ADA/Enrollment	**1,594**	**1,669**	**95.5%**
		Historical Average Ratio:	95.4%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**95.9%**

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
Budget Year (2026-27)				
District Regular	1,573	1,660		
Charter School	0			
Total ADA/Enrollment	**1,573**	**1,660**	**94.8%**	**Met**
1st Subsequent Year (2027-28)				
District Regular	1,573	1,660		
Charter School				
Total ADA/Enrollment	**1,573**	**1,660**	**94.8%**	**Met**
2nd Subsequent Year (2028-29)				
District Regular	1,573	1,660		
Charter School				
Total ADA/Enrollment	**1,573**	**1,660**	**94.8%**	**Met**

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)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	1,654.47	1,619.04	1,617.18	1,601.33
b.	Prior Year ADA (Funded)		1,654.47	1,619.04	1,617.18
c.	Difference (Step 1a minus Step 1b)		(35.43)	(1.86)	(15.85)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(2.14%)	(.11%)	(.98%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		20,466,498.00	20,892,134.00	21,560,402.00
b1.	COLA percentage		4.31%	3.30%	3.09%
b2.	COLA amount (proxy for purposes of this criterion)		882,106.06	689,440.42	666,216.42
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		4.31%	3.30%	3.09%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			2.17%	3.19%	2.11%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**1.17% to 3.17%**	**2.19% to 4.19%**	**1.11% to 3.11%**

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)	2,321,688.00	2,321,688.00	2,321,688.00	2,321,688.00
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)	20,466,498.00	20,892,134.00	21,560,402.00	22,019,509.00
District's Projected Change in LCFF Revenue:		2.08%	3.20%	2.13%
LCFF Revenue Standard		1.17% to 3.17%	2.19% to 4.19%	1.11% to 3.11%
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)

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) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	15,317,122.75	17,371,724.40	88.2%
Second Prior Year (2024-25)	16,056,499.94	18,744,036.33	85.7%
First Prior Year (2025-26)	16,801,577.04	19,390,276.74	86.6%
		Historical Average Ratio:	86.8%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**83.8% to 89.8%**	**83.8% to 89.8%**	**83.8% to 89.8%**

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) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	16,666,227.35	19,315,677.15	86.3%	Met
1st Subsequent Year (2027-28)	16,903,599.20	19,707,599.20	85.8%	Met
2nd Subsequent Year (2028-29)	17,097,068.20	19,866,068.20	86.0%	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 MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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

DATA ENTRY: 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):	2.17%	3.19%	2.11%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-7.83% to 12.17%**	**-6.81% to 13.19%**	**-7.89% to 12.11%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-2.83% to 7.17%	-1.81% to 8.19%	-2.89% to 7.11%

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

DATA ENTRY: 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
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	383,618.95		
Budget Year (2026-27)	353,636.00	(7.82%)	Yes
1st Subsequent Year (2027-28)	344,780.00	(2.50%)	Yes
2nd Subsequent Year (2028-29)	344,780.00	0.00%	No

Explanation: (required if Yes)
The district is anticipating lower Title I, II, III and IV revenues.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	3,150,311.00		
Budget Year (2026-27)	4,434,962.60	40.76%	Yes
1st Subsequent Year (2027-28)	2,914,897.00	(34.27%)	Yes
2nd Subsequent Year (2028-29)	2,915,397.00	.02%	No

Explanation: (required if Yes)
Budget year anticipates additional LREBG and SSPDBG one time funding. This is not anticipated for 2027/28.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	1,373,181.38		
Budget Year (2026-27)	1,391,120.22	1.31%	No
1st Subsequent Year (2027-28)	1,408,433.00	1.24%	No
2nd Subsequent Year (2028-29)	1,434,380.00	1.84%	No

Explanation: (required if Yes)

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

First Prior Year (2025-26)	1,051,659.68		
Budget Year (2026-27)	749,304.76	(28.75%)	Yes
1st Subsequent Year (2027-28)	1,290,145.00	72.18%	Yes
2nd Subsequent Year (2028-29)	990,145.00	(23.25%)	Yes

Explanation: (required if Yes)
Instructional materials were purchased in 2025/26 but are not projected to be purchased again until 2027/28 and 2028/29.

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

First Prior Year (2025-26)	3,356,738.55		
Budget Year (2026-27)	3,197,275.76	(4.75%)	Yes
1st Subsequent Year (2027-28)	3,305,000.00	3.37%	No
2nd Subsequent Year (2028-29)	3,315,000.00	.30%	No

Explanation: (required if Yes)
For 2026/27 the district is anticipating reduced outside contracts for behavioral services and reduced legal fees.

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

DATA ENTRY: All data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2025-26)	4,907,111.33		
Budget Year (2026-27)	6,179,718.82	25.93%	Not Met
1st Subsequent Year (2027-28)	4,668,110.00	(24.46%)	Not Met
2nd Subsequent Year (2028-29)	4,694,557.00	.57%	Met

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

First Prior Year (2025-26)	4,408,398.23		
Budget Year (2026-27)	3,946,580.52	(10.48%)	Not Met
1st Subsequent Year (2027-28)	4,595,145.00	16.43%	Not Met
2nd Subsequent Year (2028-29)	4,305,145.00	(6.31%)	Met

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

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

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	The district is anticipating lower Title I, II, III and IV revenues.
Explanation: Other State Revenue (linked from 6B if NOT met)	Budget year anticipates additional LREBG and SSPDBG one time funding. This is not anticipated for 2027/28.
Explanation: Other Local Revenue (linked from 6B if NOT met)	

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)	Instructional materials were purchased in 2025/26 but are not projected to be purchased again until 2027/28 and 2028/29.
Explanation: Services and Other Exps (linked from 6B if NOT met)	For 2026/27 the district is anticipating reduced outside contracts for behavioral services and reduced legal fees.

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? — No

   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)	25,158,737.13			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	25,158,737.13	754,762.11	760,000.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If 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[1] as a percentage of total expenditures and other financing uses[2] 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)	1,202,500.00	1,255,000.00	1,353,000.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	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)	1,202,500.00	1,255,000.00	1,353,000.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	24,024,980.87	25,061,060.11	26,870,061.13
	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)	24,024,980.87	25,061,060.11	26,870,061.13
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.0%	5.0%	5.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.7%**	**1.7%**	**1.7%**

[1]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.

[2]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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	577,652.50	17,662,124.40	N/A	Met
Second Prior Year (2024-25)	537,790.85	16,834,436.33	N/A	Met
First Prior Year (2025-26)	(572,571.96)	19,655,810.74	2.9%	Not Met
Budget Year (2026-27) (Information only)	(93,976.09)	19,602,406.15		

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)

The districts contribution to Special Education went from $883,936 in 2024/25 to an estimated $1,368,859 in 2025/26. The costs for 1 on 1 aides and excess costs have also increased from prior year. In 2025/26, the district used one time monies to purchase instructional materials which was a planned deficit expenditure.

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 [1]	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

[1] 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):	1,598
District's Fund Balance Standard Percentage Level:	1.0%

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 [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2023-24)	3,366,135.27	4,714,314.55	N/A	Met
Second Prior Year (2024-25)	4,570,545.10	5,291,967.05	N/A	Met
First Prior Year (2025-26)	5,336,927.45	5,829,757.90	N/A	Met
Budget Year (2026-27) (Information only)	5,257,185.94			

[2] 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)	7,562,884.58	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[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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

[1] 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.

[2] 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.

[3] 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.)	1,573	1,573	1,573
District's Reserve Standard Percentage Level:	3%	3%	3%

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? — No

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

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

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	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)	26,146,916.13	27,033,569.00	26,951,133.00
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	26,146,916.13	27,033,569.00	26,951,133.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	784,407.48	811,007.07	808,533.99
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**784,407.48**	**811,007.07**	**808,533.99**

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.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,310,000.00	1,355,000.00	1,350,000.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
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		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	1,310,000.00	1,355,000.00	1,350,000.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.01%	5.01%	5.01%
	District's Reserve Standard (Section 10B, Line 7):	**784,407.48**	**811,007.07**	**808,533.99**
	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? — No

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? — Yes

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:

The district uses Learning Recovery Emergency Block Grant and Student Support and Professional Dev. Block Grant funding to fund counselors. When this funding is spent down these salaries will return to the General Fund.

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? — No

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)? — No

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:

S5. 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

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: 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
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2025-26)	(2,203,959.74)			
Budget Year (2026-27)	(2,172,237.66)	(31,722.08)	(1.4%)	Met
1st Subsequent Year (2027-28)	(2,200,000.00)	27,762.34	1.3%	Met
2nd Subsequent Year (2028-29)	(2,300,000.00)	100,000.00	4.5%	Met
1b. Transfers In, General Fund *				
First Prior Year (2025-26)	60,101.85			
Budget Year (2026-27)	64,180.50	4,078.65	6.8%	Met
1st Subsequent Year (2027-28)	24,770.81	(39,409.69)	(61.4%)	Not Met
2nd Subsequent Year (2028-29)	24,770.81	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2025-26)	265,534.00			
Budget Year (2026-27)	286,729.00	21,195.00	8.0%	Met
1st Subsequent Year (2027-28)	257,561.00	(29,168.00)	(10.2%)	Not Met
2nd Subsequent Year (2028-29)	247,068.00	(10,493.00)	(4.1%)	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.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: 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. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

This is the amount that is transferred back to Fund 0100 to cover retirement costs. We are anticipating less retirees getting insurance in 2027/28 than in 2026/27.

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

This amount is taken from the GASB 74/75 actuarial report. For 26/27 fiscal year, there is an additional $14,000 that is budgeted to cover the deficit in the Childcare Preschool program. The rates were increased to help offset the shortage.

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[1] 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.

[1] 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: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases	3	2500-8681	2500-7439	198,844
Certificates of Participation	3	2500-8681	2500-7439	665,000
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
2020 COP	17	2500-8681	2500-7439	3,515,000
Lease to Purchase TK	2	2500-8681	2500-7439	162,961
TOTAL:				4,541,805

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases	76,693	71,691	65,270	62,914
Certificates of Participation	231,807	231,381	226,981	227,391
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
2020 COP	264,231	264,731	265,081	265,281
Lease to Purchase TK	111,499	102,923	60,038	0
Total Annual Payments:	684,230	670,726	617,370	555,586
Has total annual payment increased over prior year (2025-26)?		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?

N/A

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)

S7. 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.).

S7A. 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): Yes

2. For the district's OPEB:

a. Are they lifetime benefits? No

b. Do benefits continue past age 65? No

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:

The district cap was raised for Retirees retiring June 7, 2024 or later to $10,000 from the previous $8,624.85

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

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

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	739,307.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	739,307.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2025

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	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	64,180.50	24,770.81	24,770.81
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	72,729.00	57,561.00	47,068.00
d. Number of retirees receiving OPEB benefits	8.00	5.00	5.00

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:

N/A

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	0.00
b. Unfunded liability for self-insurance programs	0.00

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	0.00	0.00	0.00
b. Amount contributed (funded) for self-insurance programs	0.00	0.00	0.00

S8. 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.

S8A. 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	82.00	82.75	82.75	82.75

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

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.

The district has not started negotiations yet for the 2026/27 fiscal year.

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

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	96,881

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits	1,295,723	1,295,723	1,295,723
3.	Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4.	Percent projected change in H&W cost over prior year	15.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

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		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	117,867	127,758	112,498
3.	Percent change in step & column over prior year	3.0%	3.0%	3.0%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

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	72.00	72.00	72.00	72.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

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.

The district has not started negotiations yet for the 2026/27 fiscal year.

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

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	46,108		
		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits	300,731	300,731	300,731
3.	Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4.	Percent projected change in H&W cost over prior year	15.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements				
Are any new costs from prior year settlements included in the budget?		No		
	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		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments		68,442	50,195
3.	Percent change in step & column over prior year	3.0%	3.0%	3.0%

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

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	21.00	21.00	21.00	21.00

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, complete question 2.

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

The district has not started negotiations yet for the 2026/27 fiscal year.

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)?			
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 31,274

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2. Total cost of H&W benefits	319,410	319,410	319,410
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	16.0%	0.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments		32,498	27,960
3. Percent change in step & column over prior year	3.0%	3.0%	3.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	3,600	3,600	3,600
3. Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

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 17, 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 42127.6(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?	Yes

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

Comments: (optional)	John Raven is the new Superintendent as of July 1, 2025

End of School District Budget Criteria and Standards Review

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)	
A. REVENUES									
1) LCFF Sources		8010-8099	20,316,498.00	0.00	20,316,498.00	20,742,134.00	0.00	20,742,134.00	2.1%
2) Federal Revenue		8100-8299	0.00	383,618.95	383,618.95	0.00	353,636.00	353,636.00	-7.8%
3) Other State Revenue		8300-8599	342,011.29	2,808,299.71	3,150,311.00	355,600.00	4,079,362.60	4,434,962.60	40.8%
4) Other Local Revenue		8600-8799	568,587.38	804,594.00	1,373,181.38	518,753.22	872,367.00	1,391,120.22	1.3%
5) TOTAL, REVENUES			21,227,096.67	3,996,512.66	25,223,609.33	21,616,487.22	5,305,365.60	26,921,852.82	6.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	8,891,827.18	1,389,428.72	10,281,255.90	8,689,400.74	1,278,699.22	9,968,099.96	-3.0%
2) Classified Salaries		2000-2999	3,223,469.64	773,883.44	3,997,353.08	3,313,360.46	772,605.58	4,085,966.04	2.2%
3) Employee Benefits		3000-3999	4,686,280.22	1,853,687.28	6,539,967.50	4,663,466.15	1,861,687.28	6,525,153.43	-0.2%
4) Books and Supplies		4000-4999	449,412.46	602,247.22	1,051,659.68	558,689.76	190,615.00	749,304.76	-28.8%
5) Services and Other Operating Expenditures		5000-5999	2,033,125.79	1,323,612.76	3,356,738.55	1,893,678.40	1,303,597.36	3,197,275.76	-4.8%
6) Capital Outlay		6000-6999	25,364.98	131,451.55	156,816.53	20,000.00	63,212.71	83,212.71	-46.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	276,057.54	988,678.35	1,264,735.89	286,671.00	1,004,503.47	1,291,174.47	2.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(195,261.07)	151,261.07	(44,000.00)	(109,589.36)	69,589.36	(40,000.00)	-9.1%
9) TOTAL, EXPENDITURES			19,390,276.74	7,214,250.39	26,604,527.13	19,315,677.15	6,544,509.98	25,860,187.13	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,836,819.93	(3,217,737.73)	(1,380,917.80)	2,300,810.07	(1,239,144.38)	1,061,665.69	-176.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	60,101.85	0.00	60,101.85	64,180.50	0.00	64,180.50	6.8%
b) Transfers Out		7600-7629	265,534.00	0.00	265,534.00	286,729.00	0.00	286,729.00	8.0%
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	(2,203,959.74)	2,203,959.74	0.00	(2,172,237.66)	2,172,237.66	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,409,391.89)	2,203,959.74	(205,432.15)	(2,394,786.16)	2,172,237.66	(222,548.50)	8.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(572,571.96)	(1,013,777.99)	(1,586,349.95)	(93,976.09)	933,093.28	839,117.19	-152.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,829,757.90	3,763,598.52	9,593,356.42	5,257,185.94	2,749,820.53	8,007,006.47	-16.5%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			5,829,757.90	3,763,598.52	9,593,356.42	5,257,185.94	2,749,820.53	8,007,006.47	-16.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,829,757.90	3,763,598.52	9,593,356.42	5,257,185.94	2,749,820.53	8,007,006.47	-16.5%
2) Ending Balance, June 30 (E + F1e)			5,257,185.94	2,749,820.53	8,007,006.47	5,163,209.85	3,682,913.81	8,846,123.66	10.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,550.00	0.00	1,550.00	1,550.00	0.00	1,550.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	20,751.74	0.00	20,751.74	20,751.74	0.00	20,751.74	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,749,820.53	2,749,820.53	0.00	3,682,913.81	3,682,913.81	33.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	3,881,884.20	0.00	3,881,884.20	3,830,908.11	0.00	3,830,908.11	-1.3%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,353,000.00	0.00	1,353,000.00	1,310,000.00	0.00	1,310,000.00	-3.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	20,751.74	0.00	20,751.74				
8) Other Current Assets		9340	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)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			20,751.74	0.00	20,751.74				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
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) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			20,751.74	0.00	20,751.74				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	13,861,154.00	0.00	13,861,154.00	14,258,212.00	0.00	14,258,212.00	2.9%
Education Protection Account State Aid - Current Year		8012	4,283,656.00	0.00	4,283,656.00	4,312,234.00	0.00	4,312,234.00	0.7%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	2,321,688.00	0.00	2,321,688.00	2,321,688.00	0.00	2,321,688.00	0.0%
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	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)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			20,466,498.00	0.00	20,466,498.00	20,892,134.00	0.00	20,892,134.00	2.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(150,000.00)		(150,000.00)	(150,000.00)		(150,000.00)	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			20,316,498.00	0.00	20,316,498.00	20,742,134.00	0.00	20,742,134.00	2.1%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	95,666.67	95,666.67	0.00	78,065.00	78,065.00	-18.4%
Special Education Discretionary Grants		8182	0.00	20,314.00	20,314.00	0.00	19,852.00	19,852.00	-2.3%
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		202,230.28	202,230.28		191,887.00	191,887.00	-5.1%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		33,277.00	33,277.00		33,580.00	33,580.00	0.9%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		15,328.00	15,328.00		15,470.00	15,470.00	0.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290		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)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		16,803.00	16,803.00		14,782.00	14,782.00	-12.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	383,618.95	383,618.95	0.00	353,636.00	353,636.00	-7.8%
OTHER STATE REVENUE									
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	35,212.71	35,212.71	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	32,810.00	0.00	32,810.00	33,490.00	0.00	33,490.00	2.1%
Lottery - Unrestricted and Instructional Materials		8560	303,210.79	119,050.00	422,260.79	317,110.00	136,858.00	453,968.00	7.5%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		675,618.00	675,618.00		947,322.00	947,322.00	40.2%
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		277,057.00	277,057.00		277,057.00	277,057.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,990.50	1,701,362.00	1,707,352.50	5,000.00	2,718,125.60	2,723,125.60	59.5%
TOTAL, OTHER STATE REVENUE			342,011.29	2,808,299.71	3,150,311.00	355,600.00	4,079,362.60	4,434,962.60	40.8%

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)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	24,767.25	0.00	24,767.25	20,000.00	0.00	20,000.00	-19.2%
Interest		8660	367,000.00	0.00	367,000.00	350,000.00	0.00	350,000.00	-4.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	58,183.72	0.00	58,183.72	43,200.00	0.00	43,200.00	-25.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	118,636.41	0.00	118,636.41	105,553.22	0.00	105,553.22	-11.0%

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)	
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		804,594.00	804,594.00		872,367.00	872,367.00	8.4%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			568,587.38	804,594.00	1,373,181.38	518,753.22	872,367.00	1,391,120.22	1.3%
TOTAL, REVENUES			21,227,096.67	3,996,512.66	25,223,609.33	21,616,487.22	5,305,365.60	26,921,852.82	6.7%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	7,335,865.64	945,345.46	8,281,211.10	7,029,013.66	902,397.56	7,931,411.22	-4.2%
Certificated Pupil Support Salaries		1200	230,708.00	349,604.50	580,312.50	293,185.56	300,128.44	593,314.00	2.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,325,253.54	94,478.76	1,419,732.30	1,367,201.52	76,173.22	1,443,374.74	1.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			8,891,827.18	1,389,428.72	10,281,255.90	8,689,400.74	1,278,699.22	9,968,099.96	-3.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	979,183.55	268,562.70	1,147,746.25	919,973.51	284,778.23	1,204,751.74	5.0%
Classified Support Salaries		2200	793,490.60	428,428.86	1,221,919.46	795,748.01	410,741.95	1,206,489.96	-1.3%
Classified Supervisors' and Administrators' Salaries		2300	578,285.40	70,431.00	648,716.40	604,243.83	70,431.00	674,674.83	4.0%
Clerical, Technical and Office Salaries		2400	599,147.70	0.00	599,147.70	617,632.87	0.00	617,632.87	3.1%
Other Classified Salaries		2900	373,362.39	6,460.88	379,823.27	375,762.24	6,654.40	382,416.64	0.7%
TOTAL, CLASSIFIED SALARIES			3,223,469.64	773,883.44	3,997,353.08	3,313,360.46	772,605.58	4,085,966.04	2.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,685,076.35	1,186,508.06	2,871,584.41	1,641,505.01	1,211,339.25	2,852,844.26	-0.7%
PERS		3201-3202	755,097.46	228,954.04	984,051.50	784,265.89	231,851.80	1,016,117.69	3.3%
OASDI/Medicare/Alternative		3301-3302	370,428.03	85,950.47	456,378.50	383,871.58	84,458.24	468,329.82	2.6%
Health and Welfare Benefits		3401-3402	1,591,364.82	311,307.64	1,902,672.46	1,561,417.27	295,271.99	1,856,689.26	-2.4%
Unemployment Insurance		3501-3502	6,087.57	1,112.97	7,200.54	6,085.50	1,028.00	7,113.50	-1.2%
Workers' Compensation		3601-3602	218,124.16	39,854.10	257,978.26	222,140.40	37,738.00	259,878.40	0.7%

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)	
OPEB, Allocated		3701-3702	60,101.83	0.00	60,101.83	64,180.50	0.00	64,180.50	6.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			4,686,280.22	1,853,687.28	6,539,967.50	4,663,466.15	1,861,687.28	6,525,153.43	-0.2%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	214,097.15	214,097.15	0.00	500.00	500.00	-99.8%
Books and Other Reference Materials		4200	0.00	177,402.30	177,402.30	0.00	5,700.00	5,700.00	-96.8%
Materials and Supplies		4300	376,039.30	177,668.73	553,708.03	503,184.76	161,915.00	665,099.76	20.1%
Noncapitalized Equipment		4400	73,373.16	23,079.04	96,452.20	55,505.00	12,500.00	68,005.00	-29.5%
Food		4700	0.00	10,000.00	10,000.00	0.00	10,000.00	10,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			449,412.46	602,247.22	1,051,659.68	558,689.76	190,615.00	749,304.76	-28.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	720,864.02	720,864.02	0.00	721,383.72	721,383.72	0.1%
Travel and Conferences		5200	30,215.59	7,547.00	37,762.59	30,554.27	3,505.00	34,059.27	-9.8%
Dues and Memberships		5300	34,409.59	100.00	34,509.59	35,450.00	100.00	35,550.00	3.0%
Insurance		5400 - 5499	432,801.83	0.00	432,801.83	376,820.47	0.00	376,820.47	-12.9%
Operations and Housekeeping Services		5500	685,215.52	11,200.00	696,415.52	685,600.00	11,200.00	696,800.00	0.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	120,506.55	43,859.32	164,365.87	105,550.00	43,120.00	148,670.00	-9.5%
Transfers of Direct Costs		5710	(12,263.50)	12,263.50	0.00	(15,263.50)	15,263.50	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(64,483.71)	66,301.99	1,818.28	(62,400.00)	59,500.00	(2,900.00)	-259.5%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	761,811.65	461,476.93	1,223,288.58	693,242.16	449,525.14	1,142,767.30	-6.6%
Communications		5900	44,912.27	0.00	44,912.27	44,125.00	0.00	44,125.00	-1.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,033,125.79	1,323,612.76	3,356,738.55	1,893,678.40	1,303,597.36	3,197,275.76	-4.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,678.31	0.00	8,678.31	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	16,686.67	106,685.03	123,371.70	20,000.00	63,212.71	83,212.71	-32.6%
Equipment Replacement		6500	0.00	24,766.52	24,766.52	0.00	0.00	0.00	-100.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, CAPITAL OUTLAY			25,364.98	131,451.55	156,816.53	20,000.00	63,212.71	83,212.71	-46.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	240,671.00	988,678.35	1,229,349.35	240,671.00	1,004,503.47	1,245,174.47	1.3%
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	35,386.54	0.00	35,386.54	46,000.00	0.00	46,000.00	30.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			276,057.54	988,678.35	1,264,735.89	286,671.00	1,004,503.47	1,291,174.47	2.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(151,261.07)	151,261.07	0.00	(69,589.36)	69,589.36	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(44,000.00)	0.00	(44,000.00)	(40,000.00)	0.00	(40,000.00)	-9.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(195,261.07)	151,261.07	(44,000.00)	(109,589.36)	69,589.36	(40,000.00)	-9.1%
TOTAL, EXPENDITURES			19,390,276.74	7,214,250.39	26,604,527.13	19,315,677.15	6,544,509.98	25,860,187.13	-2.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	60,101.85	0.00	60,101.85	64,180.50	0.00	64,180.50	6.8%

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)	
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			60,101.85	0.00	60,101.85	64,180.50	0.00	64,180.50	6.8%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	14,000.00	0.00	14,000.00	New
To: Special Reserve Fund		7612	65,534.00	0.00	65,534.00	72,729.00	0.00	72,729.00	11.0%
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	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			265,534.00	0.00	265,534.00	286,729.00	0.00	286,729.00	8.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,203,959.74)	2,203,959.74	0.00	(2,172,237.66)	2,172,237.66	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,203,959.74)	2,203,959.74	0.00	(2,172,237.66)	2,172,237.66	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(2,409,391.89)	2,203,959.74	(205,432.15)	(2,394,786.16)	2,172,237.66	(222,548.50)	8.3%

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)	
A. REVENUES									
1) LCFF Sources		8010-8099	20,316,498.00	0.00	20,316,498.00	20,742,134.00	0.00	20,742,134.00	2.1%
2) Federal Revenue		8100-8299	0.00	383,618.95	383,618.95	0.00	353,636.00	353,636.00	-7.8%
3) Other State Revenue		8300-8599	342,011.29	2,808,299.71	3,150,311.00	355,600.00	4,079,362.60	4,434,962.60	40.8%
4) Other Local Revenue		8600-8799	568,587.38	804,594.00	1,373,181.38	518,753.22	872,367.00	1,391,120.22	1.3%
5) TOTAL, REVENUES			21,227,096.67	3,996,512.66	25,223,609.33	21,616,487.22	5,305,365.60	26,921,852.82	6.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		11,863,788.61	3,815,761.24	15,679,549.85	11,623,940.20	3,426,668.44	15,050,608.64	-4.0%
2) Instruction - Related Services	2000-2999		2,484,535.88	131,085.15	2,615,621.03	2,540,235.19	106,291.13	2,646,526.32	1.2%
3) Pupil Services	3000-3999		1,217,681.45	961,015.07	2,178,696.52	1,264,247.77	840,378.65	2,104,626.42	-3.4%
4) Ancillary Services	4000-4999		28,528.74	35,100.00	63,628.74	28,300.00	37,500.00	65,800.00	3.4%
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		1,907,116.23	151,261.07	2,058,377.30	1,949,093.87	69,589.36	2,018,683.23	-1.9%
8) Plant Services	8000-8999		1,612,568.29	1,131,349.51	2,743,917.80	1,623,189.12	1,059,578.93	2,682,768.05	-2.2%
9) Other Outgo	9000-9999	Except 7600-7699	276,057.54	988,678.35	1,264,735.89	286,671.00	1,004,503.47	1,291,174.47	2.1%
10) TOTAL, EXPENDITURES			19,390,276.74	7,214,250.39	26,604,527.13	19,315,677.15	6,544,509.98	25,860,187.13	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,836,819.93	(3,217,737.73)	(1,380,917.80)	2,300,810.07	(1,239,144.38)	1,061,665.69	-176.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	60,101.85	0.00	60,101.85	64,180.50	0.00	64,180.50	6.8%
b) Transfers Out		7600-7629	265,534.00	0.00	265,534.00	286,729.00	0.00	286,729.00	8.0%
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	(2,203,959.74)	2,203,959.74	0.00	(2,172,237.66)	2,172,237.66	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,409,391.89)	2,203,959.74	(205,432.15)	(2,394,786.16)	2,172,237.66	(222,548.50)	8.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(572,571.96)	(1,013,777.99)	(1,586,349.95)	(93,976.09)	933,093.28	839,117.19	-152.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,829,757.90	3,763,598.52	9,593,356.42	5,257,185.94	2,749,820.53	8,007,006.47	-16.5%

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) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,829,757.90	3,763,598.52	9,593,356.42	5,257,185.94	2,749,820.53	8,007,006.47	-16.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,829,757.90	3,763,598.52	9,593,356.42	5,257,185.94	2,749,820.53	8,007,006.47	-16.5%
2) Ending Balance, June 30 (E + F1e)			5,257,185.94	2,749,820.53	8,007,006.47	5,163,209.85	3,682,913.81	8,846,123.66	10.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,550.00	0.00	1,550.00	1,550.00	0.00	1,550.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	20,751.74	0.00	20,751.74	20,751.74	0.00	20,751.74	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,749,820.53	2,749,820.53	0.00	3,682,913.81	3,682,913.81	33.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	3,881,884.20	0.00	3,881,884.20	3,830,908.11	0.00	3,830,908.11	-1.3%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,353,000.00	0.00	1,353,000.00	1,310,000.00	0.00	1,310,000.00	-3.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	764,140.01	843,467.47
6019	Student Support and Professional Development Discretionary Block Grant	388,868.90	1,512,729.80
6300	Lottery: Instructional Materials	459,593.38	549,486.38
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	401,539.45	455,927.87
7041	Child Nutrition: Kitchen Infrastructure Upgrades, Staffing, Training, and Procurement Funds (2025 KIT Funds)	63,212.71	0.00
7435	Learning Recovery Emergency Block Grant	155,220.50	0.00
7810	Other Restricted State	18,085.76	24,725.36
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	499,159.82	296,576.93
Total, Restricted Balance		2,749,820.53	3,682,913.81

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45,871.00	40,300.00	-12.1%
5) TOTAL, REVENUES			45,871.00	40,300.00	-12.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	38,606.23	34,500.00	-10.6%
5) Services and Other Operating Expenditures		5000-5999	10,473.08	9,585.00	-8.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			49,079.31	44,085.00	-10.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,208.31)	(3,785.00)	18.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,208.31)	(3,785.00)	18.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	27,544.65	24,336.34	-11.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,544.65	24,336.34	-11.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,544.65	24,336.34	-11.6%
2) Ending Balance, June 30 (E + F1e)			24,336.34	20,551.34	-15.6%
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	24,336.34	20,551.34	-15.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) In County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) In Banks		9120	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) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	1,300.00	1,300.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	44,571.00	39,000.00	-12.5%
TOTAL, REVENUES			45,871.00	40,300.00	-12.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	38,606.23	34,500.00	-10.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			38,606.23	34,500.00	-10.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	35.00	35.00	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	398.08	400.00	0.5%
Professional/Consulting Services and Operating Expenditures		5800	10,040.00	9,150.00	-8.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,473.08	9,585.00	-8.5%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			49,079.31	44,085.00	-10.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45,871.00	40,300.00	-12.1%
5) TOTAL, REVENUES			45,871.00	40,300.00	-12.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		49,079.31	44,085.00	-10.2%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			49,079.31	44,085.00	-10.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,208.31)	(3,785.00)	18.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,208.31)	(3,785.00)	18.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	27,544.65	24,336.34	-11.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,544.65	24,336.34	-11.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,544.65	24,336.34	-11.6%
2) Ending Balance, June 30 (E + F1e)			24,336.34	20,551.34	-15.6%
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	24,336.34	20,551.34	-15.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	24,336.34	20,551.34
Total, Restricted Balance		24,336.34	20,551.34

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	579,150.00	563,700.00	-2.7%
5) TOTAL, REVENUES			579,150.00	563,700.00	-2.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	397,023.64	392,818.11	-1.1%
3) Employee Benefits		3000-3999	191,170.04	187,447.50	-1.9%
4) Books and Supplies		4000-4999	30,550.00	28,475.00	-6.8%
5) Services and Other Operating Expenditures		5000-5999	18,086.46	17,405.00	-3.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	3,500.00	3,500.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			640,330.14	629,645.61	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(61,180.14)	(65,945.61)	7.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	14,000.00	New
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	14,000.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(61,180.14)	(51,945.61)	-15.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	122,882.92	61,702.78	-49.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			122,882.92	61,702.78	-49.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			122,882.92	61,702.78	-49.8%
2) Ending Balance, June 30 (E + F1e)			61,702.78	9,757.17	-84.2%
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	61,702.78	9,757.17	-84.2%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	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		
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	2,542.45		
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			2,542.45		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(2,542.45)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	3,650.00	3,250.00	-11.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	570,000.00	555,000.00	-2.6%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	5,500.00	5,450.00	-0.9%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			579,150.00	563,700.00	-2.7%
TOTAL, REVENUES			579,150.00	563,700.00	-2.7%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	155,993.00	158,849.00	1.8%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	241,030.64	233,969.11	-2.9%
TOTAL, CLASSIFIED SALARIES			397,023.64	392,818.11	-1.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	106,992.30	103,717.00	-3.1%
OASDI/Medicare/Alternative		3301-3302	30,529.00	30,055.00	-1.6%
Health and Welfare Benefits		3401-3402	46,261.60	46,261.60	0.0%
Unemployment Insurance		3501-3502	199.00	197.00	-1.0%
Workers' Compensation		3601-3602	7,188.24	7,217.00	0.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			191,170.04	187,447.60	-1.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	30,550.00	28,475.00	-6.8%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			30,550.00	28,475.00	-6.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	480.00	480.00	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	2,000.00	2,000.00	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	2,500.00	2,500.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,731.46	12,200.00	-4.2%
Communications		5900	375.00	225.00	-40.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			18,086.46	17,405.00	-3.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	3,500.00	3,500.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,500.00	3,500.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			640,330.14	629,645.61	-1.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	14,000.00	New
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	14,000.00	New
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	14,000.00	New

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	579,150.00	563,700.00	-2.7%
5) TOTAL, REVENUES			579,150.00	563,700.00	-2.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		636,830.14	626,145.61	-1.7%
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	3,500.00	3,500.00	0.0%
10) TOTAL, EXPENDITURES			640,330.14	629,645.61	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(61,180.14)	(65,945.61)	7.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	14,000.00	New
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	14,000.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(61,180.14)	(51,945.61)	-15.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	122,882.92	61,702.78	-49.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			122,882.92	61,702.78	-49.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			122,882.92	61,702.78	-49.8%
2) Ending Balance, June 30 (E + F1e)			61,702.78	9,757.17	-84.2%
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	61,702.78	9,757.17	-84.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	533,444.63	533,444.63	0.0%
3) Other State Revenue		8300-8599	585,000.00	585,000.00	0.0%
4) Other Local Revenue		8600-8799	35,750.00	35,750.00	0.0%
5) TOTAL, REVENUES			1,154,194.63	1,154,194.63	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	396,461.73	404,314.49	2.0%
3) Employee Benefits		3000-3999	178,753.18	175,571.00	-1.8%
4) Books and Supplies		4000-4999	447,977.27	430,500.00	-3.9%
5) Services and Other Operating Expenditures		5000-5999	73,007.50	79,951.50	9.5%
6) Capital Outlay		6000-6999	55,855.45	45,000.00	-19.4%
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	44,000.00	40,000.00	-9.1%
9) TOTAL, EXPENDITURES			1,196,055.13	1,175,346.99	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(41,860.50)	(21,152.36)	-49.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(41,860.50)	(21,152.36)	-49.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,053,101.35	1,011,240.85	-4.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,053,101.35	1,011,240.85	-4.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,053,101.35	1,011,240.85	-4.0%
2) Ending Balance, June 30 (E + F1e)			1,011,240.85	990,088.49	-2.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	9,169.37	9,169.37	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,002,071.48	980,919.12	-2.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	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		
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.01		
4) Current Loans		9640			
5) Unearned Revenue		9650	2.00		
6) TOTAL, LIABILITIES			2.01		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(2.01)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	500,944.63	500,944.63	0.0%
Donated Food Commodities		8221	32,500.00	32,500.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			533,444.63	533,444.63	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	585,000.00	585,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			585,000.00	585,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	250.00	250.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	35,000.00	35,000.00	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	500.00	500.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,750.00	35,750.00	0.0%
TOTAL, REVENUES			1,154,194.63	1,154,194.63	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	301,492.73	306,495.49	1.7%
Classified Supervisors' and Administrators' Salaries		2300	94,969.00	97,819.00	3.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			396,461.73	404,314.49	2.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	109,615.83	106,739.00	-2.6%
OASDI/Medicare/Alternative		3301-3302	31,277.92	30,930.00	-1.1%
Health and Welfare Benefits		3401-3402	30,291.00	30,291.00	0.0%
Unemployment Insurance		3501-3502	204.43	202.00	-1.2%
Workers' Compensation		3601-3602	7,364.00	7,409.00	0.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			178,753.18	175,571.00	-1.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	40,500.00	40,500.00	0.0%
Noncapitalized Equipment		4400	35,000.00	35,000.00	0.0%
Food		4700	372,477.27	355,000.00	-4.7%
TOTAL, BOOKS AND SUPPLIES			447,977.27	430,500.00	-3.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	980.00	980.00	0.0%
Dues and Memberships		5300	481.50	481.50	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	20,000.00	20,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(6,801.99)	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	58,250.00	58,500.00	0.4%
Communications		5900	97.99	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			73,007.50	79,961.50	9.5%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	35,855.45	25,000.00	-30.3%
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%
TOTAL, CAPITAL OUTLAY			55,855.45	45,000.00	-19.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	44,000.00	40,000.00	-9.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			44,000.00	40,000.00	-9.1%
TOTAL, EXPENDITURES			1,196,055.13	1,175,346.99	-1.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	533,444.63	533,444.63	0.0%
3) Other State Revenue		8300-8599	585,000.00	585,000.00	0.0%
4) Other Local Revenue		8600-8799	35,750.00	35,750.00	0.0%
5) TOTAL, REVENUES			1,154,194.63	1,154,194.63	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,132,055.13	1,115,346.99	-1.5%
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		44,000.00	40,000.00	-9.1%
8) Plant Services	8000-8999		20,000.00	20,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,196,055.13	1,175,346.99	-1.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(41,860.50)	(21,152.36)	-49.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(41,860.50)	(21,152.36)	-49.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,053,101.35	1,011,240.85	-4.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,053,101.35	1,011,240.85	-4.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,053,101.35	1,011,240.85	-4.0%
2) Ending Balance, June 30 (E + F1e)			1,011,240.85	990,088.49	-2.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	9,169.37	9,169.37	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,002,071.48	980,919.12	-2.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1,002,071.48	980,919.12
Total, Restricted Balance		1,002,071.48	980,919.12

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	150,000.00	150,000.00	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	12,150.00	12,000.00	-1.2%
5) TOTAL, REVENUES			162,150.00	162,000.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	1.00	New
5) Services and Other Operating Expenditures		5000-5999	40,000.00	35,000.00	-12.5%
6) Capital Outlay		6000-6999	71,615.49	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			111,615.49	35,001.00	-68.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			50,534.51	126,999.00	151.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50,534.51	126,999.00	151.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	228,941.79	279,476.30	22.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			228,941.79	279,476.30	22.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			228,941.79	279,476.30	22.1%
2) Ending Balance, June 30 (E + F1e)			279,476.30	406,476.30	45.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	279,476.30	406,476.30	45.4%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	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		
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	150,000.00	150,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			150,000.00	150,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	12,150.00	12,000.00	-1.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12,150.00	12,000.00	-1.2%
TOTAL, REVENUES			162,150.00	162,000.00	-0.1%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	1.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	1.00	New
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	40,000.00	35,000.00	-12.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			40,000.00	35,000.00	-12.5%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	6,800.00	0.00	-100.0%
Equipment Replacement		6500	64,815.49	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			71,615.49	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			111,615.49	35,001.00	-68.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	160,000.00	160,000.00	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	12,150.00	12,000.00	-1.2%
5) TOTAL, REVENUES			162,150.00	162,000.00	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		111,615.49	35,001.00	-68.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			111,615.49	35,001.00	-68.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			50,534.51	126,999.00	151.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50,534.51	126,999.00	151.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	228,941.79	279,476.30	22.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			228,941.79	279,476.30	22.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			228,941.79	279,476.30	22.1%
2) Ending Balance, June 30 (E + F1e)			279,476.30	406,475.30	45.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	279,476.30	406,475.30	45.4%
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
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,500.00	37,500.00	5.6%
5) TOTAL, REVENUES			35,500.00	37,500.00	5.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			35,500.00	37,500.00	5.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	65,534.00	72,729.00	11.0%
b) Transfers Out		7600-7629	60,101.85	64,180.50	6.8%
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			5,432.15	8,548.50	57.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			40,932.15	46,048.50	12.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	918,775.47	959,707.62	4.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			918,775.47	959,707.62	4.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			918,775.47	959,707.62	4.5%
2) Ending Balance, June 30 (E + F1e)			959,707.62	1,005,756.12	4.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	959,707.62	1,005,756.12	4.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	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		
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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	35,500.00	37,600.00	5.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,500.00	37,600.00	5.6%
TOTAL, REVENUES			35,500.00	37,600.00	5.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	65,534.00	72,729.00	11.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			65,534.00	72,729.00	11.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	60,101.85	64,180.50	6.8%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			60,101.85	64,180.50	6.8%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			5,432.15	8,548.50	57.4%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,500.00	37,500.00	5.6%
5) TOTAL, REVENUES			35,500.00	37,500.00	5.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			35,500.00	37,500.00	5.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	65,634.00	72,729.00	11.0%
b) Transfers Out		7600-7629	60,101.85	64,180.50	6.8%
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			5,432.15	8,548.50	57.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			40,932.15	46,048.50	12.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	918,775.47	959,707.62	4.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			918,775.47	959,707.62	4.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			918,775.47	959,707.62	4.5%
2) Ending Balance, June 30 (E + F1e)			959,707.62	1,005,756.12	4.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	959,707.62	1,005,756.12	4.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	157,500.00	145,000.00	-7.9%
5) TOTAL, REVENUES			157,500.00	145,000.00	-7.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	70,000.00	60,000.00	-14.3%
6) Capital Outlay		6000-6999	(59,689.79)	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	640,600.18	640,674.92	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			650,910.39	700,674.92	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(493,410.39)	(555,674.92)	12.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(493,410.39)	(555,674.92)	12.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,636,983.62	1,143,573.23	-30.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,636,983.62	1,143,573.23	-30.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,636,983.62	1,143,573.23	-30.1%
2) Ending Balance, June 30 (E + F1e)			1,143,573.23	587,898.31	-48.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,143,573.23	587,898.31	-48.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	57,500.00	45,000.00	-21.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	100,000.00	100,000.00	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			157,500.00	145,000.00	-7.9%
TOTAL, REVENUES			157,500.00	145,000.00	-7.9%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	70,000.00	60,000.00	-14.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			70,000.00	60,000.00	-14.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	(59,689.79)	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			(59,689.79)	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	147,641.18	135,168.87	-8.4%
Other Debt Service - Principal		7439	492,959.00	505,506.05	2.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			640,600.18	640,674.92	0.0%
TOTAL, EXPENDITURES			650,910.39	700,674.92	7.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	157,500.00	145,000.00	-7.9%
5) TOTAL, REVENUES			157,500.00	145,000.00	-7.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		70,000.00	60,000.00	-14.3%
8) Plant Services	8000-8999		(59,689.79)	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	640,600.18	640,674.92	0.0%
10) TOTAL, EXPENDITURES			650,910.39	700,674.92	7.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(493,410.39)	(555,674.92)	12.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(493,410.39)	(555,674.92)	12.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,636,983.62	1,143,573.23	-30.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,636,983.62	1,143,573.23	-30.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,636,983.62	1,143,573.23	-30.1%
2) Ending Balance, June 30 (E + F1e)			1,143,573.23	587,898.31	-48.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,143,573.23	587,898.31	-48.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	1,143,573.23	587,698.31
Total, Restricted Balance		1,143,573.23	587,698.31

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	150,000.00	75,000.00	-50.0%
5) TOTAL, REVENUES			150,000.00	75,000.00	-50.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			150,000.00	75,000.00	-50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			350,000.00	275,000.00	-21.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,048,506.49	4,398,506.49	8.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,048,506.49	4,398,506.49	8.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,048,506.49	4,398,506.49	8.6%
2) Ending Balance, June 30 (E + F1e)			4,398,506.49	4,673,506.49	6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	4,398,506.49	4,673,506.49	6.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	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		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	150,000.00	75,000.00	-50.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			150,000.00	75,000.00	-50.0%
TOTAL, REVENUES			150,000.00	75,000.00	-50.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	200,000.00	200,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			200,000.00	200,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			200,000.00	200,000.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	150,000.00	75,000.00	-50.0%
5) TOTAL, REVENUES			150,000.00	75,000.00	-50.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			150,000.00	75,000.00	-50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	200,000.00	200,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			200,000.00	200,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			350,000.00	275,000.00	-21.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,048,506.49	4,398,506.49	8.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,048,506.49	4,398,506.49	8.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,048,506.49	4,398,506.49	8.6%
2) Ending Balance, June 30 (E + F1e)			4,398,506.49	4,673,506.49	6.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	4,398,506.49	4,673,506.49	6.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

SACS Web System - SACS V15
5/18/2026 4:16:26 PM 16-63990-0000000

Budget, July 1
Budget 2026-27
Technical Review Checks
Phase - All
Display - All Technical Checks

Pioneer Union Elementary **Kings County**

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

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

IMPORT CHECKS

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (Fatal) - All FUND codes must be valid. **Passed**

CHECKGOAL - (Fatal) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (Fatal) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - **(Fatal)** - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - **(Warning)** - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - **(Informational)** - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - **(Fatal)** - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - **(Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, and 3318. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - **(Fatal)** - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - **(Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - **(Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - **(Warning)** - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - **(Fatal)** - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - **(Fatal)** - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - **(Warning)** - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - **(Fatal)** - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - **(Fatal)** - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - **(Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - **(Fatal)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - **(Fatal)** - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - **(Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - **(Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - **(Fatal)** - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - **(Fatal)** - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - **(Warning)** - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - **(Warning)** - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - **(Warning)** - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - **(Fatal)** - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - **(Warning)** - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - **(Fatal)** - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - **(Fatal)** - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - **(Warning)** - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CB-BUDGET-CERTIFY - **(Fatal)** - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CS-EXPLANATIONS - **(Fatal)** - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - **(Fatal)** - Supplemental Information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - **(Fatal)** - Average Daily Attendance data (Form A) must be provided. **Passed**

BUDGET-CERT-PROVIDE - **(Fatal)** - Budget Certification (Form CB) must be provided. **Passed**

CASHFLOW-PROVIDE - **(Warning)** - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Passed**

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.	**Passed**
CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	**Passed**
CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	**Passed**
CS-PROVIDE - (Fatal) - The Criteria and Standards Review (Form 01CS) has been provided.	**Passed**
FORM01-PROVIDE - (Fatal) - Form 01 (Form 01I) must be opened and saved.	**Passed**
MYP-PROVIDE - (Warning) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	**Passed**
VERSION-CHECK - (Warning) - All versions are current.	**Passed**
WK-COMP-CERT-PROVIDE - (Fatal) - Workers' Compensation Certification (Form CC) must be provided.	**Passed**

PIONEER UNION ELEMENTARY SCHOOL DISTRICT
Agenda Item Form

Item: 13.2

To: Pioneer School Board Members

Board Date: June 17, 2026

For:

- ☐ Information
- ☐ Discussion
- ☒ Action
- ☐ First Reading

Recommendation:

- ☒ Approve
- ☐ Deny
- ☐ N/A

Fiscal Impact:

Item: Adoption of Budget Revisions by Resolution #061726

Purpose:

The Adopted Budget requires that budgets roll into the Financial Management System (FMS) as the approved budget. Resolution #061726 updates FMS according to the adopted budget. The attached revisions are related to the projections of the budget based on the information available to the District at this time.

BEFORE THE GOVERNING BOARD OF THE
PIONEER UNION ELEMENTARY SCHOOL DISTRICT
COUNTY OF KINGS, STATE OF CALIFORNIA

The Matter of
Adopting Budget
Revisions

RESOLUTION #: 06172026

NOW, THEREFORE, the Board of Trustees of the District resolves that the transfers for the attached budget revision be made as indicated.

The Board of Trustees adopted this resolution on 06/17/2026 by the following vote:

AYES:
NOES:
ABSTENTIONS:
ABSENT:

_____
Clerk of the Governing Board

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
0100-00000-0-0000-0000-801100-000-0000	$0.00	$14,258,212.00	$14,258,212.00
0100-14000-0-0000-0000-801200-500-0000	$0.00	$104,986.85	$104,986.85
0100-14000-0-0000-0000-801200-200-0000	$0.00	$1,940,723.15	$1,940,723.15
0100-14000-0-0000-0000-801200-300-0000	$0.00	$2,266,524.00	$2,266,524.00
0100-00000-0-0000-0000-804100-000-0000	$0.00	$2,321,688.00	$2,321,688.00
0100-00000-0-0000-0000-809100-000-0000	$0.00	($2,871,975.00)	($2,871,975.00)
0100-00240-0-0000-0000-809100-999-0000	$0.00	$900,000.00	$900,000.00
0100-03320-0-0000-0000-809100-000-0000	$0.00	$1,821,975.00	$1,821,975.00
0100-33110-1-5760-0000-818100-000-0000	$0.00	$16,217.00	$16,217.00
0100-33100-0-5760-0000-818100-200-0000	$0.00	$29,782.00	$29,782.00
0100-33100-0-5760-0000-818100-500-0000	$0.00	$32,066.00	$32,066.00
0100-33270-0-5760-0000-818200-000-0000	$0.00	$19,852.00	$19,852.00
0100-41270-0-0000-0000-829000-000-0000	$0.00	$14,782.00	$14,782.00
0100-42030-0-0000-0000-829000-000-0000	$0.00	$15,470.00	$15,470.00
0100-40350-0-0000-0000-829000-000-0000	$0.00	$33,580.00	$33,580.00
0100-30100-0-0000-0000-829000-000-0000	$0.00	$191,887.00	$191,887.00
0100-00000-0-0000-0000-855000-000-0000	$0.00	$33,490.00	$33,490.00
0100-11000-0-0000-0000-856000-200-0000	$0.00	$50,000.00	$50,000.00
0100-11000-0-0000-0000-856000-300-0000	$0.00	$50,000.00	$50,000.00
0100-11000-0-0000-0000-856000-500-0000	$0.00	$50,000.00	$50,000.00
0100-63000-0-0000-0000-856000-000-0000	$0.00	$136,858.00	$136,858.00
0100-11000-0-0000-0000-856000-100-0000	$0.00	$167,110.00	$167,110.00
0100-67700-0-0000-0000-859000-000-0000	$0.00	$332.00	$332.00
0100-00000-0-0000-0000-859000-000-0000	$0.00	$5,000.00	$5,000.00
0100-78100-0-0000-0000-859000-000-0000	$0.00	$15,285.60	$15,285.60
0100-65470-0-0000-0000-859000-000-0000	$0.00	$34,387.00	$34,387.00
0100-67700-0-0000-0000-859000-200-0000	$0.00	$86,176.00	$86,176.00
0100-67700-0-0000-0000-859000-500-0000	$0.00	$89,141.00	$89,141.00
0100-67700-0-0000-0000-859000-300-0000	$0.00	$101,408.00	$101,408.00
0100-65460-0-5760-0000-859000-000-0000	$0.00	$136,274.00	$136,274.00
0100-74350-0-0000-0000-859000-000-0000	$0.00	$144,000.00	$144,000.00
0100-26000-0-0000-0000-859000-000-0000	$0.00	$947,322.00	$947,322.00
0100-76900-0-0000-0000-859000-000-0000	$0.00	$988,179.00	$988,179.00
0100-60190-0-0000-0000-859000-000-0000	$0.00	$1,400,000.00	$1,400,000.00
0100-00000-0-0000-0000-865000-500-0000	$0.00	$20,000.00	$20,000.00
0100-00000-0-0000-0000-866000-000-0000	$0.00	$350,000.00	$350,000.00
0100-00240-0-0000-0000-867700-999-0000	$0.00	$43,200.00	$43,200.00
0100-00380-0-0000-0000-869900-200-0000	$0.00	$1.00	$1.00
0100-00380-0-0000-0000-869900-300-0000	$0.00	$1.00	$1.00
0100-00000-0-0000-0000-869900-125-0000	$0.00	$100.00	$100.00
0100-00000-0-0000-0000-869900-200-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-2420-869900-500-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-2420-869900-200-0000	$0.00	$500.00	$500.00
0100-00000-0-1110-2420-869900-300-0000	$0.00	$500.00	$500.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
0100-00380-0-0000-0000-869900-013-0000	$0.00	$750.00	$750.00
0100-00000-0-0000-0000-869900-500-0000	$0.00	$2,000.00	$2,000.00
0100-00230-0-0000-0000-869900-300-0000	$0.00	$3,500.00	$3,500.00
0100-00230-0-0000-0000-869900-200-0000	$0.00	$6,300.00	$6,300.00
0100-00380-0-0000-0000-869900-602-0000	$0.00	$7,500.00	$7,500.00
0100-00380-0-0000-0000-869900-821-0000	$0.00	$11,413.47	$11,413.47
0100-00380-0-0000-0000-869900-838-0000	$0.00	$12,689.73	$12,689.73
0100-00380-0-0000-0000-869900-818-0000	$0.00	$15,001.00	$15,001.00
0100-00380-0-0000-0000-869900-800-0000	$0.00	$15,097.02	$15,097.02
0100-00000-0-0000-0000-869900-000-0000	$0.00	$30,000.00	$30,000.00
0100-65000-0-5760-0000-879200-000-0000	$0.00	$872,367.00	$872,367.00
0100-00000-0-0000-0000-891200-000-0000	$0.00	$64,180.50	$64,180.50
0100-00000-0-0000-0000-898000-000-0000	$0.00	($1,374,737.66)	($1,374,737.66)
0100-00000-0-0000-0000-898000-500-0000	$0.00	($37,500.00)	($37,500.00)
0100-90100-0-0000-0000-898000-500-0000	$0.00	$37,500.00	$37,500.00
0100-65000-0-5760-0000-898000-000-0000	$0.00	$1,374,737.66	$1,374,737.66
0100-00240-0-0000-0000-898010-999-0000	$0.00	($500,000.00)	($500,000.00)
0100-03330-0-0000-0000-898010-000-0000	$0.00	$500,000.00	$500,000.00
0100-00000-0-0000-0000-898050-000-0000	$0.00	($760,000.00)	($760,000.00)
0100-81500-0-0000-0000-898050-000-0000	$0.00	$760,000.00	$760,000.00
0100-40350-0-0000-0000-899000-000-0000	$0.00	($33,580.00)	($33,580.00)
0100-41270-0-0000-0000-899000-000-0000	$0.00	($14,782.00)	($14,782.00)
0100-30100-0-0000-0000-899000-000-0000	$0.00	$48,362.00	$48,362.00
***Income Total	$0.00	$26,986,033.32	$26,986,033.32
Expenses			
0100-00240-0-0000-7200-440000-100-0000	$0.00	$3,000.00	$3,000.00
0100-81500-0-0000-8110-440000-200-0000	$0.00	$4,000.00	$4,000.00
0100-00240-0-0000-2700-440000-200-0000	$0.00	$5,000.00	$5,000.00
0100-00240-0-1110-1000-440000-200-0000	$0.00	$5,000.00	$5,000.00
0100-00240-0-1110-1000-440000-500-0000	$0.00	$5,000.00	$5,000.00
0100-81500-0-0000-8110-440000-000-0000	$0.00	$5,000.00	$5,000.00
0100-00240-0-1110-1000-440000-300-0000	$0.00	$7,500.00	$7,500.00
0100-00240-0-0000-7700-440000-999-0000	$0.00	$10,000.00	$10,000.00
0100-00240-0-1110-1000-440000-999-0000	$0.00	$10,000.00	$10,000.00
0100-26000-0-0000-3700-470000-000-0000	$0.00	$10,000.00	$10,000.00
0100-65000-0-5760-3600-510000-000-0000	$0.00	$211,383.72	$211,383.72
0100-26000-0-1110-1000-510000-200-0000	$0.00	$240,000.00	$240,000.00
0100-26000-0-1110-1000-510000-300-0000	$0.00	$270,000.00	$270,000.00
0100-00970-0-0000-2700-520000-200-0000	$0.00	$12.00	$12.00
0100-00970-0-0000-2700-520000-300-0000	$0.00	$12.00	$12.00
0100-00970-0-0000-2700-520000-500-0000	$0.00	$12.00	$12.00
0100-74350-0-1110-3110-520000-300-0000	$0.00	$47.50	$47.50
0100-74350-0-1110-3110-520000-500-0000	$0.00	$47.50	$47.50

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-2130-520000-100-0000	$0.00	$75.00	$75.00
0100-11000-0-1110-2700-520000-300-0000	$0.00	$100.00	$100.00
0100-00000-0-0000-7300-520000-100-0000	$0.00	$100.00	$100.00
0100-00000-0-0000-7400-520000-100-0000	$0.00	$100.00	$100.00
0100-11000-0-1110-2420-520000-200-0000	$0.00	$105.00	$105.00
0100-11000-0-1110-2420-520000-300-0000	$0.00	$105.00	$105.00
0100-11000-0-1110-2420-520000-500-0000	$0.00	$105.00	$105.00
0100-00970-0-1110-1000-520000-200-0000	$0.00	$121.00	$121.00
0100-00970-0-1110-1000-520000-500-0000	$0.00	$122.00	$122.00
0100-42030-0-1187-1000-520000-200-0000	$0.00	$225.00	$225.00
0100-42030-0-1187-1000-520000-300-0000	$0.00	$225.00	$225.00
0100-30100-0-1110-1000-520000-200-0000	$0.00	$250.00	$250.00
0100-11000-0-0000-7400-520000-100-0000	$0.00	$250.00	$250.00
0100-00000-0-0000-8200-520000-000-0000	$0.00	$340.00	$340.00
0100-00970-0-1110-1000-520000-000-0000	$0.00	$361.27	$361.27
0100-00000-0-0000-2700-520000-300-0000	$0.00	$370.00	$370.00
0100-00000-0-0000-2700-520000-500-0000	$0.00	$370.00	$370.00
0100-78100-0-1110-1000-520000-200-0000	$0.00	$400.00	$400.00
0100-78100-0-1110-1000-520000-300-0000	$0.00	$400.00	$400.00
0100-11000-0-0000-7100-520000-100-0000	$0.00	$500.00	$500.00
0100-42030-0-1187-1000-520000-100-0000	$0.00	$550.00	$550.00
0100-00000-0-0000-2700-520000-200-0000	$0.00	$550.00	$550.00
0100-11000-0-1110-2130-520000-100-0000	$0.00	$600.00	$600.00
0100-00240-0-1110-1000-520000-100-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-0000-7300-520000-100-0000	$0.00	$1,000.00	$1,000.00
0100-00970-0-1110-1000-520000-300-0000	$0.00	$1,212.00	$1,212.00
0100-00000-0-0000-7200-520000-100-0000	$0.00	$1,250.00	$1,250.00
0100-65460-0-5760-1110-520000-000-0000	$0.00	$1,250.00	$1,250.00
0100-00000-0-0000-7100-520000-100-0000	$0.00	$1,500.00	$1,500.00
0100-11000-0-1110-3140-520000-100-0000	$0.00	$1,750.00	$1,750.00
0100-00240-0-1110-2420-520000-100-0000	$0.00	$5,000.00	$5,000.00
0100-00000-0-0000-7150-520000-100-0000	$0.00	$6,500.00	$6,500.00
0100-00000-0-1110-2130-520015-100-0000	$0.00	$110.00	$110.00
0100-26000-0-1110-2130-520015-100-0000	$0.00	$110.00	$110.00
0100-03320-0-1110-2130-520015-100-0000	$0.00	$202.00	$202.00
0100-00240-0-1110-2420-520015-999-0000	$0.00	$336.00	$336.00
0100-00000-0-1110-3140-520015-000-0000	$0.00	$440.00	$440.00
0100-00000-0-1110-3140-520015-100-0000	$0.00	$440.00	$440.00
0100-03320-0-5760-2700-520015-000-0000	$0.00	$440.00	$440.00
0100-00000-0-1110-2420-520015-200-0000	$0.00	$444.00	$444.00
0100-00000-0-0000-7300-520015-100-0000	$0.00	$480.00	$480.00
0100-00000-0-0000-7400-520015-100-0000	$0.00	$480.00	$480.00
0100-00000-0-1110-2420-520015-500-0000	$0.00	$488.00	$488.00
0100-00000-0-1110-2420-520015-300-0000	$0.00	$532.00	$532.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1110-2700-520015-200-0000	$0.00	$880.00	$880.00
0100-00000-0-1110-2700-520015-300-0000	$0.00	$880.00	$880.00
0100-00000-0-1110-2700-520015-500-0000	$0.00	$880.00	$880.00
0100-67700-0-1137-1000-530000-500-0000	$0.00	$100.00	$100.00
0100-03330-0-0000-3600-530000-000-0000	$0.00	$100.00	$100.00
0100-00000-0-0000-7150-530000-100-0000	$0.00	$250.00	$250.00
0100-00000-0-0000-8200-530000-000-0000	$0.00	$350.00	$350.00
0100-11000-0-1110-1000-530000-100-0000	$0.00	$850.00	$850.00
0100-11000-0-1110-2700-530000-500-0000	$0.00	$1,250.00	$1,250.00
0100-11000-0-1110-2700-530000-200-0000	$0.00	$1,450.00	$1,450.00
0100-11000-0-1110-2700-530000-300-0000	$0.00	$1,450.00	$1,450.00
0100-11000-0-0000-7150-530000-100-0000	$0.00	$3,000.00	$3,000.00
0100-11000-0-0000-7300-530000-100-0000	$0.00	$6,750.00	$6,750.00
0100-11000-0-0000-7100-530000-100-0000	$0.00	$20,000.00	$20,000.00
0100-00000-0-1110-1000-540000-200-0000	$0.00	$1,741.08	$1,741.08
0100-00000-0-1110-1000-540000-500-0000	$0.00	$1,888.42	$1,888.42
0100-00000-0-1110-1000-540000-300-0000	$0.00	$2,030.07	$2,030.07
0100-00000-0-1110-1000-540000-100-0000	$0.00	$4,320.00	$4,320.00
0100-00000-0-0000-8200-540000-000-0000	$0.00	$11,214.39	$11,214.39
0100-00000-0-0000-7200-540000-100-0000	$0.00	$343,392.63	$343,392.63
0100-03330-0-0000-3600-545000-000-0000	$0.00	$12,233.88	$12,233.88
0100-00000-0-0000-8200-550010-300-0000	$0.00	$10,000.00	$10,000.00
0100-00000-0-0000-8200-550010-500-0000	$0.00	$15,000.00	$15,000.00
0100-00000-0-0000-8200-550010-200-0000	$0.00	$16,500.00	$16,500.00
0100-00000-0-0000-8200-550020-300-0000	$0.00	$150,000.00	$150,000.00
0100-00000-0-0000-8200-550020-200-0000	$0.00	$170,000.00	$170,000.00
0100-00000-0-0000-8200-550020-500-0000	$0.00	$180,000.00	$180,000.00
0100-00000-0-0000-8200-550030-300-0000	$0.00	$22,000.00	$22,000.00
0100-00000-0-0000-8200-550030-500-0000	$0.00	$45,000.00	$45,000.00
0100-00000-0-0000-8200-550040-500-0000	$0.00	$6,500.00	$6,500.00
0100-00000-0-0000-8200-550040-300-0000	$0.00	$7,000.00	$7,000.00
0100-81500-0-0000-8110-550040-200-0000	$0.00	$11,200.00	$11,200.00
0100-00000-0-0000-8200-550050-500-0000	$0.00	$10,000.00	$10,000.00
0100-00000-0-0000-8200-550050-200-0000	$0.00	$12,500.00	$12,500.00
0100-00000-0-0000-8200-550050-300-0000	$0.00	$12,500.00	$12,500.00
0100-00000-0-0000-8200-550060-000-0000	$0.00	$25,000.00	$25,000.00
0100-00000-0-0000-8200-550070-200-0000	$0.00	$1,200.00	$1,200.00
0100-00000-0-0000-8200-550070-300-0000	$0.00	$1,200.00	$1,200.00
0100-00000-0-0000-8200-550070-500-0000	$0.00	$1,200.00	$1,200.00
0100-11000-0-1160-1000-560000-500-0000	$0.00	$300.00	$300.00
0100-00000-0-0000-8200-560000-000-0005	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-560000-000-0006	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-560000-200-0000	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-560000-300-0000	$0.00	$500.00	$500.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-7200-560000-100-0000	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-560000-500-0000	$0.00	$1,000.00	$1,000.00
0100-81500-0-0000-8110-560000-000-0000	$0.00	$2,000.00	$2,000.00
0100-81500-0-0000-8110-560000-500-0000	$0.00	$2,500.00	$2,500.00
0100-11000-0-1156-1000-560000-500-0000	$0.00	$3,500.00	$3,500.00
0100-00000-0-0000-8200-560000-000-0000	$0.00	$5,000.00	$5,000.00
0100-81500-0-0000-8400-560000-000-0000	$0.00	$5,000.00	$5,000.00
0100-00380-0-1110-1000-560000-821-0000	$0.00	$5,750.00	$5,750.00
0100-00240-0-1110-1000-560000-200-0000	$0.00	$7,500.00	$7,500.00
0100-00240-0-1110-1000-560000-300-0000	$0.00	$7,500.00	$7,500.00
0100-00240-0-1110-1000-560000-500-0000	$0.00	$7,500.00	$7,500.00
0100-11000-0-0000-7190-580070-100-0000	$0.00	$30,000.00	$30,000.00
0100-65000-0-5760-8700-560000-000-0000	$0.00	$8,620.00	$8,620.00
0100-81500-0-0000-8110-560000-200-0000	$0.00	$10,000.00	$10,000.00
0100-81500-0-0000-8110-560000-300-0000	$0.00	$15,000.00	$15,000.00
0100-03330-0-0000-3600-560001-000-0000	$0.00	$65,000.00	$65,000.00
0100-03330-0-0000-3600-571020-000-0000	$0.00	($41,263.50)	($41,263.50)
0100-26000-0-1110-1000-571020-200-0000	$0.00	$131.75	$131.75
0100-26000-0-1110-1000-571020-300-0000	$0.00	$131.75	$131.75
0100-00380-0-1110-4100-571020-800-0000	$0.00	$1,500.00	$1,500.00
0100-11000-0-1110-1000-571020-500-0000	$0.00	$2,000.00	$2,000.00
0100-11000-0-1156-1000-571020-500-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-1000-571020-300-0000	$0.00	$7,500.00	$7,500.00
0100-11000-0-1110-1000-571020-200-0000	$0.00	$10,000.00	$10,000.00
0100-90100-0-1135-4200-571020-500-0000	$0.00	$15,000.00	$15,000.00
0100-00000-0-0000-8200-575010-000-0000	$0.00	($59,500.00)	($59,500.00)
0100-26000-0-0000-8200-575010-500-0000	$0.00	$10,500.00	$10,500.00
0100-26000-0-0000-8200-575010-300-0000	$0.00	$20,000.00	$20,000.00
0100-26000-0-0000-8200-575010-200-0000	$0.00	$29,000.00	$29,000.00
0100-03330-0-0000-3600-575020-000-0000	$0.00	($2,900.00)	($2,900.00)
0100-00380-0-1190-1000-580000-825-0000	$0.00	$55.00	$55.00
0100-00000-0-0000-8200-580000-000-0005	$0.00	$100.00	$100.00
0100-00000-0-0000-7400-580000-100-0000	$0.00	$250.00	$250.00
0100-11000-0-1110-2700-580000-500-0000	$0.00	$250.00	$250.00
0100-65000-0-5760-1110-580000-100-0000	$0.00	$350.00	$350.00
0100-00000-0-0000-8200-580000-500-0000	$0.00	$500.00	$500.00
0100-00240-0-0000-7100-580000-100-0000	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-580000-300-0000	$0.00	$500.00	$500.00
0100-11000-0-1135-4200-580000-500-0000	$0.00	$500.00	$500.00
0100-11000-0-1160-1000-580000-200-0000	$0.00	$600.00	$600.00
0100-11000-0-1160-1000-580000-300-0000	$0.00	$600.00	$600.00
0100-67700-0-1137-1000-580000-500-0000	$0.00	$950.00	$950.00
0100-00240-0-0000-7200-580000-100-0000	$0.00	$1,000.00	$1,000.00
0100-03330-0-0000-3600-580000-029-0000	$0.00	$1,000.00	$1,000.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-8200-580000-200-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1156-1000-580000-500-0000	$0.00	$1,000.00	$1,000.00
0100-00380-0-1110-1000-580000-300-0000	$0.00	$1,000.00	$1,000.00
0100-00380-0-1110-1000-580000-821-0000	$0.00	$1,000.00	$1,000.00
0100-00240-0-1110-1000-580000-200-0000	$0.00	$1,500.00	$1,500.00
0100-11000-0-1110-1000-580000-801-0000	$0.00	$1,500.00	$1,500.00
0100-00240-0-1110-1000-580000-300-0000	$0.00	$1,500.00	$1,500.00
0100-00240-0-1110-1000-580000-500-0000	$0.00	$1,500.00	$1,500.00
0100-11000-0-1110-3130-580000-200-0000	$0.00	$1,837.80	$1,837.80
0100-11000-0-1110-3130-580000-500-0000	$0.00	$1,960.80	$1,960.80
0100-11000-0-1110-3130-580000-300-0000	$0.00	$2,197.65	$2,197.65
0100-00000-0-0000-7100-580000-102-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-0000-8200-580000-000-0000	$0.00	$2,500.00	$2,500.00
0100-81500-0-0000-8110-580000-500-0000	$0.00	$3,000.00	$3,000.00
0100-11000-0-1110-1000-580000-500-0000	$0.00	$3,000.00	$3,000.00
0100-00230-0-1110-4100-580000-300-0000	$0.00	$3,500.00	$3,500.00
0100-81500-0-0000-8110-580000-300-0000	$0.00	$4,000.00	$4,000.00
0100-00000-0-0000-7300-580000-100-0000	$0.00	$5,000.00	$5,000.00
0100-00230-0-1110-4100-580000-200-0000	$0.00	$6,300.00	$6,300.00
0100-00000-0-0000-7100-580000-100-0000	$0.00	$10,000.00	$10,000.00
0100-11000-0-0000-7200-580000-100-0000	$0.00	$12,500.00	$12,500.00
0100-00380-0-1110-1000-580000-838-0000	$0.00	$13,000.00	$13,000.00
0100-00000-0-1110-3130-580000-200-0000	$0.00	$14,400.00	$14,400.00
0100-00000-0-1110-3130-580000-300-0000	$0.00	$14,400.00	$14,400.00
0100-00380-0-1110-1000-580000-818-0000	$0.00	$15,000.00	$15,000.00
0100-00380-0-1110-4100-580000-800-0000	$0.00	$15,000.00	$15,000.00
0100-81500-0-0000-8110-580000-200-0000	$0.00	$17,500.00	$17,500.00
0100-90100-0-1135-4200-580000-500-0000	$0.00	$17,500.00	$17,500.00
0100-00000-0-1110-3130-580000-500-0000	$0.00	$19,200.00	$19,200.00
0100-03330-0-0000-3600-580000-000-0000	$0.00	$20,000.00	$20,000.00
0100-00000-0-0000-7200-580000-100-0000	$0.00	$20,000.00	$20,000.00
0100-81500-0-0000-8110-580000-000-0000	$0.00	$40,000.00	$40,000.00
0100-00240-0-1110-1000-580000-999-0000	$0.00	$45,000.00	$45,000.00
0100-65000-0-5760-3600-580000-000-0000	$0.00	$50,000.00	$50,000.00
0100-60190-0-1110-3130-580000-500-0000	$0.00	$59,000.00	$59,000.00
0100-11000-0-1110-3140-580004-100-0000	$0.00	$100.00	$100.00
0100-42030-0-1187-1000-580004-200-0000	$0.00	$1,300.00	$1,300.00
0100-42030-0-1187-1000-580004-300-0000	$0.00	$1,300.00	$1,300.00
0100-00000-0-0000-7400-580004-100-0000	$0.00	$4,000.00	$4,000.00
0100-00000-0-0000-7100-580004-100-0000	$0.00	$4,000.00	$4,000.00
0100-60190-0-1110-1000-580004-500-0000	$0.00	$10,600.00	$10,600.00
0100-60190-0-1110-1000-580004-200-0000	$0.00	$11,200.00	$11,200.00
0100-60190-0-1110-1000-580004-300-0000	$0.00	$15,200.00	$15,200.00
0100-00000-0-0000-7300-580004-100-0000	$0.00	$25,000.00	$25,000.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-26000-0-1110-1000-580004-200-0000	$0.00	$50,000.00	$50,000.00
0100-26000-0-1110-1000-580004-300-0000	$0.00	$50,000.00	$50,000.00
0100-26000-0-1110-1000-580004-500-0000	$0.00	$50,000.00	$50,000.00
0100-00240-0-0000-7700-580004-999-0000	$0.00	$72,000.00	$72,000.00
0100-00240-0-1110-2130-580008-100-0000	$0.00	$50.00	$50.00
0100-00240-0-0000-7100-580008-100-0000	$0.00	$100.00	$100.00
0100-00240-0-1110-3140-580008-000-0000	$0.00	$150.00	$150.00
0100-00240-0-0000-8200-580008-000-0000	$0.00	$250.00	$250.00
0100-81500-0-0000-8110-580008-000-0000	$0.00	$250.00	$250.00
0100-65000-0-5760-1110-580008-200-0000	$0.00	$250.00	$250.00
0100-65000-0-5760-1110-580008-300-0000	$0.00	$250.00	$250.00
0100-65000-0-5760-1110-580008-500-0000	$0.00	$250.00	$250.00
0100-00240-0-1110-1000-580008-999-0000	$0.00	$350.00	$350.00
0100-00240-0-1110-1000-580008-100-0000	$0.00	$500.00	$500.00
0100-00240-0-1110-2420-580008-999-0000	$0.00	$500.00	$500.00
0100-11000-0-1189-1000-580008-500-0000	$0.00	$600.00	$600.00
0100-65000-0-5760-1110-580008-000-0000	$0.00	$750.00	$750.00
0100-67700-0-1156-1000-580008-500-0000	$0.00	$860.14	$860.14
0100-00240-0-0000-7200-580008-200-0000	$0.00	$875.00	$875.00
0100-00240-0-0000-7200-580008-300-0000	$0.00	$875.00	$875.00
0100-00240-0-0000-7200-580008-500-0000	$0.00	$875.00	$875.00
0100-11000-0-0000-7300-580008-100-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-0000-7400-580008-100-0000	$0.00	$1,000.00	$1,000.00
0100-00240-0-1110-2130-580008-999-0000	$0.00	$1,000.00	$1,000.00
0100-00240-0-0000-7200-580008-100-0000	$0.00	$1,500.00	$1,500.00
0100-00240-0-1110-2700-580008-200-0000	$0.00	$1,500.00	$1,500.00
0100-00240-0-1110-2700-580008-300-0000	$0.00	$1,500.00	$1,500.00
0100-00240-0-1110-2700-580008-500-0000	$0.00	$1,500.00	$1,500.00
0100-67700-0-1189-1000-580008-500-0000	$0.00	$1,500.00	$1,500.00
0100-63000-0-1110-2420-580008-200-0000	$0.00	$1,805.00	$1,805.00
0100-63000-0-1110-2420-580008-300-0000	$0.00	$1,805.00	$1,805.00
0100-63000-0-1110-2420-580008-500-0000	$0.00	$1,805.00	$1,805.00
0100-60190-0-1110-1000-580008-200-0000	$0.00	$2,500.00	$2,500.00
0100-60190-0-1110-1000-580008-300-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-0000-8200-580008-000-0000	$0.00	$4,000.00	$4,000.00
0100-00970-0-0000-7200-580008-100-0000	$0.00	$4,885.00	$4,885.00
0100-00240-0-0000-7700-580008-999-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-1000-580008-500-0000	$0.00	$5,000.00	$5,000.00
0100-00240-0-0000-7200-580008-999-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-1000-580008-200-0000	$0.00	$5,100.00	$5,100.00
0100-11000-0-1110-1000-580008-300-0000	$0.00	$5,100.00	$5,100.00
0100-00000-0-0000-7200-580008-100-0000	$0.00	$5,500.00	$5,500.00
0100-63000-0-1110-1000-580008-200-0000	$0.00	$7,500.00	$7,500.00
0100-63000-0-1110-1000-580008-300-0000	$0.00	$7,500.00	$7,500.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00240-0-0000-8200-580008-999-0000	$0.00	$8,000.00	$8,000.00
0100-00240-0-0000-7400-580008-100-0000	$0.00	$9,130.91	$9,130.91
0100-00240-0-0000-7300-580008-100-0000	$0.00	$9,500.00	$9,500.00
0100-63000-0-1110-1000-580008-500-0000	$0.00	$14,350.00	$14,350.00
0100-00240-0-1110-1000-580008-200-0000	$0.00	$15,000.00	$15,000.00
0100-00240-0-1110-1000-580008-300-0000	$0.00	$15,000.00	$15,000.00
0100-00240-0-1110-1000-580008-500-0000	$0.00	$15,000.00	$15,000.00
0100-03330-0-0000-3600-580008-000-0000	$0.00	$20,000.00	$20,000.00
0100-60190-0-1110-1000-580009-500-0000	$0.00	$3,750.00	$3,750.00
0100-11000-0-1110-1000-580009-200-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-1000-580009-300-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-1000-580009-500-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-1000-580009-100-0000	$0.00	$10,000.00	$10,000.00
0100-74350-0-1110-3110-580009-300-0000	$0.00	$20,000.00	$20,000.00
0100-11000-0-0000-7100-580010-100-0000	$0.00	$50,000.00	$50,000.00
0100-00000-0-0000-7100-580010-100-0000	$0.00	$55,000.00	$55,000.00
0100-00240-0-0000-7200-580011-999-0000	$0.00	$200.00	$200.00
0100-00240-0-0000-8200-580011-999-0000	$0.00	$200.00	$200.00
0100-00240-0-0000-2700-580011-200-0000	$0.00	$400.00	$400.00
0100-00240-0-0000-2700-580011-300-0000	$0.00	$400.00	$400.00
0100-00240-0-0000-2700-580011-500-0000	$0.00	$400.00	$400.00
0100-11000-0-1110-1000-580011-500-0000	$0.00	$1,000.00	$1,000.00
0100-00240-0-1110-1000-580011-200-0000	$0.00	$2,100.00	$2,100.00
0100-00240-0-1110-1000-580011-300-0000	$0.00	$2,100.00	$2,100.00
0100-00240-0-1110-1000-580011-500-0000	$0.00	$2,100.00	$2,100.00
0100-00000-0-0000-8200-580016-100-0000	$0.00	$1,000.00	$1,000.00
0100-00000-0-0000-8200-580016-300-0000	$0.00	$3,000.00	$3,000.00
0100-00000-0-0000-8200-580016-500-0000	$0.00	$3,000.00	$3,000.00
0100-00000-0-0000-8200-580016-200-0000	$0.00	$3,500.00	$3,500.00
0100-03330-0-0000-3600-580020-000-0004	$0.00	$50.00	$50.00
0100-03330-0-0000-3600-580020-000-0005	$0.00	$500.00	$500.00
0100-03330-0-0000-3600-580020-000-0000	$0.00	$15,000.00	$15,000.00
0100-00000-0-0000-7200-580040-100-0000	$0.00	$150.00	$150.00
0100-11000-0-1110-3140-580060-300-0000	$0.00	$100.00	$100.00
0100-11000-0-1156-1000-580060-500-0000	$0.00	$200.00	$200.00
0100-11000-0-1110-1000-580060-500-0000	$0.00	$250.00	$250.00
0100-00000-0-0000-7400-580060-100-0000	$0.00	$4,000.00	$4,000.00
0100-00000-0-0000-7150-590010-100-0000	$0.00	$500.00	$500.00
0100-03330-0-0000-3600-590010-000-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-0000-8200-590010-000-0000	$0.00	$30,000.00	$30,000.00
0100-03330-0-0000-3600-590030-000-0000	$0.00	$125.00	$125.00
0100-11000-0-1110-2700-590030-300-0000	$0.00	$250.00	$250.00
0100-11000-0-1110-2700-590030-200-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1110-2700-590030-500-0000	$0.00	$1,250.00	$1,250.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-7300-590030-100-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-0000-7200-590030-100-0000	$0.00	$6,000.00	$6,000.00
0100-00000-0-0000-8200-640000-000-0000	$0.00	$20,000.00	$20,000.00
0100-70410-0-0000-3700-640000-200-0000	$0.00	$63,212.71	$63,212.71
0100-00000-0-0000-9200-714210-000-0000	$0.00	$240,671.00	$240,671.00
0100-33110-1-5760-9200-714221-000-0000	$0.00	$8,000.00	$8,000.00
0100-65460-0-5760-9200-714230-000-0000	$0.00	$39,944.00	$39,944.00
0100-65000-0-5760-9200-714230-000-0000	$0.00	$390,884.00	$390,884.00
0100-65470-0-5730-9200-714231-000-0000	$0.00	$34,387.00	$34,387.00
0100-65000-0-5730-9200-714231-000-0000	$0.00	$244,152.00	$244,152.00
0100-65000-0-5760-9200-714240-027-0000	$0.00	$10,000.00	$10,000.00
0100-74350-0-5760-9200-714240-027-0000	$0.00	$12,424.35	$12,424.35
0100-65460-0-5760-9200-714240-000-0000	$0.00	$75,080.00	$75,080.00
0100-65000-0-5760-9200-714240-000-0000	$0.00	$150,000.00	$150,000.00
0100-33110-1-5760-9200-714254-000-0000	$0.00	$7,212.00	$7,212.00
0100-65000-0-5760-9200-714261-100-0000	$0.00	$12,420.12	$12,420.12
0100-65460-0-5760-9200-714261-100-0000	$0.00	$20,000.00	$20,000.00
0100-00000-0-0000-7210-731000-000-0000	$0.00	($113,118.72)	($113,118.72)
0100-78100-0-0000-7210-731000-000-0000	$0.00	$500.00	$500.00
0100-33270-0-5760-7210-731000-000-0000	$0.00	$849.03	$849.03
0100-42030-0-0000-7210-731000-000-0000	$0.00	$903.60	$903.60
0100-74350-0-0000-7210-731000-000-0000	$0.00	$1,212.00	$1,212.00
0100-67700-0-0000-7210-731000-000-0000	$0.00	$2,200.00	$2,200.00
0100-33100-0-5760-7210-731000-000-0000	$0.00	$2,629.30	$2,629.30
0100-60190-0-0000-7210-731000-000-0000	$0.00	$3,175.00	$3,175.00
0100-30100-0-0000-7210-731000-000-0000	$0.00	$8,120.43	$8,120.43
0100-03320-0-0000-7210-731000-000-0000	$0.00	$43,529.36	$43,529.36
0100-81500-0-0000-7210-731000-000-0000	$0.00	$50,000.00	$50,000.00
0100-00000-0-0000-7210-735000-000-0000	$0.00	($40,000.00)	($40,000.00)
0100-11000-0-1110-9100-743900-200-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1110-9100-743900-500-0000	$0.00	$1,000.00	$1,000.00
0100-00000-0-0000-9100-743900-100-0000	$0.00	$6,500.00	$6,500.00
0100-00000-0-1110-9100-743900-200-0000	$0.00	$12,500.00	$12,500.00
0100-00000-0-1110-9100-743900-300-0000	$0.00	$12,500.00	$12,500.00
0100-00000-0-1110-9100-743900-500-0000	$0.00	$12,500.00	$12,500.00
0100-00000-0-0000-9300-761100-000-0000	$0.00	$14,000.00	$14,000.00
0100-00000-0-0000-9300-761200-000-0000	$0.00	$72,729.00	$72,729.00
0100-00000-0-0000-9300-761900-000-0000	$0.00	$200,000.00	$200,000.00
0100-78100-0-1110-1000-110000-200-0000	$0.00	$3,000.00	$3,000.00
0100-78100-0-1110-1000-110000-300-0000	$0.00	$3,000.00	$3,000.00
0100-00000-0-1156-1000-110000-200-0000	$0.00	$12,123.00	$12,123.00
0100-00000-0-1156-1000-110000-300-0000	$0.00	$12,123.00	$12,123.00
0100-33100-0-5760-1110-110000-200-0000	$0.00	$17,204.80	$17,204.80
0100-03320-0-1187-1000-110000-500-0000	$0.00	$19,700.00	$19,700.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-33100-0-5760-1110-110000-500-0000	$0.00	$24,574.00	$24,574.00
0100-67700-0-1133-1000-110000-200-0000	$0.00	$29,713.88	$29,713.88
0100-67700-0-1133-1000-110000-300-0000	$0.00	$29,713.88	$29,713.88
0100-65000-0-5760-1110-110000-500-0000	$0.00	$35,298.00	$35,298.00
0100-03320-0-1110-1000-110000-500-0000	$0.00	$39,520.00	$39,520.00
0100-00000-0-1160-1000-110000-200-0000	$0.00	$40,410.00	$40,410.00
0100-00000-0-1160-1000-110000-300-0000	$0.00	$40,410.00	$40,410.00
0100-00000-0-1156-1000-110000-500-0000	$0.00	$56,573.00	$56,573.00
0100-65000-0-5760-1110-110000-200-0000	$0.00	$68,819.00	$68,819.00
0100-67700-0-1189-1000-110000-500-0000	$0.00	$79,237.00	$79,237.00
0100-30100-0-1110-1000-110000-200-0000	$0.00	$83,119.00	$83,119.00
0100-30100-0-1110-1000-110000-300-0000	$0.00	$83,523.00	$83,523.00
0100-65000-0-5760-1110-110000-300-0000	$0.00	$84,319.00	$84,319.00
0100-65000-0-5760-1120-110000-200-0000	$0.00	$91,511.00	$91,511.00
0100-00000-0-1133-1000-110000-500-0000	$0.00	$94,431.00	$94,431.00
0100-03320-0-1110-1000-110000-200-0000	$0.00	$94,907.00	$94,907.00
0100-03320-0-1110-1000-110000-300-0000	$0.00	$95,402.00	$95,402.00
0100-65000-0-5760-1120-110000-300-0000	$0.00	$96,431.00	$96,431.00
0100-14000-0-1110-1000-110000-500-0000	$0.00	$104,986.85	$104,986.85
0100-65000-0-5760-1120-110000-500-0000	$0.00	$156,394.00	$156,394.00
0100-00000-0-1160-1000-110000-500-0000	$0.00	$212,531.00	$212,531.00
0100-00000-0-1110-1000-110000-500-0000	$0.00	$1,806,347.66	$1,806,347.66
0100-14000-0-1110-1000-110000-200-0000	$0.00	$1,940,723.15	$1,940,723.15
0100-14000-0-1110-1000-110000-300-0000	$0.00	$2,266,524.00	$2,266,524.00
0100-67700-0-1133-1000-110010-200-0000	$0.00	$500.00	$500.00
0100-67700-0-1133-1000-110010-300-0000	$0.00	$500.00	$500.00
0100-67700-0-1189-1000-110010-500-0000	$0.00	$1,000.00	$1,000.00
0100-00000-0-1110-1000-110010-200-0000	$0.00	$20,000.00	$20,000.00
0100-00000-0-1110-1000-110010-500-0000	$0.00	$30,000.00	$30,000.00
0100-00000-0-1110-1000-110010-300-0000	$0.00	$40,000.00	$40,000.00
0100-00000-0-1156-1000-110018-300-0000	$0.00	$375.00	$375.00
0100-00000-0-1156-1000-110018-200-0000	$0.00	$375.00	$375.00
0100-00000-0-1156-1000-110018-500-0000	$0.00	$1,750.00	$1,750.00
0100-00000-0-1135-1000-110018-500-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-1000-110020-200-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-1000-110020-300-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-1000-110020-500-0000	$0.00	$8,000.00	$8,000.00
0100-67700-0-1133-1000-110030-200-0000	$0.00	$500.00	$500.00
0100-67700-0-1133-1000-110030-300-0000	$0.00	$500.00	$500.00
0100-67700-0-1189-1000-110030-500-0000	$0.00	$500.00	$500.00
0100-00000-0-1110-1000-110030-500-0000	$0.00	$16,000.00	$16,000.00
0100-00000-0-1110-1000-110030-200-0000	$0.00	$16,000.00	$16,000.00
0100-00000-0-1110-1000-110030-300-0000	$0.00	$20,000.00	$20,000.00
0100-00000-0-1150-1000-110040-200-0000	$0.00	$1.00	$1.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1150-1000-110040-300-0000	$0.00	$1.00	$1.00
0100-00000-0-1175-1000-110040-500-0000	$0.00	$500.00	$500.00
0100-00000-0-1185-1000-110040-500-0000	$0.00	$500.00	$500.00
0100-00000-0-1150-1000-110040-500-0000	$0.00	$1,000.00	$1,000.00
0100-00000-0-1110-1000-110040-200-0000	$0.00	$1,500.00	$1,500.00
0100-60190-0-1110-1000-110040-200-0000	$0.00	$2,000.00	$2,000.00
0100-60190-0-1110-1000-110040-300-0000	$0.00	$2,000.00	$2,000.00
0100-00000-0-1110-1000-110040-300-0000	$0.00	$4,000.00	$4,000.00
0100-00000-0-1160-1000-110040-500-0000	$0.00	$4,000.00	$4,000.00
0100-60190-0-1110-1000-110040-500-0000	$0.00	$4,000.00	$4,000.00
0100-00000-0-1135-1000-110040-500-0000	$0.00	$4,900.00	$4,900.00
0100-74350-0-1172-1000-110040-200-0000	$0.00	$5,040.00	$5,040.00
0100-00000-0-1110-1000-110040-500-0000	$0.00	$15,900.00	$15,900.00
0100-33270-0-5760-3140-120000-000-0000	$0.00	$13,948.44	$13,948.44
0100-03320-0-1110-3140-120000-000-0000	$0.00	$25,000.00	$25,000.00
0100-74350-0-1110-3110-120000-200-0000	$0.00	$58,119.00	$58,119.00
0100-03320-0-1110-3110-120000-200-0000	$0.00	$58,119.00	$58,119.00
0100-00000-0-1110-3140-120000-000-0000	$0.00	$102,288.56	$102,288.56
0100-00000-0-1110-3140-120000-100-0000	$0.00	$107,778.00	$107,778.00
0100-74350-0-1110-3110-120000-300-0000	$0.00	$111,824.00	$111,824.00
0100-60190-0-1110-3110-120000-500-0000	$0.00	$116,237.00	$116,237.00
0100-30100-0-8100-2150-130000-100-0000	$0.00	$924.22	$924.22
0100-33110-1-5760-2700-130000-000-0000	$0.00	$1,000.00	$1,000.00
0100-65000-0-5760-2700-130000-100-0000	$0.00	$29,206.00	$29,206.00
0100-00000-0-1110-2130-130000-100-0000	$0.00	$41,043.00	$41,043.00
0100-03320-0-5760-2700-130000-000-0000	$0.00	$116,822.00	$116,822.00
0100-00000-0-1110-2700-130000-500-0000	$0.00	$154,830.00	$154,830.00
0100-00000-0-1110-2700-130000-300-0000	$0.00	$164,171.00	$164,171.00
0100-00000-0-1110-2700-130000-200-0000	$0.00	$164,171.00	$164,171.00
0100-00000-0-0000-7150-130000-100-0000	$0.00	$218,440.00	$218,440.00
0100-03320-0-1110-2700-130010-300-0000	$0.00	$27,513.12	$27,513.12
0100-03320-0-1110-2700-130010-200-0000	$0.00	$28,437.40	$28,437.40
0100-03320-0-1110-2700-130010-500-0000	$0.00	$28,438.00	$28,438.00
0100-00000-0-1110-2700-130010-500-0000	$0.00	$113,750.00	$113,750.00
0100-00000-0-1110-2700-130010-200-0000	$0.00	$113,750.00	$113,750.00
0100-00000-0-1110-2700-130010-300-0000	$0.00	$113,750.00	$113,750.00
0100-74350-0-1172-2700-130020-200-0000	$0.00	$4,000.00	$4,000.00
0100-26000-0-1110-2130-130020-100-0000	$0.00	$41,043.00	$41,043.00
0100-03320-0-1110-2130-130020-100-0000	$0.00	$82,086.00	$82,086.00
0100-74350-0-5760-1110-210000-027-0000	$0.00	$3,500.00	$3,500.00
0100-65000-0-5760-1120-210000-200-0000	$0.00	$17,012.06	$17,012.06
0100-65000-0-5760-1120-210000-300-0000	$0.00	$24,168.33	$24,168.33
0100-03320-0-5760-1110-210000-200-0000	$0.00	$25,092.00	$25,092.00
0100-65000-0-5760-1110-210000-200-0000	$0.00	$46,032.60	$46,032.60

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-65000-0-5760-1110-210000-500-0000	$0.00	$68,454.24	$68,454.24
0100-65000-0-5760-1110-210000-300-0000	$0.00	$112,261.00	$112,261.00
0100-00000-0-1110-1000-210000-200-0000	$0.00	$116,061.00	$116,061.00
0100-00000-0-1110-1000-210000-300-0000	$0.00	$139,929.78	$139,929.78
0100-03320-0-1110-1000-210000-500-0000	$0.00	$172,412.00	$172,412.00
0100-03320-0-1110-1000-210000-300-0000	$0.00	$189,999.84	$189,999.84
0100-03320-0-1110-1000-210000-200-0000	$0.00	$210,024.00	$210,024.00
0100-65000-0-5760-1110-210010-500-0000	$0.00	$1,000.00	$1,000.00
0100-65000-0-5760-1110-210010-200-0000	$0.00	$3,000.00	$3,000.00
0100-65000-0-5760-1110-210010-300-0000	$0.00	$4,000.00	$4,000.00
0100-03320-0-1110-1000-210010-500-0000	$0.00	$5,000.00	$5,000.00
0100-03320-0-1110-1000-210010-200-0000	$0.00	$5,500.00	$5,500.00
0100-03320-0-1110-1000-210010-300-0000	$0.00	$10,000.00	$10,000.00
0100-00000-0-1110-1000-210020-500-0000	$0.00	$16,754.89	$16,754.89
0100-00000-0-1110-1000-210040-500-0000	$0.00	$100.00	$100.00
0100-03320-0-5760-1110-210040-200-0000	$0.00	$100.00	$100.00
0100-65000-0-5760-1120-210040-200-0000	$0.00	$100.00	$100.00
0100-65000-0-5760-1120-210040-300-0000	$0.00	$250.00	$250.00
0100-65000-0-5760-1110-210040-200-0000	$0.00	$1,000.00	$1,000.00
0100-65000-0-5760-1110-210040-300-0000	$0.00	$1,500.00	$1,500.00
0100-00000-0-1110-1000-210040-300-0000	$0.00	$2,500.00	$2,500.00
0100-65000-0-5760-1110-210040-500-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-1000-210040-200-0000	$0.00	$4,000.00	$4,000.00
0100-03320-0-1110-1000-210040-200-0000	$0.00	$5,000.00	$5,000.00
0100-03320-0-1110-1000-210040-300-0000	$0.00	$7,500.00	$7,500.00
0100-03320-0-1110-1000-210040-500-0000	$0.00	$10,000.00	$10,000.00
0100-74350-0-1172-3700-220000-200-0000	$0.00	$750.00	$750.00
0100-00000-0-0000-7200-220000-100-0000	$0.00	$12,250.80	$12,250.80
0100-00000-0-0000-8200-220000-000-0000	$0.00	$12,848.43	$12,848.43
0100-00000-0-1110-2420-220000-200-0000	$0.00	$21,030.05	$21,030.05
0100-03320-0-1110-2420-220000-300-0000	$0.00	$22,618.05	$22,618.05
0100-00000-0-1110-2420-220000-500-0000	$0.00	$25,060.33	$25,060.33
0100-81500-0-0000-8110-220000-000-0000	$0.00	$192,899.00	$192,899.00
0100-03330-0-0000-3600-220001-000-0000	$0.00	$129,113.00	$129,113.00
0100-03330-0-0000-3600-220003-000-0000	$0.00	$37,945.58	$37,945.58
0100-26000-0-0000-8200-220005-300-0000	$0.00	$16,350.29	$16,350.29
0100-26000-0-0000-8200-220005-200-0000	$0.00	$38,408.35	$38,408.35
0100-00000-0-0000-8200-220005-000-0000	$0.00	$475,231.77	$475,231.77
0100-81500-0-0000-8400-220006-000-0000	$0.00	$159,834.31	$159,834.31
0100-03330-0-0000-3600-220011-000-0000	$0.00	$20,000.00	$20,000.00
0100-00000-0-0000-8200-220014-000-0000	$0.00	$20,000.00	$20,000.00
0100-81500-0-0000-8110-220020-000-0000	$0.00	$1,000.00	$1,000.00
0100-03330-0-0000-3600-220021-000-0000	$0.00	$3,500.00	$3,500.00
0100-81500-0-0000-8110-220024-000-0000	$0.00	$1,000.00	$1,000.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-8200-220024-000-0000	$0.00	$2,500.00	$2,500.00
0100-81500-0-0000-8400-220025-000-0000	$0.00	$500.00	$500.00
0100-03320-0-1110-2420-220050-300-0000	$0.00	$50.00	$50.00
0100-00000-0-1110-2420-220050-200-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-2420-220050-500-0000	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-220050-000-0000	$0.00	$500.00	$500.00
0100-03330-0-0000-3600-220050-000-0000	$0.00	$12,500.00	$12,500.00
0100-00000-0-0000-7110-230000-000-0000	$0.00	$8,500.00	$8,500.00
0100-00000-0-1110-2420-230000-200-0000	$0.00	$15,388.70	$15,388.70
0100-00000-0-1110-2420-230000-300-0000	$0.00	$15,388.70	$15,388.70
0100-00000-0-1110-2420-230000-500-0000	$0.00	$15,388.70	$15,388.70
0100-00000-0-0000-8200-230000-000-0000	$0.00	$23,477.00	$23,477.00
0100-81500-0-0000-8110-230000-000-0000	$0.00	$70,431.00	$70,431.00
0100-03330-0-0000-3600-230000-000-0000	$0.00	$102,574.00	$102,574.00
0100-00240-0-1110-2420-230000-999-0000	$0.00	$107,720.90	$107,720.90
0100-00000-0-0000-7400-230000-100-0000	$0.00	$131,130.00	$131,130.00
0100-00000-0-0000-7300-230000-100-0000	$0.00	$184,675.83	$184,675.83
0100-00000-0-0000-7200-240000-100-0000	$0.00	$85,086.00	$85,086.00
0100-00000-0-1110-2700-240000-300-0000	$0.00	$87,461.55	$87,461.55
0100-00000-0-1110-2700-240000-200-0000	$0.00	$96,257.56	$96,257.56
0100-00000-0-1110-2700-240000-500-0000	$0.00	$109,519.92	$109,519.92
0100-00000-0-0000-7300-240000-100-0000	$0.00	$225,357.84	$225,357.84
0100-00000-0-1110-2700-240010-500-0000	$0.00	$500.00	$500.00
0100-00000-0-1110-2700-240010-300-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-2700-240010-200-0000	$0.00	$8,000.00	$8,000.00
0100-00000-0-1110-2700-240020-500-0000	$0.00	$100.00	$100.00
0100-00000-0-0000-7200-240020-100-0000	$0.00	$250.00	$250.00
0100-00000-0-1110-2700-240020-300-0000	$0.00	$250.00	$250.00
0100-00000-0-0000-7300-240020-100-0000	$0.00	$500.00	$500.00
0100-00000-0-1110-2700-240020-200-0000	$0.00	$500.00	$500.00
0100-00000-0-1110-2700-240050-300-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-2700-240050-500-0000	$0.00	$250.00	$250.00
0100-00000-0-1110-2700-240050-200-0000	$0.00	$1,000.00	$1,000.00
0100-42030-0-1187-1000-290000-200-0000	$0.00	$3,327.20	$3,327.20
0100-42030-0-1187-1000-290000-300-0000	$0.00	$3,327.20	$3,327.20
0100-03320-0-1187-1000-290000-200-0000	$0.00	$16,048.84	$16,048.84
0100-03320-0-1187-1000-290000-300-0000	$0.00	$16,440.28	$16,440.28
0100-00000-0-1110-2420-290000-200-0000	$0.00	$17,943.96	$17,943.96
0100-00000-0-1110-1000-290000-100-0000	$0.00	$30,258.31	$30,258.31
0100-00240-0-1110-1000-290000-100-0000	$0.00	$30,258.31	$30,258.31
0100-03320-0-1110-1000-290000-100-0000	$0.00	$30,267.39	$30,267.39
0100-00000-0-1110-2420-290000-500-0000	$0.00	$36,752.40	$36,752.40
0100-00000-0-1110-2420-290000-300-0000	$0.00	$45,113.00	$45,113.00
0100-00000-0-1110-3140-290000-300-0000	$0.00	$45,816.98	$45,816.98

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1110-3140-290000-200-0000	$0.00	$47,687.06	$47,687.06
0100-00000-0-1110-3140-290000-500-0000	$0.00	$53,725.71	$53,725.71
0100-00000-0-1110-3140-290010-300-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-3140-290010-200-0000	$0.00	$750.00	$750.00
0100-00000-0-1110-3140-290010-500-0000	$0.00	$750.00	$750.00
0100-00000-0-1110-1000-290020-100-0000	$0.00	$100.00	$100.00
0100-00240-0-1110-1000-290020-100-0000	$0.00	$100.00	$100.00
0100-03320-0-1110-1000-290020-100-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-2420-290060-300-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-3140-290060-300-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-3140-290060-500-0000	$0.00	$100.00	$100.00
0100-03320-0-1187-1000-290060-200-0000	$0.00	$500.00	$500.00
0100-00000-0-1110-3140-290060-200-0000	$0.00	$750.00	$750.00
0100-00000-0-1110-2420-290060-200-0000	$0.00	$2,000.00	$2,000.00
0100-33110-1-5760-2700-310100-000-0000	$0.00	$1.00	$1.00
0100-00000-0-1175-1000-310100-500-0000	$0.00	$96.00	$96.00
0100-00000-0-1185-1000-310100-500-0000	$0.00	$96.00	$96.00
0100-30100-0-8100-2150-310100-100-0000	$0.00	$177.00	$177.00
0100-00000-0-1150-1000-310100-500-0000	$0.00	$191.00	$191.00
0100-60190-0-1110-1000-310100-200-0000	$0.00	$382.00	$382.00
0100-60190-0-1110-1000-310100-300-0000	$0.00	$382.00	$382.00
0100-78100-0-1110-1000-310100-200-0000	$0.00	$573.00	$573.00
0100-78100-0-1110-1000-310100-300-0000	$0.00	$573.00	$573.00
0100-74350-0-1172-2700-310100-200-0000	$0.00	$764.00	$764.00
0100-60190-0-1110-1000-310100-500-0000	$0.00	$764.00	$764.00
0100-00000-0-1135-1000-310100-500-0000	$0.00	$936.00	$936.00
0100-74350-0-1172-1000-310100-200-0000	$0.00	$963.00	$963.00
0100-00000-0-1156-1000-310100-200-0000	$0.00	$2,387.00	$2,387.00
0100-00000-0-1156-1000-310100-300-0000	$0.00	$2,387.00	$2,387.00
0100-33270-0-5760-3140-310100-000-0000	$0.00	$2,664.00	$2,664.00
0100-33100-0-5760-1110-310100-200-0000	$0.00	$3,286.00	$3,286.00
0100-03320-0-1187-1000-310100-500-0000	$0.00	$3,763.00	$3,763.00
0100-33100-0-5760-1110-310100-500-0000	$0.00	$4,694.00	$4,694.00
0100-03320-0-1110-3140-310100-000-0000	$0.00	$4,775.00	$4,775.00
0100-03320-0-1110-2700-310100-300-0000	$0.00	$5,255.01	$5,255.01
0100-03320-0-1110-2700-310100-200-0000	$0.00	$5,432.00	$5,432.00
0100-03320-0-1110-2700-310100-500-0000	$0.00	$5,432.00	$5,432.00
0100-65000-0-5760-2700-310100-100-0000	$0.00	$5,578.00	$5,578.00
0100-67700-0-1133-1000-310100-200-0000	$0.00	$5,675.00	$5,675.00
0100-67700-0-1133-1000-310100-300-0000	$0.00	$5,675.00	$5,675.00
0100-65000-0-5760-1110-310100-500-0000	$0.00	$6,742.00	$6,742.00
0100-03320-0-1110-1000-310100-500-0000	$0.00	$7,548.00	$7,548.00
0100-00000-0-1160-1000-310100-200-0000	$0.00	$7,718.00	$7,718.00
0100-00000-0-1160-1000-310100-300-0000	$0.00	$7,718.00	$7,718.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1110-2130-310100-100-0000	$0.00	$7,839.00	$7,839.00
0100-26000-0-1110-2130-310100-100-0000	$0.00	$7,839.00	$7,839.00
0100-74350-0-1110-3110-310100-200-0000	$0.00	$11,101.00	$11,101.00
0100-03320-0-1110-3110-310100-200-0000	$0.00	$11,101.00	$11,101.00
0100-00000-0-1156-1000-310100-500-0000	$0.00	$11,140.00	$11,140.00
0100-65000-0-5760-1110-310100-200-0000	$0.00	$13,144.00	$13,144.00
0100-67700-0-1189-1000-310100-500-0000	$0.00	$15,134.00	$15,134.00
0100-03320-0-1110-2130-310100-100-0000	$0.00	$15,678.00	$15,678.00
0100-30100-0-1110-1000-310100-200-0000	$0.00	$15,876.00	$15,876.00
0100-65000-0-5760-1110-310100-300-0000	$0.00	$16,105.00	$16,105.00
0100-30100-0-1110-1000-310100-300-0000	$0.00	$17,099.00	$17,099.00
0100-65000-0-5760-1120-310100-200-0000	$0.00	$17,479.00	$17,479.00
0100-00000-0-1133-1000-310100-500-0000	$0.00	$18,036.00	$18,036.00
0100-03320-0-1110-1000-310100-200-0000	$0.00	$18,127.00	$18,127.00
0100-03320-0-1110-1000-310100-300-0000	$0.00	$18,222.00	$18,222.00
0100-65000-0-5760-1120-310100-300-0000	$0.00	$18,418.00	$18,418.00
0100-00000-0-1110-3140-310100-000-0000	$0.00	$19,537.00	$19,537.00
0100-00000-0-1110-3140-310100-100-0000	$0.00	$20,586.00	$20,586.00
0100-60190-0-1110-3110-310100-500-0000	$0.00	$22,201.00	$22,201.00
0100-03320-0-5760-2700-310100-000-0000	$0.00	$22,313.00	$22,313.00
0100-65000-0-5760-1120-310100-500-0000	$0.00	$29,871.25	$29,871.25
0100-00000-0-1160-1000-310100-500-0000	$0.00	$40,593.00	$40,593.00
0100-00000-0-0000-7150-310100-100-0000	$0.00	$41,722.00	$41,722.00
0100-00000-0-1110-2700-310100-500-0000	$0.00	$51,299.00	$51,299.00
0100-00000-0-1110-2700-310100-200-0000	$0.00	$53,083.00	$53,083.00
0100-00000-0-1110-2700-310100-300-0000	$0.00	$53,083.00	$53,083.00
0100-00000-0-1110-1000-310100-500-0000	$0.00	$376,334.00	$376,334.00
0100-00000-0-1110-1000-310100-200-0000	$0.00	$378,318.00	$378,318.00
0100-00000-0-1110-1000-310100-300-0000	$0.00	$430,760.00	$430,760.00
0100-76900-0-1110-1000-310100-000-0000	$0.00	$988,179.00	$988,179.00
0100-00000-0-1110-1000-320100-300-0000	$0.00	$20,919.00	$20,919.00
0100-74350-0-1110-3110-320100-300-0000	$0.00	$29,980.00	$29,980.00
0100-74350-0-1172-3700-320200-200-0000	$0.00	$198.00	$198.00
0100-42030-0-1187-1000-320200-200-0000	$0.00	$878.00	$878.00
0100-42030-0-1187-1000-320200-300-0000	$0.00	$878.00	$878.00
0100-74350-0-5760-1110-320200-027-0000	$0.00	$924.00	$924.00
0100-00000-0-1110-1000-320200-500-0000	$0.00	$1,960.00	$1,960.00
0100-65000-0-5760-1120-320200-200-0000	$0.00	$3,162.00	$3,162.00
0100-03320-0-1187-1000-320200-200-0000	$0.00	$4,237.00	$4,237.00
0100-26000-0-0000-8200-320200-300-0000	$0.00	$4,316.00	$4,316.00
0100-03320-0-1187-1000-320200-300-0000	$0.00	$4,340.00	$4,340.00
0100-65000-0-5760-1120-320200-300-0000	$0.00	$5,839.00	$5,839.00
0100-03320-0-1110-2420-320200-300-0000	$0.00	$5,971.00	$5,971.00
0100-03320-0-5760-1110-320200-200-0000	$0.00	$6,624.00	$6,624.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1110-1000-320200-300-0000	$0.00	$7,885.00	$7,885.00
0100-00240-0-1110-1000-320200-100-0000	$0.00	$7,988.00	$7,988.00
0100-00000-0-1110-1000-320200-100-0000	$0.00	$7,988.00	$7,988.00
0100-03320-0-1110-1000-320200-100-0000	$0.00	$7,991.00	$7,991.00
0100-26000-0-0000-8200-320200-200-0000	$0.00	$10,139.80	$10,139.80
0100-00000-0-1110-3140-320200-300-0000	$0.00	$12,096.00	$12,096.00
0100-00000-0-1110-3140-320200-200-0000	$0.00	$12,589.00	$12,589.00
0100-65000-0-5760-1110-320200-200-0000	$0.00	$13,209.00	$13,209.00
0100-00000-0-1110-3140-320200-500-0000	$0.00	$14,184.00	$14,184.00
0100-00000-0-1110-2420-320200-200-0000	$0.00	$14,352.00	$14,352.00
0100-00000-0-1110-2420-320200-300-0000	$0.00	$15,972.00	$15,972.00
0100-00000-0-1110-1000-320200-200-0000	$0.00	$16,749.00	$16,749.00
0100-65000-0-5760-1110-320200-500-0000	$0.00	$18,996.00	$18,996.00
0100-00000-0-1110-2420-320200-500-0000	$0.00	$20,381.00	$20,381.00
0100-00000-0-1110-2700-320200-300-0000	$0.00	$23,842.00	$23,842.00
0100-00000-0-0000-7200-320200-100-0000	$0.00	$25,697.00	$25,697.00
0100-00000-0-1110-2700-320200-200-0000	$0.00	$27,920.00	$27,920.00
0100-00240-0-1110-2420-320200-999-0000	$0.00	$28,438.00	$28,438.00
0100-00000-0-1110-2700-320200-500-0000	$0.00	$29,138.00	$29,138.00
0100-03320-0-1110-1000-320200-500-0000	$0.00	$30,521.00	$30,521.00
0100-65000-0-5760-1110-320200-300-0000	$0.00	$31,089.00	$31,089.00
0100-00000-0-0000-7400-320200-100-0000	$0.00	$34,618.00	$34,618.00
0100-03320-0-1110-1000-320200-300-0000	$0.00	$36,459.00	$36,459.00
0100-81500-0-0000-8400-320200-000-0000	$0.00	$42,196.00	$42,196.00
0100-03320-0-1110-1000-320200-200-0000	$0.00	$47,614.00	$47,614.00
0100-81500-0-0000-8110-320200-000-0000	$0.00	$70,047.00	$70,047.00
0100-03330-0-0000-3600-320200-000-0000	$0.00	$80,687.00	$80,687.00
0100-00000-0-0000-7300-320200-100-0000	$0.00	$108,248.89	$108,248.89
0100-00000-0-0000-8200-320200-000-0000	$0.00	$128,857.00	$128,857.00
0100-33110-1-5760-2700-330100-000-0000	$0.00	$1.00	$1.00
0100-00000-0-1175-1000-330100-500-0000	$0.00	$7.00	$7.00
0100-00000-0-1185-1000-330100-500-0000	$0.00	$7.00	$7.00
0100-30100-0-8100-2150-330100-100-0000	$0.00	$13.00	$13.00
0100-00000-0-1150-1000-330100-500-0000	$0.00	$15.00	$15.00
0100-60190-0-1110-1000-330100-200-0000	$0.00	$29.00	$29.00
0100-60190-0-1110-1000-330100-300-0000	$0.00	$29.00	$29.00
0100-78100-0-1110-1000-330100-300-0000	$0.00	$43.00	$43.00
0100-78100-0-1110-1000-330100-200-0000	$0.00	$44.00	$44.00
0100-74350-0-1172-2700-330100-200-0000	$0.00	$58.00	$58.00
0100-60190-0-1110-1000-330100-500-0000	$0.00	$58.00	$58.00
0100-00000-0-1135-1000-330100-500-0000	$0.00	$71.00	$71.00
0100-74350-0-1172-1000-330100-200-0000	$0.00	$73.00	$73.00
0100-00000-0-1156-1000-330100-200-0000	$0.00	$181.00	$181.00
0100-00000-0-1156-1000-330100-300-0000	$0.00	$181.00	$181.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-33270-0-5760-3140-330100-000-0000	$0.00	$202.00	$202.00
0100-33100-0-5760-1110-330100-200-0000	$0.00	$249.00	$249.00
0100-03320-0-1187-1000-330100-500-0000	$0.00	$286.00	$286.00
0100-33100-0-5760-1110-330100-500-0000	$0.00	$356.00	$356.00
0100-03320-0-1110-3140-330100-000-0000	$0.00	$363.00	$363.00
0100-03320-0-1110-2700-330100-300-0000	$0.00	$399.00	$399.00
0100-03320-0-1110-2700-330100-200-0000	$0.00	$412.00	$412.00
0100-03320-0-1110-2700-330100-500-0000	$0.00	$412.00	$412.00
0100-65000-0-5760-2700-330100-100-0000	$0.00	$424.00	$424.00
0100-67700-0-1133-1000-330100-200-0000	$0.00	$431.00	$431.00
0100-67700-0-1133-1000-330100-300-0000	$0.00	$431.00	$431.00
0100-65000-0-5760-1110-330100-500-0000	$0.00	$512.00	$512.00
0100-03320-0-1110-1000-330100-500-0000	$0.00	$573.00	$573.00
0100-00000-0-1160-1000-330100-200-0000	$0.00	$586.00	$586.00
0100-00000-0-1160-1000-330100-300-0000	$0.00	$586.00	$586.00
0100-00000-0-1110-2130-330100-100-0000	$0.00	$595.00	$595.00
0100-26000-0-1110-2130-330100-100-0000	$0.00	$595.00	$595.00
0100-74350-0-1110-3110-330100-200-0000	$0.00	$843.00	$843.00
0100-03320-0-1110-3110-330100-200-0000	$0.00	$843.00	$843.00
0100-00000-0-1156-1000-330100-500-0000	$0.00	$846.00	$846.00
0100-65000-0-5760-1110-330100-200-0000	$0.00	$998.00	$998.00
0100-67700-0-1189-1000-330100-500-0000	$0.00	$1,149.00	$1,149.00
0100-03320-0-1110-2130-330100-100-0000	$0.00	$1,190.00	$1,190.00
0100-30100-0-1110-1000-330100-200-0000	$0.00	$1,205.00	$1,205.00
0100-30100-0-1110-1000-330100-300-0000	$0.00	$1,211.00	$1,211.00
0100-65000-0-5760-1110-330100-300-0000	$0.00	$1,223.00	$1,223.00
0100-65000-0-5760-1120-330100-200-0000	$0.00	$1,327.00	$1,327.00
0100-00000-0-1133-1000-330100-500-0000	$0.00	$1,369.00	$1,369.00
0100-03320-0-1110-1000-330100-200-0000	$0.00	$1,376.00	$1,376.00
0100-03320-0-1110-1000-330100-300-0000	$0.00	$1,383.00	$1,383.00
0100-65000-0-5760-1120-330100-300-0000	$0.00	$1,398.00	$1,398.00
0100-00000-0-1110-3140-330100-000-0000	$0.00	$1,483.00	$1,483.00
0100-00000-0-1110-3140-330100-100-0000	$0.00	$1,563.00	$1,563.00
0100-60190-0-1110-3110-330100-500-0000	$0.00	$1,685.00	$1,685.00
0100-03320-0-5760-2700-330100-000-0000	$0.00	$1,694.00	$1,694.00
0100-65000-0-5760-1120-330100-500-0000	$0.00	$2,268.00	$2,268.00
0100-00000-0-1160-1000-330100-500-0000	$0.00	$3,082.00	$3,082.00
0100-00000-0-0000-7150-330100-100-0000	$0.00	$3,167.00	$3,167.00
0100-00000-0-1110-2700-330100-500-0000	$0.00	$3,894.00	$3,894.00
0100-00000-0-1110-2700-330100-200-0000	$0.00	$4,030.00	$4,030.00
0100-00000-0-1110-2700-330100-300-0000	$0.00	$4,030.00	$4,030.00
0100-74350-0-1110-3110-330100-300-0000	$0.00	$8,555.00	$8,555.00
0100-00000-0-1110-1000-330100-500-0000	$0.00	$28,570.00	$28,570.00
0100-00000-0-1110-1000-330100-200-0000	$0.00	$28,720.00	$28,720.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1110-1000-330100-300-0000	$0.00	$38,763.00	$38,763.00
0100-74350-0-1172-3700-330200-200-0000	$0.00	$57.00	$57.00
0100-42030-0-1187-1000-330200-200-0000	$0.00	$255.00	$255.00
0100-42030-0-1187-1000-330200-300-0000	$0.00	$255.00	$255.00
0100-74350-0-5760-1110-330200-027-0000	$0.00	$268.00	$268.00
0100-00000-0-0000-7110-330200-000-0000	$0.00	$925.00	$925.00
0100-03320-0-1187-1000-330200-200-0000	$0.00	$1,228.00	$1,228.00
0100-26000-0-0000-8200-330200-300-0000	$0.00	$1,251.00	$1,251.00
0100-03320-0-1187-1000-330200-300-0000	$0.00	$1,258.00	$1,258.00
0100-00000-0-1110-1000-330200-500-0000	$0.00	$1,282.00	$1,282.00
0100-65000-0-5760-1120-330200-200-0000	$0.00	$1,309.00	$1,309.00
0100-03320-0-1110-2420-330200-300-0000	$0.00	$1,730.00	$1,730.00
0100-65000-0-5760-1120-330200-300-0000	$0.00	$1,849.00	$1,849.00
0100-03320-0-5760-1110-330200-200-0000	$0.00	$1,920.00	$1,920.00
0100-00000-0-1110-1000-330200-100-0000	$0.00	$2,315.00	$2,315.00
0100-03320-0-1110-1000-330200-100-0000	$0.00	$2,315.00	$2,315.00
0100-00240-0-1110-1000-330200-100-0000	$0.00	$2,315.00	$2,315.00
0100-26000-0-0000-8200-330200-200-0000	$0.00	$2,938.24	$2,938.24
0100-00000-0-1110-3140-330200-300-0000	$0.00	$3,505.00	$3,505.00
0100-00000-0-1110-3140-330200-200-0000	$0.00	$3,648.00	$3,648.00
0100-65000-0-5760-1110-330200-200-0000	$0.00	$3,827.00	$3,827.00
0100-00000-0-1110-3140-330200-500-0000	$0.00	$4,110.00	$4,110.00
0100-00000-0-1110-2420-330200-200-0000	$0.00	$4,159.00	$4,159.00
0100-00000-0-1110-2420-330200-300-0000	$0.00	$4,628.00	$4,628.00
0100-65000-0-5760-1110-330200-500-0000	$0.00	$5,505.00	$5,505.00
0100-00000-0-1110-2420-330200-500-0000	$0.00	$5,906.00	$5,906.00
0100-00000-0-1110-2700-330200-300-0000	$0.00	$6,909.00	$6,909.00
0100-00000-0-0000-7200-330200-100-0000	$0.00	$7,446.00	$7,446.00
0100-00000-0-1110-2700-330200-200-0000	$0.00	$8,090.00	$8,090.00
0100-00240-0-1110-2420-330200-999-0000	$0.00	$8,241.00	$8,241.00
0100-00000-0-1110-2700-330200-500-0000	$0.00	$8,443.00	$8,443.00
0100-65000-0-5760-1110-330200-300-0000	$0.00	$9,009.00	$9,009.00
0100-00000-0-1110-1000-330200-200-0000	$0.00	$9,171.00	$9,171.00
0100-00000-0-0000-7400-330200-100-0000	$0.00	$10,031.00	$10,031.00
0100-00000-0-1110-1000-330200-300-0000	$0.00	$10,896.00	$10,896.00
0100-81500-0-0000-8400-330200-000-0000	$0.00	$12,227.00	$12,227.00
0100-03320-0-1110-1000-330200-500-0000	$0.00	$14,337.00	$14,337.00
0100-03320-0-1110-1000-330200-300-0000	$0.00	$15,874.00	$15,874.00
0100-03320-0-1110-1000-330200-200-0000	$0.00	$16,870.00	$16,870.00
0100-81500-0-0000-8110-330200-000-0000	$0.00	$20,298.00	$20,298.00
0100-03330-0-0000-3600-330200-000-0000	$0.00	$23,381.00	$23,381.00
0100-00000-0-0000-7300-330200-100-0000	$0.00	$31,367.58	$31,367.58
0100-00000-0-0000-8200-330200-000-0000	$0.00	$40,894.00	$40,894.00
0100-33110-1-5760-2700-340100-000-0000	$0.00	$1.00	$1.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-30100-0-8100-2150-340100-100-0000	$0.00	$103.81	$103.81
0100-33270-0-5760-3140-340100-000-0000	$0.00	$1,925.53	$1,925.53
0100-00000-0-1156-1000-340100-200-0000	$0.00	$2,406.92	$2,406.92
0100-00000-0-1156-1000-340100-300-0000	$0.00	$2,406.92	$2,406.92
0100-03320-0-1187-1000-340100-500-0000	$0.00	$2,727.84	$2,727.84
0100-03320-0-1110-2700-340100-300-0000	$0.00	$3,090.29	$3,090.29
0100-03320-0-1110-2700-340100-200-0000	$0.00	$3,194.10	$3,194.10
0100-03320-0-1110-2700-340100-500-0000	$0.00	$3,194.10	$3,194.10
0100-65000-0-5760-2700-340100-100-0000	$0.00	$3,194.10	$3,194.10
0100-33100-0-5760-1110-340100-200-0000	$0.00	$3,209.22	$3,209.22
0100-00000-0-1110-2130-340100-100-0000	$0.00	$3,993.00	$3,993.00
0100-26000-0-1110-2130-340100-100-0000	$0.00	$3,993.00	$3,993.00
0100-33100-0-5760-1110-340100-500-0000	$0.00	$4,412.68	$4,412.68
0100-03320-0-1110-1000-340100-500-0000	$0.00	$5,455.67	$5,455.67
0100-67700-0-1133-1000-340100-200-0000	$0.00	$5,937.06	$5,937.06
0100-67700-0-1133-1000-340100-300-0000	$0.00	$6,097.52	$6,097.52
0100-65000-0-5760-1110-340100-500-0000	$0.00	$6,338.21	$6,338.21
0100-03320-0-1110-2130-340100-100-0000	$0.00	$7,985.00	$7,985.00
0100-00000-0-1160-1000-340100-200-0000	$0.00	$8,023.05	$8,023.05
0100-00000-0-1160-1000-340100-300-0000	$0.00	$8,023.05	$8,023.05
0100-74350-0-1110-3110-340100-200-0000	$0.00	$8,023.05	$8,023.05
0100-03320-0-1110-3110-340100-200-0000	$0.00	$8,023.05	$8,023.05
0100-00000-0-1156-1000-340100-500-0000	$0.00	$11,232.27	$11,232.27
0100-30100-0-1110-1000-340100-200-0000	$0.00	$11,232.27	$11,232.27
0100-30100-0-1110-1000-340100-300-0000	$0.00	$11,232.27	$11,232.27
0100-03320-0-5760-2700-340100-000-0000	$0.00	$12,776.40	$12,776.40
0100-03320-0-1110-1000-340100-200-0000	$0.00	$12,836.88	$12,836.88
0100-03320-0-1110-1000-340100-300-0000	$0.00	$12,836.88	$12,836.88
0100-65000-0-5760-1110-340100-200-0000	$0.00	$12,837.42	$12,837.42
0100-00000-0-1110-3140-340100-000-0000	$0.00	$14,120.57	$14,120.57
0100-65000-0-5760-1120-340100-200-0000	$0.00	$14,441.49	$14,441.49
0100-00000-0-1133-1000-340100-500-0000	$0.00	$16,046.10	$16,046.10
0100-65000-0-5760-1110-340100-300-0000	$0.00	$16,046.10	$16,046.10
0100-65000-0-5760-1120-340100-300-0000	$0.00	$16,046.10	$16,046.10
0100-67700-0-1189-1000-340100-500-0000	$0.00	$16,046.10	$16,046.10
0100-74350-0-1110-3110-340100-300-0000	$0.00	$16,046.10	$16,046.10
0100-60190-0-1110-3110-340100-500-0000	$0.00	$16,046.10	$16,046.10
0100-00000-0-0000-7150-340100-100-0000	$0.00	$16,046.10	$16,046.10
0100-65000-0-5760-1120-340100-500-0000	$0.00	$22,945.92	$22,945.92
0100-00000-0-1110-2700-340100-200-0000	$0.00	$28,746.90	$28,746.90
0100-00000-0-1110-2700-340100-300-0000	$0.00	$28,746.90	$28,746.90
0100-00000-0-1110-2700-340100-500-0000	$0.00	$28,746.90	$28,746.90
0100-00000-0-1160-1000-340100-500-0000	$0.00	$32,092.20	$32,092.20
0100-00000-0-1110-1000-340100-500-0000	$0.00	$280,646.29	$280,646.29

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1110-1000-340100-200-0000	$0.00	$304,875.90	$304,875.90
0100-00000-0-1110-1000-340100-300-0000	$0.00	$385,106.40	$385,106.40
0100-00000-0-1110-2420-340200-200-0000	$0.00	$3,029.10	$3,029.10
0100-00000-0-1110-2420-340200-300-0000	$0.00	$3,029.10	$3,029.10
0100-26000-0-0000-8200-340200-300-0000	$0.00	$4,439.36	$4,439.36
0100-00000-0-1110-1000-340200-100-0000	$0.00	$4,773.02	$4,773.02
0100-00240-0-1110-1000-340200-100-0000	$0.00	$4,773.02	$4,773.02
0100-03320-0-1110-1000-340200-100-0000	$0.00	$4,774.45	$4,774.45
0100-00000-0-1110-2420-340200-500-0000	$0.00	$10,189.35	$10,189.35
0100-00240-0-1110-2420-340200-999-0000	$0.00	$11,179.00	$11,179.00
0100-00000-0-1110-2700-340200-200-0000	$0.00	$14,320.50	$14,320.50
0100-00000-0-1110-2700-340200-500-0000	$0.00	$14,320.50	$14,320.50
0100-00000-0-1110-2700-340200-300-0000	$0.00	$14,320.50	$14,320.50
0100-00000-0-0000-7400-340200-100-0000	$0.00	$15,970.50	$15,970.50
0100-00000-0-0000-7200-340200-100-0000	$0.00	$18,834.60	$18,834.60
0100-03330-0-0000-3600-340200-000-0000	$0.00	$32,021.54	$32,021.54
0100-81500-0-0000-8400-340200-000-0000	$0.00	$40,097.40	$40,097.40
0100-81500-0-0000-8110-340200-000-0000	$0.00	$54,580.18	$54,580.18
0100-00000-0-0000-7300-340200-100-0000	$0.00	$65,212.88	$65,212.88
0100-00000-0-0000-8200-340200-000-0000	$0.00	$101,289.53	$101,289.53
0100-00000-0-1175-1000-350100-500-0000	$0.00	$1.00	$1.00
0100-00000-0-1185-1000-350100-500-0000	$0.00	$1.00	$1.00
0100-33110-1-5760-2700-350100-000-0000	$0.00	$1.00	$1.00
0100-30100-0-8100-2150-350100-100-0000	$0.00	$1.00	$1.00
0100-60190-0-1110-1000-350100-200-0000	$0.00	$1.00	$1.00
0100-60190-0-1110-1000-350100-300-0000	$0.00	$1.00	$1.00
0100-00000-0-1150-1000-350100-500-0000	$0.00	$1.00	$1.00
0100-78100-0-1110-1000-350100-300-0000	$0.00	$1.00	$1.00
0100-74350-0-1172-2700-350100-200-0000	$0.00	$2.00	$2.00
0100-78100-0-1110-1000-350100-200-0000	$0.00	$2.00	$2.00
0100-60190-0-1110-1000-350100-500-0000	$0.00	$2.00	$2.00
0100-00000-0-1135-1000-350100-500-0000	$0.00	$2.00	$2.00
0100-74350-0-1172-1000-350100-200-0000	$0.00	$3.00	$3.00
0100-00000-0-0000-7100-350100-100-0000	$0.00	$5.00	$5.00
0100-00000-0-1156-1000-350100-200-0000	$0.00	$6.00	$6.00
0100-00000-0-1156-1000-350100-300-0000	$0.00	$6.00	$6.00
0100-33270-0-5760-3140-350100-000-0000	$0.00	$7.00	$7.00
0100-33100-0-5760-1110-350100-200-0000	$0.00	$9.00	$9.00
0100-03320-0-1187-1000-350100-500-0000	$0.00	$10.00	$10.00
0100-33100-0-5760-1110-350100-500-0000	$0.00	$12.00	$12.00
0100-03320-0-1110-3140-350100-000-0000	$0.00	$12.50	$12.50
0100-03320-0-1110-2700-350100-300-0000	$0.00	$14.00	$14.00
0100-03320-0-1110-2700-350100-200-0000	$0.00	$14.00	$14.00
0100-03320-0-1110-2700-350100-500-0000	$0.00	$14.00	$14.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-67700-0-1133-1000-350100-200-0000	$0.00	$15.00	$15.00
0100-67700-0-1133-1000-350100-300-0000	$0.00	$15.00	$15.00
0100-65000-0-5760-2700-350100-100-0000	$0.00	$15.00	$15.00
0100-65000-0-5760-1110-350100-500-0000	$0.00	$18.00	$18.00
0100-03320-0-1110-1000-350100-500-0000	$0.00	$20.00	$20.00
0100-00000-0-1160-1000-350100-200-0000	$0.00	$20.00	$20.00
0100-00000-0-1160-1000-350100-300-0000	$0.00	$20.00	$20.00
0100-00000-0-1110-2130-350100-100-0000	$0.00	$21.00	$21.00
0100-26000-0-1110-2130-350100-100-0000	$0.00	$21.00	$21.00
0100-00000-0-1156-1000-350100-500-0000	$0.00	$29.00	$29.00
0100-74350-0-1110-3110-350100-200-0000	$0.00	$29.00	$29.00
0100-03320-0-1110-3110-350100-200-0000	$0.00	$29.00	$29.00
0100-65000-0-5760-1110-350100-200-0000	$0.00	$34.00	$34.00
0100-67700-0-1189-1000-350100-500-0000	$0.00	$40.00	$40.00
0100-03320-0-1110-2130-350100-100-0000	$0.00	$41.00	$41.00
0100-30100-0-1110-1000-350100-200-0000	$0.00	$42.00	$42.00
0100-30100-0-1110-1000-350100-300-0000	$0.00	$42.00	$42.00
0100-65000-0-5760-1110-350100-300-0000	$0.00	$42.00	$42.00
0100-65000-0-5760-1120-350100-200-0000	$0.00	$46.00	$46.00
0100-00000-0-1133-1000-350100-500-0000	$0.00	$47.00	$47.00
0100-03320-0-1110-1000-350100-200-0000	$0.00	$47.00	$47.00
0100-65000-0-5760-1120-350100-300-0000	$0.00	$48.00	$48.00
0100-03320-0-1110-1000-350100-300-0000	$0.00	$48.00	$48.00
0100-00000-0-1110-3140-350100-000-0000	$0.00	$51.00	$51.00
0100-00000-0-1110-3140-350100-100-0000	$0.00	$54.00	$54.00
0100-74350-0-1110-3110-350100-300-0000	$0.00	$56.00	$56.00
0100-03320-0-5760-2700-350100-000-0000	$0.00	$58.00	$58.00
0100-60190-0-1110-3110-350100-500-0000	$0.00	$58.00	$58.00
0100-65000-0-5760-1120-350100-500-0000	$0.00	$78.00	$78.00
0100-00000-0-1110-1000-350100-000-0000	$0.00	$100.00	$100.00
0100-00000-0-1160-1000-350100-500-0000	$0.00	$106.00	$106.00
0100-00000-0-0000-7150-350100-100-0000	$0.00	$109.00	$109.00
0100-00000-0-1110-2700-350100-500-0000	$0.00	$134.00	$134.00
0100-00000-0-1110-2700-350100-300-0000	$0.00	$139.00	$139.00
0100-00000-0-1110-2700-350100-200-0000	$0.00	$139.00	$139.00
0100-00000-0-1110-1000-350100-500-0000	$0.00	$985.00	$985.00
0100-00000-0-1110-1000-350100-200-0000	$0.00	$990.00	$990.00
0100-00000-0-1110-1000-350100-300-0000	$0.00	$1,167.00	$1,167.00
0100-42030-0-1187-1000-350200-200-0000	$0.00	$2.00	$2.00
0100-42030-0-1187-1000-350200-300-0000	$0.00	$2.00	$2.00
0100-74350-0-5760-1110-350200-027-0000	$0.00	$2.00	$2.00
0100-00000-0-0000-7110-350200-000-0000	$0.00	$6.00	$6.00
0100-03320-0-1187-1000-350200-200-0000	$0.00	$8.00	$8.00
0100-03320-0-1187-1000-350200-300-0000	$0.00	$8.00	$8.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-26000-0-0000-8200-350200-300-0000	$0.00	$8.00	$8.00
0100-00000-0-1110-1000-350200-500-0000	$0.00	$8.00	$8.00
0100-65000-0-5760-1120-350200-200-0000	$0.00	$9.00	$9.00
0100-03320-0-1110-2420-350200-300-0000	$0.00	$11.00	$11.00
0100-65000-0-5760-1120-350200-300-0000	$0.00	$12.00	$12.00
0100-03320-0-5760-1110-350200-200-0000	$0.00	$13.00	$13.00
0100-00000-0-1110-1000-350200-100-0000	$0.00	$15.00	$15.00
0100-00240-0-1110-1000-350200-100-0000	$0.00	$15.00	$15.00
0100-03320-0-1110-1000-350200-100-0000	$0.00	$15.00	$15.00
0100-26000-0-0000-8200-350200-200-0000	$0.00	$19.00	$19.00
0100-00000-0-1110-3140-350200-300-0000	$0.00	$23.00	$23.00
0100-00000-0-1110-3140-350200-200-0000	$0.00	$24.00	$24.00
0100-65000-0-5760-1110-350200-200-0000	$0.00	$25.00	$25.00
0100-00000-0-1110-2420-350200-200-0000	$0.00	$27.00	$27.00
0100-00000-0-1110-3140-350200-500-0000	$0.00	$27.00	$27.00
0100-00000-0-1110-2420-350200-300-0000	$0.00	$30.00	$30.00
0100-65000-0-5760-1110-350200-500-0000	$0.00	$36.00	$36.00
0100-00000-0-1110-2420-350200-500-0000	$0.00	$39.00	$39.00
0100-00000-0-1110-2700-350200-200-0000	$0.00	$43.00	$43.00
0100-00000-0-1110-2700-350200-300-0000	$0.00	$45.00	$45.00
0100-00000-0-0000-7200-350200-100-0000	$0.00	$49.00	$49.00
0100-00240-0-1110-2420-350200-999-0000	$0.00	$54.00	$54.00
0100-00000-0-1110-2700-350200-500-0000	$0.00	$55.00	$55.00
0100-65000-0-5760-1110-350200-300-0000	$0.00	$59.00	$59.00
0100-00000-0-1110-1000-350200-200-0000	$0.00	$60.00	$60.00
0100-00000-0-0000-7400-350200-100-0000	$0.00	$66.00	$66.00
0100-00000-0-1110-1000-350200-300-0000	$0.00	$71.00	$71.00
0100-81500-0-0000-8400-350200-000-0000	$0.00	$80.00	$80.00
0100-03320-0-1110-1000-350200-500-0000	$0.00	$94.00	$94.00
0100-03320-0-1110-1000-350200-300-0000	$0.00	$104.00	$104.00
0100-03320-0-1110-1000-350200-200-0000	$0.00	$110.00	$110.00
0100-81500-0-0000-8110-350200-000-0000	$0.00	$133.00	$133.00
0100-03330-0-0000-3600-350200-000-0000	$0.00	$153.00	$153.00
0100-00000-0-0000-7300-350200-100-0000	$0.00	$205.00	$205.00
0100-00000-0-0000-8200-350200-000-0000	$0.00	$267.00	$267.00
0100-33110-1-5760-2700-360100-000-0000	$0.00	$1.00	$1.00
0100-00000-0-1175-1000-360100-500-0000	$0.00	$13.00	$13.00
0100-00000-0-1185-1000-360100-500-0000	$0.00	$13.00	$13.00
0100-30100-0-8100-2150-360100-100-0000	$0.00	$17.00	$17.00
0100-00000-0-1150-1000-360100-500-0000	$0.00	$26.00	$26.00
0100-60190-0-1110-1000-360100-200-0000	$0.00	$51.00	$51.00
0100-60190-0-1110-1000-360100-300-0000	$0.00	$51.00	$51.00
0100-78100-0-1110-1000-360100-200-0000	$0.00	$55.00	$55.00
0100-78100-0-1110-1000-360100-300-0000	$0.00	$55.00	$55.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-60190-0-1110-1000-360100-500-0000	$0.00	$102.00	$102.00
0100-74350-0-1172-2700-360100-200-0000	$0.00	$102.00	$102.00
0100-00000-0-1135-1000-360100-500-0000	$0.00	$125.00	$125.00
0100-74350-0-1172-1000-360100-200-0000	$0.00	$129.00	$129.00
0100-00000-0-1156-1000-360100-200-0000	$0.00	$230.00	$230.00
0100-00000-0-1156-1000-360100-300-0000	$0.00	$230.00	$230.00
0100-33270-0-5760-3140-360100-000-0000	$0.00	$256.00	$256.00
0100-33100-0-5760-1110-360100-200-0000	$0.00	$316.00	$316.00
0100-33100-0-5760-1110-360100-500-0000	$0.00	$451.00	$451.00
0100-03320-0-1110-3140-360100-000-0000	$0.00	$459.00	$459.00
0100-03320-0-1187-1000-360100-500-0000	$0.00	$502.00	$502.00
0100-03320-0-1110-2700-360100-300-0000	$0.00	$505.00	$505.00
0100-03320-0-1110-2700-360100-200-0000	$0.00	$522.00	$522.00
0100-03320-0-1110-2700-360100-500-0000	$0.00	$522.40	$522.40
0100-65000-0-5760-2700-360100-100-0000	$0.00	$537.00	$537.00
0100-67700-0-1133-1000-360100-200-0000	$0.00	$546.00	$546.00
0100-67700-0-1133-1000-360100-300-0000	$0.00	$546.00	$546.00
0100-65000-0-5760-1110-360100-500-0000	$0.00	$648.00	$648.00
0100-00000-0-1160-1000-360100-200-0000	$0.00	$742.00	$742.00
0100-00000-0-1160-1000-360100-300-0000	$0.00	$742.00	$742.00
0100-00000-0-1110-2130-360100-100-0000	$0.00	$754.00	$754.00
0100-26000-0-1110-2130-360100-100-0000	$0.00	$754.00	$754.00
0100-03320-0-1110-1000-360100-500-0000	$0.00	$1,008.00	$1,008.00
0100-74350-0-1110-3110-360100-200-0000	$0.00	$1,068.00	$1,068.00
0100-03320-0-1110-3110-360100-200-0000	$0.00	$1,068.00	$1,068.00
0100-00000-0-1156-1000-360100-500-0000	$0.00	$1,071.00	$1,071.00
0100-65000-0-5760-1110-360100-200-0000	$0.00	$1,264.00	$1,264.00
0100-67700-0-1189-1000-360100-500-0000	$0.00	$1,456.00	$1,456.00
0100-03320-0-1110-2130-360100-100-0000	$0.00	$1,508.00	$1,508.00
0100-30100-0-1110-1000-360100-200-0000	$0.00	$1,527.00	$1,527.00
0100-30100-0-1110-1000-360100-300-0000	$0.00	$1,534.00	$1,534.00
0100-65000-0-5760-1110-360100-300-0000	$0.00	$1,549.00	$1,549.00
0100-65000-0-5760-1120-360100-200-0000	$0.00	$1,681.00	$1,681.00
0100-03320-0-1110-1000-360100-200-0000	$0.00	$1,743.00	$1,743.00
0100-03320-0-1110-1000-360100-300-0000	$0.00	$1,753.00	$1,753.00
0100-65000-0-5760-1120-360100-300-0000	$0.00	$1,771.00	$1,771.00
0100-00000-0-1110-3140-360100-000-0000	$0.00	$1,879.00	$1,879.00
0100-00000-0-1110-3140-360100-100-0000	$0.00	$1,980.00	$1,980.00
0100-74350-0-1110-3110-360100-300-0000	$0.00	$2,054.00	$2,054.00
0100-60190-0-1110-3110-360100-500-0000	$0.00	$2,135.00	$2,135.00
0100-03320-0-5760-2700-360100-000-0000	$0.00	$2,146.00	$2,146.00
0100-00000-0-1133-1000-360100-500-0000	$0.00	$2,408.00	$2,408.00
0100-65000-0-5760-1120-360100-500-0000	$0.00	$2,873.00	$2,873.00
0100-00000-0-1160-1000-360100-500-0000	$0.00	$3,904.00	$3,904.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-7150-360100-100-0000	$0.00	$4,013.00	$4,013.00
0100-00000-0-1110-2700-360100-500-0000	$0.00	$4,934.00	$4,934.00
0100-00000-0-1110-2700-360100-200-0000	$0.00	$5,105.00	$5,105.00
0100-00000-0-1110-2700-360100-300-0000	$0.00	$5,105.00	$5,105.00
0100-00000-0-1110-1000-360100-500-0000	$0.00	$36,195.00	$36,195.00
0100-00000-0-1110-1000-360100-200-0000	$0.00	$36,386.00	$36,386.00
0100-00000-0-1110-1000-360100-300-0000	$0.00	$42,885.00	$42,885.00
0100-74350-0-1172-3700-360200-200-0000	$0.00	$19.00	$19.00
0100-42030-0-1187-1000-360200-200-0000	$0.00	$61.00	$61.00
0100-42030-0-1187-1000-360200-300-0000	$0.00	$61.00	$61.00
0100-74350-0-5760-1110-360200-027-0000	$0.00	$89.00	$89.00
0100-00000-0-0000-7110-360200-000-0000	$0.00	$156.00	$156.00
0100-03320-0-1187-1000-360200-200-0000	$0.00	$295.00	$295.00
0100-26000-0-0000-8200-360200-300-0000	$0.00	$300.00	$300.00
0100-03320-0-1187-1000-360200-300-0000	$0.00	$302.00	$302.00
0100-00000-0-1110-1000-360200-500-0000	$0.00	$308.00	$308.00
0100-65000-0-5760-1120-360200-200-0000	$0.00	$315.00	$315.00
0100-65000-0-5760-1120-360200-300-0000	$0.00	$444.00	$444.00
0100-03320-0-5760-1110-360200-200-0000	$0.00	$461.00	$461.00
0100-03320-0-1110-1000-360200-100-0000	$0.00	$556.00	$556.00
0100-00240-0-1110-1000-360200-100-0000	$0.00	$556.00	$556.00
0100-00000-0-1110-1000-360200-100-0000	$0.00	$556.00	$556.00
0100-03320-0-1110-2420-360200-300-0000	$0.00	$577.00	$577.00
0100-26000-0-0000-8200-360200-200-0000	$0.00	$706.00	$706.00
0100-00000-0-1110-3140-360200-300-0000	$0.00	$842.00	$842.00
0100-00000-0-1110-3140-360200-200-0000	$0.00	$876.00	$876.00
0100-65000-0-5760-1110-360200-200-0000	$0.00	$919.00	$919.00
0100-00000-0-1110-3140-360200-500-0000	$0.00	$987.00	$987.00
0100-00000-0-1110-2420-360200-200-0000	$0.00	$999.00	$999.00
0100-00000-0-1110-2420-360200-300-0000	$0.00	$1,111.00	$1,111.00
0100-65000-0-5760-1110-360200-500-0000	$0.00	$1,322.00	$1,322.00
0100-00000-0-1110-2420-360200-500-0000	$0.00	$1,418.00	$1,418.00
0100-00000-0-1110-2700-360200-300-0000	$0.00	$1,659.00	$1,659.00
0100-00000-0-0000-7200-360200-100-0000	$0.00	$1,788.00	$1,788.00
0100-00000-0-1110-2700-360200-200-0000	$0.00	$1,943.00	$1,943.00
0100-00000-0-1110-2700-360200-500-0000	$0.00	$2,027.00	$2,027.00
0100-65000-0-5760-1110-360200-300-0000	$0.00	$2,163.00	$2,163.00
0100-00000-0-1110-1000-360200-200-0000	$0.00	$2,202.00	$2,202.00
0100-00000-0-0000-7400-360200-100-0000	$0.00	$2,409.00	$2,409.00
0100-00000-0-1110-1000-360200-300-0000	$0.00	$2,616.00	$2,616.00
0100-00240-0-1110-2420-360200-999-0000	$0.00	$2,747.00	$2,747.00
0100-81500-0-0000-8400-360200-000-0000	$0.00	$2,936.00	$2,936.00
0100-03320-0-1110-1000-360200-500-0000	$0.00	$3,443.00	$3,443.00
0100-03320-0-1110-1000-360200-300-0000	$0.00	$3,812.00	$3,812.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-03320-0-1110-1000-360200-200-0000	$0.00	$4,051.00	$4,051.00
0100-81500-0-0000-8110-360200-000-0000	$0.00	$4,874.00	$4,874.00
0100-03330-0-0000-3600-360200-000-0000	$0.00	$5,615.00	$5,615.00
0100-00000-0-0000-7300-360200-100-0000	$0.00	$7,532.00	$7,532.00
0100-00000-0-0000-8200-360200-000-0000	$0.00	$9,820.00	$9,820.00
0100-00000-0-1110-1000-370100-008-0000	$0.00	$2,874.95	$2,874.95
0100-00000-0-1110-1000-370100-028-0000	$0.00	$8,624.85	$8,624.85
0100-00000-0-1110-1000-370100-009-0000	$0.00	$9,166.67	$9,166.67
0100-00000-0-1110-1000-370100-005-0000	$0.00	$10,000.00	$10,000.00
0100-00000-0-1110-1000-370100-012-0000	$0.00	$11,007.68	$11,007.68
0100-00000-0-1110-1000-370100-024-0000	$0.00	$11,007.68	$11,007.68
0100-00000-0-0000-7300-370200-019-0000	$0.00	$2,874.67	$2,874.67
0100-00000-0-1110-2420-370200-002-0000	$0.00	$8,624.00	$8,624.00
0100-63000-0-1110-1000-411000-500-0000	$0.00	$500.00	$500.00
0100-63000-0-1110-1000-420000-200-0000	$0.00	$100.00	$100.00
0100-63000-0-1110-1000-420000-300-0000	$0.00	$100.00	$100.00
0100-63000-0-1187-1000-420000-500-0000	$0.00	$5,500.00	$5,500.00
0100-11000-0-1110-1000-430000-399-0000	$0.00	$1.00	$1.00
0100-00380-0-0000-3700-430000-818-0000	$0.00	$1.00	$1.00
0100-00970-0-1110-1000-430000-500-0000	$0.00	$35.00	$35.00
0100-00000-0-1110-3140-430000-200-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-3140-430000-300-0000	$0.00	$100.00	$100.00
0100-00000-0-1110-3140-430000-500-0000	$0.00	$100.00	$100.00
0100-33100-0-5760-1110-430000-200-0000	$0.00	$110.00	$110.00
0100-33100-0-5760-1110-430000-500-0000	$0.00	$110.00	$110.00
0100-33100-0-5760-1110-430000-300-0000	$0.00	$110.00	$110.00
0100-33100-0-5760-1110-430000-000-0000	$0.00	$115.00	$115.00
0100-11000-0-0000-7400-430000-100-0000	$0.00	$150.00	$150.00
0100-42030-0-1187-2495-430000-200-0000	$0.00	$200.00	$200.00
0100-74350-0-1110-3110-430000-300-0000	$0.00	$200.00	$200.00
0100-74350-0-1110-3110-430000-500-0000	$0.00	$200.00	$200.00
0100-42030-0-1187-2495-430000-300-0000	$0.00	$200.00	$200.00
0100-74350-0-1110-3110-430000-200-0000	$0.00	$200.00	$200.00
0100-00000-0-0000-7100-430000-101-0000	$0.00	$250.00	$250.00
0100-74350-0-1172-1000-430000-200-0000	$0.00	$250.00	$250.00
0100-00240-0-0000-7300-430000-100-0000	$0.00	$250.00	$250.00
0100-00240-0-0000-7400-430000-100-0000	$0.00	$250.00	$250.00
0100-11000-0-0000-2700-430000-200-0000	$0.00	$250.00	$250.00
0100-11000-0-1167-1000-430000-200-0000	$0.00	$250.00	$250.00
0100-11000-0-1167-1000-430000-300-0000	$0.00	$250.00	$250.00
0100-11000-0-1167-1000-430000-500-0000	$0.00	$250.00	$250.00
0100-03320-0-1187-1000-430000-300-0000	$0.00	$380.00	$380.00
0100-11000-0-1110-1000-430000-516-0000	$0.00	$459.60	$459.60
0100-11000-0-1110-1000-430000-236-0000	$0.00	$497.95	$497.95

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-7400-430000-100-0000	$0.00	$500.00	$500.00
0100-00240-0-0000-2700-430000-300-0000	$0.00	$500.00	$500.00
0100-00240-0-0000-2700-430000-500-0000	$0.00	$500.00	$500.00
0100-03320-0-0000-2495-430000-000-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-205-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-225-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-228-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-230-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-237-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-238-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-239-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-247-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-258-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-263-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-270-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-295-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-440000-300-0000	$0.00	$2,500.00	$2,500.00
0100-11000-0-1110-1000-440000-500-0000	$0.00	$2,500.00	$2,500.00
0100-11000-0-1110-1000-430000-304-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-310-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-311-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-315-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-316-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-319-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-324-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-328-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-329-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-331-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-333-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-334-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-339-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-354-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-366-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-367-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-381-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-382-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-502-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-503-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-507-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-508-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-511-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-512-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-513-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-515-0000	$0.00	$500.00	$500.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-11000-0-1110-1000-430000-528-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-551-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-555-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-560-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-561-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-584-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-585-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-2420-430000-200-0000	$0.00	$500.00	$500.00
0100-11000-0-1133-1000-430000-506-0000	$0.00	$500.00	$500.00
0100-11000-0-1156-1000-430000-509-0000	$0.00	$500.00	$500.00
0100-11000-0-1160-1000-430000-309-0000	$0.00	$500.00	$500.00
0100-11000-0-1160-1000-430000-567-0000	$0.00	$500.00	$500.00
0100-11000-0-1160-1000-430000-569-0000	$0.00	$500.00	$500.00
0100-00240-0-0000-7150-430000-100-0000	$0.00	$500.00	$500.00
0100-00240-0-0000-7200-430000-100-0000	$0.00	$500.00	$500.00
0100-00240-0-1110-2420-430000-500-0000	$0.00	$500.00	$500.00
0100-00240-0-1110-2420-430000-200-0000	$0.00	$500.00	$500.00
0100-00240-0-1110-2420-430000-300-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-201-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-305-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-306-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-264-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-267-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-549-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-520-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-510-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-559-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-314-0000	$0.00	$500.00	$500.00
0100-03320-0-1110-2420-430000-300-0000	$0.00	$500.00	$500.00
0100-00000-0-0000-7150-430000-100-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-229-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-505-0000	$0.00	$500.00	$500.00
0100-03320-0-1187-1000-430000-200-0000	$0.00	$500.00	$500.00
0100-00380-0-1110-1000-430000-200-0000	$0.00	$500.00	$500.00
0100-00380-0-1110-1000-430000-300-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-312-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-235-0000	$0.00	$500.00	$500.00
0100-11000-0-1110-1000-430000-240-0000	$0.00	$500.00	$500.00
0100-67700-0-1156-1000-430000-200-0000	$0.00	$600.00	$600.00
0100-67700-0-1156-1000-430000-300-0000	$0.00	$600.00	$600.00
0100-00970-0-1110-3140-430000-200-0000	$0.00	$610.53	$610.53
0100-00970-0-1110-3140-430000-300-0000	$0.00	$610.53	$610.53
0100-00970-0-1110-3140-430000-500-0000	$0.00	$610.53	$610.53
0100-03320-0-1110-2130-430000-100-0000	$0.00	$662.15	$662.15

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-11000-0-0000-7300-430000-100-0000	$0.00	$750.00	$750.00
0100-11000-0-1110-2420-430000-500-0000	$0.00	$750.00	$750.00
0100-11000-0-1110-4000-430000-200-0000	$0.00	$750.00	$750.00
0100-11000-0-1110-4000-430000-300-0000	$0.00	$750.00	$750.00
0100-42030-0-1187-1000-430000-200-0000	$0.00	$760.00	$760.00
0100-42030-0-1187-1000-430000-300-0000	$0.00	$760.00	$760.00
0100-11000-0-1110-1000-430000-216-0000	$0.00	$846.70	$846.70
0100-11000-0-1110-1000-430000-308-0000	$0.00	$848.12	$848.12
0100-11000-0-1110-1000-430000-202-0000	$0.00	$850.00	$850.00
0100-11000-0-1110-1000-430000-338-0000	$0.00	$850.00	$850.00
0100-11000-0-1110-1000-430000-398-0000	$0.00	$1,000.00	$1,000.00
0100-67700-0-1156-1000-430000-500-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1156-1000-430000-300-0000	$0.00	$1,000.00	$1,000.00
0100-00000-0-0000-7300-430000-100-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1110-1000-430000-298-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1110-3140-430000-200-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1110-3140-430000-300-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1110-3140-430000-500-0000	$0.00	$1,000.00	$1,000.00
0100-11000-0-1110-1000-430000-801-0000	$0.00	$1,500.00	$1,500.00
0100-11000-0-1156-1000-430000-200-0000	$0.00	$1,500.00	$1,500.00
0100-30100-0-1110-1000-430000-200-0000	$0.00	$1,500.00	$1,500.00
0100-30100-0-1110-1000-430000-300-0000	$0.00	$1,500.00	$1,500.00
0100-00000-0-1110-2420-430000-300-0000	$0.00	$1,683.40	$1,683.40
0100-03320-0-1110-1000-430000-200-0000	$0.00	$2,000.00	$2,000.00
0100-03320-0-1110-1000-430000-300-0000	$0.00	$2,000.00	$2,000.00
0100-11000-0-0000-7200-430000-100-0000	$0.00	$2,000.00	$2,000.00
0100-00380-0-1110-1000-430000-013-0000	$0.00	$2,000.00	$2,000.00
0100-00240-0-0000-7100-430000-100-0000	$0.00	$2,500.00	$2,500.00
0100-00240-0-1110-1000-430000-300-0000	$0.00	$2,500.00	$2,500.00
0100-00240-0-1110-1000-430000-999-0000	$0.00	$2,500.00	$2,500.00
0100-00240-0-1110-2420-430000-999-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-0000-7100-430000-100-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1160-1000-430000-500-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-2420-430000-200-0000	$0.00	$2,638.25	$2,638.25
0100-81500-0-0000-8400-430000-200-0000	$0.00	$3,000.00	$3,000.00
0100-81500-0-0000-8400-430000-300-0000	$0.00	$3,000.00	$3,000.00
0100-00240-0-0000-2700-430000-200-0000	$0.00	$3,000.00	$3,000.00
0100-67700-0-1189-1000-430000-500-0000	$0.00	$3,500.00	$3,500.00
0100-11000-0-1156-1000-430000-500-0000	$0.00	$3,500.00	$3,500.00
0100-11000-0-1160-1000-430000-200-0000	$0.00	$3,500.00	$3,500.00
0100-11000-0-1160-1000-430000-300-0000	$0.00	$3,500.00	$3,500.00
0100-00000-0-0000-7100-430000-102-0000	$0.00	$3,500.00	$3,500.00
0100-00000-0-1110-1000-430000-500-0000	$0.00	$3,500.00	$3,500.00
0100-00240-0-1110-1000-430000-200-0000	$0.00	$4,000.00	$4,000.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-1110-1000-430000-200-0000	$0.00	$4,000.00	$4,000.00
0100-67700-0-1133-1000-430000-200-0000	$0.00	$5,000.00	$5,000.00
0100-67700-0-1133-1000-430000-300-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-2700-430000-300-0000	$0.00	$5,000.00	$5,000.00
0100-81500-0-0000-8400-430000-500-0000	$0.00	$5,000.00	$5,000.00
0100-26000-0-1110-1000-430000-500-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-0000-2700-430000-300-0000	$0.00	$5,000.00	$5,000.00
0100-11000-0-1110-2700-430000-500-0000	$0.00	$5,000.00	$5,000.00
0100-90100-0-1135-4200-430000-500-0000	$0.00	$5,000.00	$5,000.00
0100-00000-0-1110-1000-430000-300-0000	$0.00	$6,000.00	$6,000.00
0100-11000-0-1110-2700-430000-200-0000	$0.00	$6,000.00	$6,000.00
0100-00380-0-1110-1000-430000-821-0000	$0.00	$6,000.00	$6,000.00
0100-00240-0-0000-7700-430000-999-0000	$0.00	$7,500.00	$7,500.00
0100-00000-0-0000-7200-430000-100-0000	$0.00	$7,500.00	$7,500.00
0100-00380-0-1160-1000-430000-602-0000	$0.00	$9,000.00	$9,000.00
0100-11000-0-1110-1000-430000-300-0000	$0.00	$10,000.00	$10,000.00
0100-81500-0-0000-8400-430000-000-0000	$0.00	$10,000.00	$10,000.00
0100-11000-0-1110-1000-430000-200-0000	$0.00	$10,000.00	$10,000.00
0100-11000-0-1110-1000-430000-500-0000	$0.00	$10,000.00	$10,000.00
0100-03330-0-0000-3600-430000-000-0000	$0.00	$12,500.00	$12,500.00
0100-81500-0-0000-8110-430000-500-0000	$0.00	$15,000.00	$15,000.00
0100-81500-0-0000-8110-430000-300-0000	$0.00	$15,000.00	$15,000.00
0100-81500-0-0000-8110-430000-200-0000	$0.00	$17,500.00	$17,500.00
0100-81500-0-0000-8110-430000-000-0000	$0.00	$40,000.00	$40,000.00
0100-00000-0-0000-8200-430000-000-0000	$0.00	$75,000.00	$75,000.00
0100-00240-0-1110-1000-430000-500-0000	$0.00	$116,000.00	$116,000.00
0100-63000-0-1110-1000-430001-200-0000	$0.00	$3,000.00	$3,000.00
0100-63000-0-1110-1000-430001-300-0000	$0.00	$3,000.00	$3,000.00
0100-00000-0-0000-7300-430003-100-0000	$0.00	$450.00	$450.00
0100-00000-0-0000-7200-430003-100-0000	$0.00	$1,000.00	$1,000.00
0100-00000-0-0000-7200-430003-500-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-2700-430003-200-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-2700-430003-300-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-1110-2700-430003-500-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-0000-7200-430003-200-0000	$0.00	$3,000.00	$3,000.00
0100-00000-0-0000-7200-430003-300-0000	$0.00	$4,000.00	$4,000.00
0100-00000-0-0000-7100-430006-102-0000	$0.00	$250.00	$250.00
0100-00000-0-0000-7100-430006-100-0000	$0.00	$250.00	$250.00
0100-00000-0-0000-7100-430006-101-0000	$0.00	$2,500.00	$2,500.00
0100-00000-0-0000-8200-430010-000-0004	$0.00	$450.00	$450.00
0100-00000-0-0000-8200-430010-000-0005	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-430010-000-0006	$0.00	$500.00	$500.00
0100-00000-0-0000-8200-430010-000-0000	$0.00	$1,000.00	$1,000.00
0100-81500-0-0000-8110-430010-000-0000	$0.00	$3,000.00	$3,000.00

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-00000-0-0000-8200-430010-000-0003	$0.00	$4,500.00	$4,500.00
0100-81500-0-0000-8400-430010-000-0000	$0.00	$5,000.00	$5,000.00
0100-03330-0-0000-3600-430010-000-0000	$0.00	$60,000.00	$60,000.00
0100-65000-0-5760-1110-430020-200-0000	$0.00	$2,500.00	$2,500.00
0100-65000-0-5760-1110-430020-300-0000	$0.00	$2,500.00	$2,500.00
0100-65000-0-5760-1110-430020-500-0000	$0.00	$2,500.00	$2,500.00
0100-03330-0-0000-3600-430050-000-0000	$0.00	$6,000.00	$6,000.00
0100-11000-0-1110-2700-440000-200-0000	$0.00	$1.00	$1.00
0100-11000-0-1110-2700-440000-500-0000	$0.00	$1.00	$1.00
0100-11000-0-1156-1000-440000-200-0000	$0.00	$1.00	$1.00
0100-11000-0-1156-1000-440000-500-0000	$0.00	$1.00	$1.00
0100-11000-0-1160-1000-440000-200-0000	$0.00	$1.00	$1.00
0100-00240-0-0000-7400-440000-100-0000	$0.00	$500.00	$500.00
0100-81500-0-0000-8110-440000-300-0000	$0.00	$1,500.00	$1,500.00
0100-81500-0-0000-8400-440000-300-0000	$0.00	$2,000.00	$2,000.00
0100-00000-0-0000-8200-440000-000-0000	$0.00	$2,000.00	$2,000.00
0100-11000-0-1110-1000-440000-200-0000	$0.00	$2,500.00	$2,500.00
***Expense Total	$0.00	$26,146,916.13	$26,146,916.13
Balance Sheet Accounts			
0100-00380-0-0000-0000-978000-500-0000	$0.00	$1,847.33	$1,847.33
0100-00000-0-0000-0000-933000-000-0000	$0.00	$20,751.74	$20,751.74
0100-00000-0-0000-0000-971100-000-0000	$0.00	$1,550.00	$1,550.00
0100-00000-0-0000-0000-971300-000-0000	$0.00	$20,751.74	$20,751.74
0100-78100-0-0000-0000-974000-000-0000	$0.00	$24,725.36	$24,725.36
0100-81500-0-0000-0000-974000-000-0000	$0.00	$296,576.93	$296,576.93
0100-67700-0-0000-0000-974000-000-0000	$0.00	$455,927.87	$455,927.87
0100-63000-0-0000-0000-974000-000-0000	$0.00	$549,486.38	$549,486.38
0100-26000-0-0000-0000-974000-000-0000	$0.00	$843,467.47	$843,467.47
0100-60190-0-0000-0000-974000-000-0000	$0.00	$1,512,729.80	$1,512,729.80
0100-00380-0-0000-0000-978000-023-0000	$0.00	$64.75	$64.75
0100-00380-0-0000-0000-978000-733-0000	$0.00	$140.26	$140.26
0100-00380-0-0000-0000-978000-825-0000	$0.00	$329.75	$329.75
0100-00380-0-0000-0000-978000-107-0000	$0.00	$527.76	$527.76
0100-00230-0-0000-0000-978000-200-0000	$0.00	$1,141.50	$1,141.50
0100-00380-0-0000-0000-978000-200-0000	$0.00	$1,387.06	$1,387.06
0100-00380-0-0000-0000-978000-814-0000	$0.00	$1,460.00	$1,460.00
0100-00380-0-0000-0000-978000-602-0000	$0.00	$4,088.15	$4,088.15
0100-00380-0-0000-0000-978000-300-0000	$0.00	$4,501.47	$4,501.47
0100-00230-0-0000-0000-978000-300-0000	$0.00	$7,361.22	$7,361.22
0100-00380-0-0000-0000-978000-020-0000	$0.00	$10,000.00	$10,000.00
0100-00380-0-0000-0000-978000-013-0000	$0.00	$11,458.33	$11,458.33
0100-03330-0-0000-0000-978000-000-0000	$0.00	$93,241.68	$93,241.68
0100-00000-0-0000-0000-978020-000-0000	$0.00	$41,135.31	$41,135.31

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Balance Sheet Accounts			
0100-00240-0-0000-0000-978032-000-0000	$0.00	$75,000.00	$75,000.00
0100-00240-0-0000-0000-978034-000-0000	$0.00	$32,866.11	$32,866.11
0100-11000-0-0000-0000-978034-100-0000	$0.00	$40,253.95	$40,253.95
0100-00000-0-0000-0000-978034-000-0000	$0.00	$147,265.69	$147,265.69
0100-00000-0-0000-0000-978035-000-0000	$0.00	$225,000.00	$225,000.00
0100-00000-0-0000-0000-978036-000-0000	$0.00	$255,000.00	$255,000.00
0100-11000-0-0000-0000-978038-000-0000	$0.00	$23,252.80	$23,252.80
0100-11000-0-0000-0000-978038-200-0000	$0.00	$51,081.66	$51,081.66
0100-11000-0-0000-0000-978038-500-0000	$0.00	$97,869.96	$97,869.96
0100-11000-0-0000-0000-978038-300-0000	$0.00	$108,993.83	$108,993.83
0100-00000-0-0000-0000-978041-000-0000	$0.00	$150,000.00	$150,000.00
0100-00000-0-0000-0000-978042-000-0000	$0.00	$545,639.54	$545,639.54
0100-00000-0-0000-0000-978044-000-0000	$0.00	$250,000.00	$250,000.00
0100-00240-0-0000-0000-978046-000-0000	$0.00	$1,000,000.00	$1,000,000.00
0100-00000-0-0000-0000-978049-000-0000	$0.00	$250,000.00	$250,000.00
0100-00000-0-0000-0000-978054-000-0000	$0.00	$400,000.00	$400,000.00
0100-00000-0-0000-0000-978900-000-0000	$0.00	$1,310,000.00	$1,310,000.00
0100-00380-0-0000-0000-979100-023-0000	$0.00	$64.75	$64.75
0100-00380-0-0000-0000-979100-733-0000	$0.00	$140.26	$140.26
0100-00380-0-0000-0000-979100-838-0000	$0.00	$310.27	$310.27
0100-00380-0-0000-0000-979100-825-0000	$0.00	$384.75	$384.75
0100-00380-0-0000-0000-979100-107-0000	$0.00	$527.76	$527.76
0100-00230-0-0000-0000-979100-200-0000	$0.00	$1,141.50	$1,141.50
0100-00380-0-0000-0000-979100-821-0000	$0.00	$1,336.53	$1,336.53
0100-00380-0-0000-0000-979100-800-0000	$0.00	$1,402.98	$1,402.98
0100-00380-0-0000-0000-979100-814-0000	$0.00	$1,460.00	$1,460.00
0100-00380-0-0000-0000-979100-500-0000	$0.00	$1,847.33	$1,847.33
0100-00380-0-0000-0000-979100-200-0000	$0.00	$1,886.06	$1,886.06
0100-00380-0-0000-0000-979100-602-0000	$0.00	$5,588.15	$5,588.15
0100-00380-0-0000-0000-979100-300-0000	$0.00	$6,000.47	$6,000.47
0100-00230-0-0000-0000-979100-300-0000	$0.00	$7,361.22	$7,361.22
0100-00970-0-0000-0000-979100-000-0000	$0.00	$8,603.86	$8,603.86
0100-00380-0-0000-0000-979100-020-0000	$0.00	$10,000.00	$10,000.00
0100-00380-0-0000-0000-979100-013-0000	$0.00	$12,708.33	$12,708.33
0100-11000-0-0000-0000-979100-100-0000	$0.00	$15,343.95	$15,343.95
0100-78100-0-0000-0000-979100-000-0000	$0.00	$18,085.76	$18,085.76
0100-11000-0-0000-0000-979100-000-0000	$0.00	$23,252.80	$23,252.80
0100-70410-0-0000-0000-979100-000-0000	$0.00	$63,212.71	$63,212.71
0100-11000-0-0000-0000-979100-200-0000	$0.00	$65,622.11	$65,622.11
0100-11000-0-0000-0000-979100-500-0000	$0.00	$119,497.36	$119,497.36
0100-11000-0-0000-0000-979100-300-0000	$0.00	$124,595.60	$124,595.60
0100-74350-0-0000-0000-979100-000-0000	$0.00	$155,220.50	$155,220.50
0100-03330-0-0000-0000-979100-000-0000	$0.00	$211,577.18	$211,577.18
0100-60190-0-0000-0000-979100-000-0000	$0.00	$388,868.90	$388,868.90

Fund: 0100 General Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Balance Sheet Accounts			
0100-67700-0-0000-0000-979100-000-0000	$0.00	$401,539.45	$401,539.45
0100-63000-0-0000-0000-979100-000-0000	$0.00	$459,593.38	$459,593.38
0100-81500-0-0000-0000-979100-000-0000	$0.00	$499,159.82	$499,159.82
0100-26000-0-0000-0000-979100-000-0000	$0.00	$764,140.01	$764,140.01
0100-00240-0-0000-0000-979100-000-0000	$0.00	$1,312,443.25	$1,312,443.25
0100-00000-0-0000-0000-979100-000-0000	$0.00	$3,324,089.47	$3,324,089.47
***Balance Sheet Account Total	$0.00	$16,873,881.87	$16,873,881.87
Fund Totals			
Total: Income	$0.00	$26,986,033.32	$26,986,033.32
Total: Expenses	$0.00	$26,146,916.13	$26,146,916.13
Total: Balance Sheet Accounts	$0.00	$16,873,881.87	$16,873,881.87

Fund: 0800 Student Activity Special Revenue Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
0800-82100-0-0000-0000-866000-500-0000	$0.00	$1,300.00	$1,300.00
0800-82100-0-0000-0000-869900-753-0000	$0.00	$1,000.00	$1,000.00
0800-82100-0-0000-0000-869900-597-0000	$0.00	$1,500.00	$1,500.00
0800-82100-0-0000-0000-869900-903-0000	$0.00	$4,000.00	$4,000.00
0800-82100-0-0000-0000-869900-733-0000	$0.00	$10,000.00	$10,000.00
0800-82100-0-0000-0000-869900-500-0000	$0.00	$22,500.00	$22,500.00
***Income Total	$0.00	$40,300.00	$40,300.00
Expenses			
0800-82100-0-1110-4100-530000-733-0000	$0.00	$35.00	$35.00
0800-82100-0-1110-4100-575020-903-0000	$0.00	$150.00	$150.00
0800-82100-0-1110-4100-575020-597-0000	$0.00	$250.00	$250.00
0800-82100-0-1110-4100-580000-753-0000	$0.00	$150.00	$150.00
0800-82100-0-1110-4100-580000-500-0000	$0.00	$250.00	$250.00
0800-82100-0-1110-4100-580000-597-0000	$0.00	$2,000.00	$2,000.00
0800-82100-0-1110-4100-580000-733-0000	$0.00	$2,500.00	$2,500.00
0800-82100-0-1110-4100-580000-903-0000	$0.00	$4,000.00	$4,000.00
0800-82100-0-1110-4100-580008-597-0000	$0.00	$250.00	$250.00
0800-82100-0-1110-4100-430000-597-0000	$0.00	$1,000.00	$1,000.00
0800-82100-0-1110-4100-430000-903-0000	$0.00	$1,500.00	$1,500.00
0800-82100-0-1110-4100-430000-753-0000	$0.00	$2,000.00	$2,000.00
0800-82100-0-1110-4100-430000-733-0000	$0.00	$10,000.00	$10,000.00
0800-82100-0-1110-4100-430000-500-0000	$0.00	$20,000.00	$20,000.00
***Expense Total	$0.00	$44,085.00	$44,085.00
Balance Sheet Accounts			
0800-82100-0-0000-0000-974000-597-0000	$0.00	$230.30	$230.30
0800-82100-0-0000-0000-974000-903-0000	$0.00	$1,124.03	$1,124.03
0800-82100-0-0000-0000-974000-753-0000	$0.00	$1,320.45	$1,320.45
0800-82100-0-0000-0000-974000-733-0000	$0.00	$2,595.43	$2,595.43
0800-82100-0-0000-0000-974000-500-0000	$0.00	$15,281.13	$15,281.13
0800-82100-0-0000-0000-979100-597-0000	$0.00	$2,230.30	$2,230.30
0800-82100-0-0000-0000-979100-753-0000	$0.00	$2,470.45	$2,470.45
0800-82100-0-0000-0000-979100-903-0000	$0.00	$2,774.03	$2,774.03
0800-82100-0-0000-0000-979100-733-0000	$0.00	$5,130.43	$5,130.43
0800-82100-0-0000-0000-979100-500-0000	$0.00	$11,731.13	$11,731.13
***Balance Sheet Account Total	$0.00	$44,887.68	$44,887.68

Fund Totals

Total: Income	$0.00	$40,300.00	$40,300.00
Total: Expenses	$0.00	$44,085.00	$44,085.00
Total: Balance Sheet Accounts	$0.00	$44,887.68	$44,887.68

Fund: 1200 Child Development Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
1200-00370-0-0000-0000-866000-000-0000	$0.00	$3,250.00	$3,250.00
1200-00370-0-0000-0000-867300-000-0000	$0.00	$250,000.00	$250,000.00
1200-05300-0-0000-0000-867300-000-0000	$0.00	$305,000.00	$305,000.00
1200-05300-0-0000-0000-869900-000-0000	$0.00	$1,450.00	$1,450.00
1200-00370-0-0000-0000-869900-000-0000	$0.00	$4,000.00	$4,000.00
1200-05300-0-0000-0000-891100-000-0000	$0.00	$14,000.00	$14,000.00
1200-00370-0-0000-0000-898000-000-0000	$0.00	($20,000.00)	($20,000.00)
1200-05300-0-0000-0000-898000-000-0000	$0.00	$20,000.00	$20,000.00
***Income Total	$0.00	$577,700.00	$577,700.00
Expenses			
1200-00370-0-8500-6000-520015-000-0000	$0.00	$240.00	$240.00
1200-05300-0-0001-6000-520015-000-0000	$0.00	$240.00	$240.00
1200-05300-0-0001-6000-550020-000-0000	$0.00	$2,000.00	$2,000.00
1200-00370-0-8500-6000-575020-000-0000	$0.00	$2,500.00	$2,500.00
1200-05300-0-0001-6000-580000-000-0000	$0.00	$1,900.00	$1,900.00
1200-00370-0-8500-6000-580000-000-0000	$0.00	$8,000.00	$8,000.00
1200-00370-0-8500-6000-580008-000-0000	$0.00	$700.00	$700.00
1200-05300-0-0001-6000-580008-000-0000	$0.00	$1,600.00	$1,600.00
1200-00370-0-8500-6000-590030-000-0000	$0.00	$100.00	$100.00
1200-05300-0-0001-6000-590030-000-0000	$0.00	$125.00	$125.00
1200-05300-0-0001-9100-743900-000-0000	$0.00	$1,500.00	$1,500.00
1200-00370-0-8500-9100-743900-000-0000	$0.00	$2,000.00	$2,000.00
1200-00370-0-8500-6000-320200-000-0000	$0.00	$46,053.00	$46,053.00
1200-00370-0-8500-6000-230000-000-0000	$0.00	$58,903.00	$58,903.00
1200-05300-0-0001-6000-230000-000-0000	$0.00	$99,946.00	$99,946.00
1200-00370-0-8500-6000-290000-000-0000	$0.00	$110,291.00	$110,291.00
1200-05300-0-0001-6000-290000-000-0000	$0.00	$114,428.11	$114,428.11
1200-00370-0-8500-6000-290010-000-0000	$0.00	$1,500.00	$1,500.00
1200-05300-0-0001-6000-290010-000-0000	$0.00	$2,500.00	$2,500.00
1200-00370-0-8500-6000-290020-000-0000	$0.00	$200.00	$200.00
1200-05300-0-0001-6000-290020-000-0000	$0.00	$300.00	$300.00
1200-05300-0-0001-6000-290060-000-0000	$0.00	$1,250.00	$1,250.00
1200-00370-0-8500-6000-290060-000-0000	$0.00	$3,500.00	$3,500.00
1200-05300-0-0001-6000-320200-000-0000	$0.00	$57,664.00	$57,664.00
1200-00370-0-8500-6000-330200-000-0000	$0.00	$13,345.00	$13,345.00
1200-05300-0-0001-6000-330200-000-0000	$0.00	$16,710.00	$16,710.00
1200-00370-0-8500-6000-340200-000-0000	$0.00	$20,322.68	$20,322.68
1200-05300-0-0001-6000-340200-000-0000	$0.00	$25,938.82	$25,938.82
1200-00370-0-8500-6000-350200-000-0000	$0.00	$88.00	$88.00
1200-05300-0-0001-6000-350200-000-0000	$0.00	$109.00	$109.00
1200-00370-0-8500-6000-360200-000-0000	$0.00	$3,205.00	$3,205.00
1200-05300-0-0001-6000-360200-000-0000	$0.00	$4,012.00	$4,012.00
1200-05300-0-0001-6000-430000-000-0000	$0.00	$5,100.00	$5,100.00

Fund: 1200 Child Development Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
1200-00370-0-8500-6000-430000-000-0000	$0.00	$6,500.00	$6,500.00
1200-05300-0-0001-6000-430003-000-0000	$0.00	$175.00	$175.00
1200-00370-0-8500-6000-430003-000-0000	$0.00	$200.00	$200.00
1200-05300-0-0001-6000-430006-000-0000	$0.00	$6,500.00	$6,500.00
1200-00370-0-8500-6000-430006-000-0000	$0.00	$10,000.00	$10,000.00
***Expense Total	$0.00	$629,645.61	$629,645.61
Balance Sheet Accounts			
1200-00370-0-0000-0000-978000-000-0000	$0.00	$2,057.97	$2,057.97
1200-00000-0-0000-0000-953500-000-0000	$0.00	$2,542.45	$2,542.45
1200-05300-0-0000-0000-978000-000-0000	$0.00	$2,443.84	$2,443.84
1200-00370-0-0000-0000-978020-000-0000	$0.00	$2,378.92	$2,378.92
1200-05300-0-0000-0000-978020-000-0000	$0.00	$2,876.44	$2,876.44
1200-05300-0-0000-0000-979100-000-0000	$0.00	$6,868.21	$6,868.21
1200-00370-0-0000-0000-979100-000-0000	$0.00	$54,834.57	$54,834.57
***Balance Sheet Account Total	$0.00	$74,002.40	$74,002.40
Fund Totals			
Total: Income	$0.00	$577,700.00	$577,700.00
Total: Expenses	$0.00	$629,645.61	$629,645.61
Total: Balance Sheet Accounts	$0.00	$74,002.40	$74,002.40

Fund: 1300 Cafeteria Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
1300-53100-0-0000-0000-822010-000-0000	$0.00	$430,000.00	$430,000.00
1300-53100-0-0000-0000-822020-000-0000	$0.00	$69,500.00	$69,500.00
1300-53100-0-0000-0000-822040-000-0000	$0.00	$1,444.63	$1,444.63
1300-53100-0-0000-0000-822100-000-0000	$0.00	$32,500.00	$32,500.00
1300-53100-0-0000-0000-852010-000-0000	$0.00	$500,000.00	$500,000.00
1300-53100-0-0000-0000-852020-000-0000	$0.00	$85,000.00	$85,000.00
1300-53100-0-0000-0000-863400-000-0000	$0.00	$100.00	$100.00
1300-53100-0-0000-0000-863460-000-0000	$0.00	$150.00	$150.00
1300-53100-0-0000-0000-866000-000-0000	$0.00	$35,000.00	$35,000.00
1300-53100-0-0000-0000-869900-000-0000	$0.00	$500.00	$500.00
***Income Total	$0.00	$1,154,194.63	$1,154,194.63
Expenses			
1300-53100-0-0000-3700-440000-000-0000	$0.00	$35,000.00	$35,000.00
1300-53100-0-0000-3700-470000-000-0000	$0.00	$355,000.00	$355,000.00
1300-53100-0-0000-3700-520000-000-0000	$0.00	$500.00	$500.00
1300-53100-0-0000-3700-520015-000-0000	$0.00	$480.00	$480.00
1300-53100-0-0000-3700-530000-000-0000	$0.00	$481.50	$481.50
1300-53100-0-0000-3700-560000-000-0000	$0.00	$20,000.00	$20,000.00
1300-53100-0-0000-3700-580000-000-0000	$0.00	$40,000.00	$40,000.00
1300-53100-0-0000-3700-580008-000-0000	$0.00	$7,500.00	$7,500.00
1300-53100-0-0000-3700-580016-000-0000	$0.00	$1,000.00	$1,000.00
1300-53100-0-0000-3700-580075-000-0000	$0.00	$10,000.00	$10,000.00
1300-53100-0-0000-3700-640000-000-0000	$0.00	$25,000.00	$25,000.00
1300-53100-0-0000-8110-650000-000-0000	$0.00	$20,000.00	$20,000.00
1300-53100-0-0000-7210-735000-000-0000	$0.00	$40,000.00	$40,000.00
1300-53100-0-0000-3700-220000-000-0000	$0.00	$299,745.49	$299,745.49
1300-53100-0-0000-3700-220010-000-0000	$0.00	$5,000.00	$5,000.00
1300-53100-0-0000-3700-220020-000-0000	$0.00	$250.00	$250.00
1300-53100-0-0000-3700-220050-000-0000	$0.00	$1,500.00	$1,500.00
1300-53100-0-0000-3700-230000-000-0000	$0.00	$97,819.00	$97,819.00
1300-53100-0-0000-3700-320200-000-0000	$0.00	$106,739.00	$106,739.00
1300-53100-0-0000-3700-330200-000-0000	$0.00	$30,930.00	$30,930.00
1300-53100-0-0000-3700-340200-000-0000	$0.00	$30,291.00	$30,291.00
1300-53100-0-0000-3700-350200-000-0000	$0.00	$202.00	$202.00
1300-53100-0-0000-3700-360200-000-0000	$0.00	$7,409.00	$7,409.00
1300-53100-0-0000-3700-430000-000-0000	$0.00	$40,000.00	$40,000.00
1300-53100-0-0000-3700-430010-000-0000	$0.00	$500.00	$500.00
***Expense Total	$0.00	$1,175,346.99	$1,175,346.99
Balance Sheet Accounts			
1300-00000-0-0000-0000-961000-000-0000	$0.00	$0.01	$0.01
1300-53140-0-0000-0000-965000-200-0000	$0.00	$1.00	$1.00

Fund: 1300 Cafeteria Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Balance Sheet Accounts			
1300-53140-0-0000-0000-965000-300-0000	$0.00	$1.00	$1.00
1300-53100-0-0000-0000-971200-000-0000	$0.00	$9,169.37	$9,169.37
1300-53100-0-0000-0000-974000-000-0000	$0.00	$977,490.57	$977,490.57
1300-53100-0-0000-0000-974020-000-0000	$0.00	$3,428.55	$3,428.55
1300-53100-0-0000-0000-979100-000-0000	$0.00	$1,011,240.85	$1,011,240.85
***Balance Sheet Account Total	$0.00	$2,001,331.35	$2,001,331.35
Fund Totals			
Total: Income	$0.00	$1,154,194.63	$1,154,194.63
Total: Expenses	$0.00	$1,175,346.99	$1,175,346.99
Total: Balance Sheet Accounts	$0.00	$2,001,331.35	$2,001,331.35

Fund: 1400 Deferred Maintenance Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
1400-00000-0-0000-0000-809100-000-0000	$0.00	$150,000.00	$150,000.00
1400-00000-0-0000-0000-866000-000-0000	$0.00	$12,000.00	$12,000.00
***Income Total	$0.00	$162,000.00	$162,000.00
Expenses			
1400-00000-0-0000-8110-560000-000-0000	$0.00	$5,000.00	$5,000.00
1400-00000-0-0000-8110-560000-200-0000	$0.00	$10,000.00	$10,000.00
1400-00000-0-0000-8110-560000-300-0000	$0.00	$10,000.00	$10,000.00
1400-00000-0-0000-8110-560000-500-0000	$0.00	$10,000.00	$10,000.00
1400-00000-0-0000-8110-430000-200-0000	$0.00	$1.00	$1.00
***Expense Total	$0.00	$35,001.00	$35,001.00
Balance Sheet Accounts			
1400-00000-0-0000-0000-976000-000-0000	$0.00	$406,475.30	$406,475.30
1400-00000-0-0000-0000-979100-000-0000	$0.00	$279,476.30	$279,476.30
***Balance Sheet Account Total	$0.00	$685,951.60	$685,951.60
Fund Totals			
Total: Income	$0.00	$162,000.00	$162,000.00
Total: Expenses	$0.00	$35,001.00	$35,001.00
Total: Balance Sheet Accounts	$0.00	$685,951.60	$685,951.60

Fund: 2000 SPECIAL RESERVE FUND FOR OTHEI

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
2000-00000-0-0000-0000-866000-000-0000	$0.00	$37,500.00	$37,500.00
2000-00000-0-0000-0000-891200-000-0000	$0.00	$72,729.00	$72,729.00
***Income Total	$0.00	$110,229.00	$110,229.00
Expenses			
2000-00000-0-0000-9300-761200-000-0000	$0.00	$64,180.50	$64,180.50
***Expense Total	$0.00	$64,180.50	$64,180.50
Balance Sheet Accounts			
2000-00000-0-0000-0000-978000-000-0000	$0.00	$1,005,756.12	$1,005,756.12
2000-00000-0-0000-0000-979100-000-0000	$0.00	$959,707.62	$959,707.62
***Balance Sheet Account Total	$0.00	$1,965,463.74	$1,965,463.74
Fund Totals			
Total: Income	$0.00	$110,229.00	$110,229.00
Total: Expenses	$0.00	$64,180.50	$64,180.50
Total: Balance Sheet Accounts	$0.00	$1,965,463.74	$1,965,463.74

Fund: 2500 CapitalFacilities Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
2500-90100-0-0000-0000-866000-000-0000	$0.00	$45,000.00	$45,000.00
2500-90100-0-0000-0000-868100-000-0000	$0.00	$100,000.00	$100,000.00
***Income Total	$0.00	$145,000.00	$145,000.00
Expenses			
2500-90100-0-0000-7200-580000-000-0000	$0.00	$15,000.00	$15,000.00
2500-90100-0-0000-7200-580000-400-0000	$0.00	$20,000.00	$20,000.00
2500-90100-0-0000-7200-580010-400-0000	$0.00	$25,000.00	$25,000.00
2500-90100-0-0000-9100-743800-300-0000	$0.00	$4,622.19	$4,622.19
2500-90100-0-0000-9100-743800-300-0035	$0.00	$9,434.68	$9,434.68
2500-90100-0-0000-9100-743800-000-0000	$0.00	$11,381.00	$11,381.00
2500-90100-0-0000-9100-743800-200-0000	$0.00	$109,731.00	$109,731.00
2500-90100-0-0000-9100-743900-300-0000	$0.00	$37,017.81	$37,017.81
2500-90100-0-0000-9100-743900-300-0035	$0.00	$93,488.24	$93,488.24
2500-90100-0-0000-9100-743900-200-0000	$0.00	$155,000.00	$155,000.00
2500-90100-0-0000-9100-743900-000-0000	$0.00	$220,000.00	$220,000.00
***Expense Total	$0.00	$700,674.92	$700,674.92
Balance Sheet Accounts			
2500-90100-0-0000-0000-974000-000-0000	$0.00	$587,898.31	$587,898.31
2500-90100-0-0000-0000-979100-000-0000	$0.00	$1,143,573.23	$1,143,573.23
***Balance Sheet Account Total	$0.00	$1,731,471.54	$1,731,471.54
Fund Totals			
Total: Income	$0.00	$145,000.00	$145,000.00
Total: Expenses	$0.00	$700,674.92	$700,674.92
Total: Balance Sheet Accounts	$0.00	$1,731,471.54	$1,731,471.54

Fund: 5620 Debt Service Fund

FD---RE----Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
5620-00000-0-0000-0000-866000-100-0000	$0.00	$75,000.00	$75,000.00
5620-00000-0-0000-0000-891900-100-0000	$0.00	$200,000.00	$200,000.00
***Income Total	$0.00	$275,000.00	$275,000.00
Balance Sheet Accounts			
5620-00000-0-0000-0000-978046-100-0000	$0.00	$4,673,506.49	$4,673,506.49
5620-00000-0-0000-0000-979100-100-0000	$0.00	$4,398,506.49	$4,398,506.49
***Balance Sheet Account Total	$0.00	$9,072,012.98	$9,072,012.98
Fund Totals			
Total: Income	$0.00	$275,000.00	$275,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$9,072,012.98	$9,072,012.98