

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

Cuyama Joint Unified School District

Notice of Public Hearing
June 18, 2026
6:00 P.M.

For the 2026-2027 Local Control Accountability Plan (LCAP)

Cuyama Joint Unified School District
2300 Highway 166
New Cuyama, CA 93254

Agenda:

Notice is hereby given that in accordance with the Local Control Funding Formula and prior to the adoption of the Local Control Accountability Plan by the Board of Trustees of the Cuyama Joint Unified School District, all interested stakeholders are given the opportunity to comment on the proposed plan. The Local Control Accountability Plan is available for review starting Monday, June 14, 2026, after 12:00 p.m. at the district office located at 2300 Highway 166, New Cuyama, CA 93254, during normal business hours or online on the CJUSD website under the board meetings link.

June 1, 2026

Distrito Escolar Unificado Y Conjunto de Cuyama

Aviso de Audiencia Pública
18 de junio de 2026
6:00 pm

Para el Plan Local de Responsabilidad de Control (LCAP) 2026-2027

Distrito Escolar Unificado Y Conjunto de Cuyama
2300 Carretera 166
New Cuyama, CA 93254

Agenda:

Se notifica que, de acuerdo con la Fórmula de Financiación para el Control Local y antes de la adopción del Plan de Responsabilidad del Control Local por parte de la mesa directiva del Distrito Escolar Unificado Conjunto de Cuyama, todas las partes interesadas tienen la oportunidad de comentar el plan propuesto. El Plan de Responsabilidad de Control Local está disponible para su revisión a partir del lunes 14 de junio de 2026, después de las 12:00 p.m., en la oficina del distrito situada en 2300 Highway 166, New Cuyama, CA 93254, durante el horario laboral normal o en línea en la página web del CJUSD bajo el enlace de reuniones de la junta.

1 de junio de 2026

PROOF OF PUBLICATION
(2015 C.C.P.)
STATE OF CALIFORNIA

County of Kern)
)

I am a citizen of the United States and a resident of the County aforesaid. I am over the age of eighteen years, and not a party to or interested in the above entitled matter. I am the principal clerk of the DAILY MIDWAY DRILLER, a newspaper of general circulation, printed and published bi-weekly in the City of Taft, County of Kern, and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of Kern, State of California under the date of February 11, 1952, Book 90, Page 286, Case Number 57657; that the notice of which the annexed is printed copy (set in type not smaller than nonparel), has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to wit:

June 4, 11

all in the year 2020

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Date at Taft, California, this 11

day of June 2020


SIGNATURE

on Thursday, June 25, 2026,
at 6 p.m. at the district office.

Se notifica que, de acuerdo con la Fórmula de Financiación para el Control Local y antes de la adopción del Plan de Responsabilidad del Control Local por parte de la mesa directiva del Distrito Escolar Unificado Conjunto de Cuyama, todas las partes interesadas tienen la oportunidad de comentar el plan propuesto. El Plan de Responsabilidad de Control Local está disponible para su revisión a partir del lunes 14 de junio de 2026, después de las 12:00 p.m., en la oficina del distrito situada en 2300 Highway 166, New Cuyama, CA 93254, durante el horario laboral normal o en línea en la página web del CJUSD bajo el enlace de reuniones de la junta. La Mesa Directiva tendrá una audiencia pública el jueves 18 de junio a las 6 p.m. en la oficina del distrito escolar localizado en 2300 Highway 166, New Cuyama, CA 93254, y el Plan de Responsabilidad será tomado para adopción el jueves 25 de junio a las 6 p.m. en la oficina del distrito escolar.

**CUYAMA LOCAL CONTROL
ACCOUNTABILITY
PLAN (LCAP) 2026-2027
HEARING NOTICE**

Notice is hereby given that in accordance with the Local Control Funding Formula and prior to the adoption of the Local Control Accountability Plan by the Board of Trustees of the Cuyama Joint Unified School District, all interested stakeholders are given the opportunity to comment on the proposed plan. The Local Control Accountability Plan is available for review and to be inspected starting Monday, June 14, 2026, after 12:00 p.m. at the district office located at 2300 Highway 166, New Cuyama, CA 93254, during normal business hours or online on the CJUSD website under the board meetings link. The school board will hold a public hearing on Thursday, June 18, 2026, at 6 p.m. at the district board office located at 2300 highway 166, New Cuyama, CA 93254, and taken for adoption

(PUB: TMD, June 4, 11 2026)

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

**Cuyama Joint Unified School District
Notice of Public Hearing
June 18, 2026
6:00 P.M.**

For the 2026-2027 budget

**Cuyama Joint Unified School District
2300 Highway 166
New Cuyama, CA 93254**

Agenda:

Notice is hereby given that in accordance with the 2026-2027 budget hearing and prior to the adoption of the 2026-2027 budget by the Board of Trustees of the Cuyama Joint Unified School District, all interested stakeholders are given the opportunity to comment on the 2026-2027 budget. The 2026-2027 budget is available for review starting Monday, June 14, 2026, after 12:00 p.m. at the district office located at 2300 Highway 166, New Cuyama, CA 93254, during normal business hours or online on the CJUSD website under the board meetings link.

Posted June 1, 2026

**Cuyama Joint Unified School District
Aviso de Audiencia Pública
18 de junio de 2026
6:00 p.m.**

Para el presupuesto 2026-2027

**Distrito Escolar Unificado Y Conjunto de Cuyama
2300 Carretera 166
New Cuyama, CA 93254**

Agenda:

Se notifica que, de acuerdo con la audiencia presupuestaria 2026-2027 y antes de la adopción del presupuesto 2026-2027 por parte de la mesa directiva del Distrito Escolar Unificado Conjunto de Cuyama, todos los interesados tienen la oportunidad de comentar sobre el presupuesto 2026-2027. El presupuesto 2026-2027 está disponible para su revisión a partir del lunes 14 de junio de 2026, después de las 12:00 p.m., en la oficina del distrito situada en 2300 Highway 166, New Cuyama, CA 93254, durante el horario laboral normal o en línea en la página web del CJUSD en el enlace de reuniones de la junta.

Publicado el 1 de junio de 2026

PROOF OF PUBLICATION
(2015,5 C.C.P.)
STATE OF CALIFORNIA

County of Kern)
)

I am a citizen of the United States and a resident of the County aforesaid. I am over the age of eighteen years, and not a party to or interested in the above entitled matter. I am the principal clerk of the DAILY MIDWAY DRILLER, a newspaper of general circulation, printed and published bi-weekly in the City of Taft, County of Kern, and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of Kern, State of California under the date of February 11, 1952, Book 90, Page 286, Case Number 57657; that the notice of which the annexed is printed copy (set in type not smaller than nonparel), has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to wit:

June 4, 11

all in the year 2026

I certify (or declare) under penalty of perjury that the foregoing is true and correct.

Date at Taft, California, this 11

day of June 2026

[Signature]
SIGNATURE

review starting Monday, June 14, 2026, after 12:00 p.m. at the district office located at 2300 Highway 166, New Cuyama, CA 93254, during normal business hours or online on the CJUSD website under the board meetings link. The board will hold the budget public hearing on Thursday, June 18, 2026, at 6 p.m. at the district office located at 2300 Highway 166, New Cuyama, CA 93254, and the budget will be taken for adoption at the Thursday, June 25, 2026, board meeting at the district office at 6 p.m..

Se notifica que, de acuerdo con la audiencia presupuestaria 2026-2027 y antes de la adopción del presupuesto 2026-2027 por parte de la mesa directiva del Distrito Escolar Unificado Conjunto de Cuyama, todos los interesados tienen la oportunidad de comentar sobre el presupuesto 2026-2027. El presupuesto 2026-2027 está disponible para su revisión a partir del lunes 14 de junio de 2026, después de las 12:00 p.m., en la oficina del distrito situada en 2300 Highway 166, New Cuyama, CA 93254, durante el horario laboral normal o en línea en la página web del CJUSD en el enlace de reuniones de la junta. La Mesa Directiva tendrá una audiencia pública sobre el presupuesto el jueves 18 de junio a las 6 p.m. en la oficina del distrito escolar localizado en el 2300 Highway 166, New Cuyama, CA 93254, y el presupuesto se adoptará el jueves 25 de junio del 2026 en la oficina del distrito a las 6 p.m.

CUYAMA JOINT UNIFIED SCHOOL DISTRICT BUDGET 2026-2027 HEARING NOTICE
Notice is hereby given that in accordance with the 2026-2027 budget hearing and prior to the adoption of the 2026-2027 budget by the Board of Trustees of the Cuyama Joint Unified School District, all interested stakeholders are given the opportunity to comment on the 2026-2027 budget. The 2026-2027 budget is available for

(PUB:TMD, June 4, 11 2026)

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES**

**THURSDAY, May 21, 2026, 6:00 P.M.
BOARD ROOM, CUYAMA ELEMENTARY SCHOOL
2300 Hwy 166, New Cuyama CA 93254**

Join Zoom Meeting

<https://us06web.zoom.us/j/84099092929?pwd=FKgXC0VhzwHwxZlJlM5HuODN6bvYB.1>

Meeting ID: 840 9909 2929

Passcode: yFjXt1

- I. The meeting will be called to order by Board ~~President~~ Clerk, ~~Jeffrey Mitchell~~
Elaine Johnson at 6:05 P.M.

Roll Call Vote:

Elaine Johnson **P**.

Jeffrey Mitchell **Ab**

Jeanette Rosales **P**

Danielle Reynolds **P**

~~Michael Fuller~~

Alfonso Gamino **P** Superintendent

FLAG SALUTE: Led by **Elaine Johnson**

II. PUBLIC FORUM:

The Board wishes to recognize all speakers. The board expects that all speech will be polite, courteous, and respectful by all. Following recognition by the President, members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed. In order to efficiently manage the business of the Board, the Board President may limit the amount of time allocated for each individual speaker to 3 minutes and limit the total time allocated on a particular issue to 15 minutes, pursuant to board policy. Items not appearing on the agenda cannot, by law, be the subject of Board action. Such items may be placed on future agendas for full discussion and/or action.

No Speaker during public comment

III. CVHS FFA report: Advisor Mrs. Cannon and CVHS FFA Officers

Joseph Fonseca: Good evening, everyone, my name is Joseph Fonseca, and I am your chapter President for the 2026-2027 school year, and these are your newly elected chapter officers; Dabrya as Vice-President, Kayelynn as Secretary, Lillyann as Treasurer, Kaylee as Reporter, Skyler as Sentinel, Carlie as Historian, and Abby as Parliamentarian. We'd like to share a quick recap of our successful Spring Awards Banquet.

Dabrya Fonseca: At banquet, we recognized many students and teams for their hard work and dedication throughout the year. Awards included recognition of our CEI grant team and several CDE teams, including Farm Power, Vet Science, and Greenhand B.I.G. team.

Kayelynn Duncan: We also celebrated senior students completing their CTE pathway programs in AG Mechanics, Animal Science, and Agriscience.

Lillyann Holbert: One of the highlights of the evening was recognizing Joseph as the first regional officer from Cuyama. We also awarded honorary FFA degrees to individuals who consistently support our chapter.

Kaylee Ortega: We presented Khloee Peevy with her chapter FFA degree and recognized members with outstanding SAE projects, as well as students who participated in project comp this year.

Skyler Johnson: We also gave out our STAR awards for freshman, sophomore, and junior members and recognized the accomplishments of our 2025-2026 officer team.

Carlie Duncan: Our seniors gave heartfelt retiring speeches, and we gave special recognition to Mr. Lebsack for his years of dedication to AG and as our advisor as he moves on to become superintendent.

Abby Uribe: To close the evening, we were officially installed as the new 2026–2027-chapter officers. Our next big event is fair season, where members will be showing their pigs, lambs, and rabbits.

Joseph Fonseca: Following fair we will be embarking on our officer retreat. We cannot be more excited for what the year has in store for all of us and we thank you for your unwavering support of our chapter.

IV. Athletics year summary and updates for 2026-2027

Athletic Director Charlie Bosma: We are working to start our own league through the Central Section. We are working with three other small schools to create our own league. These schools are like our school, and it will be more competitive among the schools.

Thanks to Laura Price for coaching our Boys volleyball team and Elaine Johnson for coaching our girls Beach volleyball team as well. We had a successful season.

We expect to have 5 home football games for this upcoming season.

We will have a meeting with the high school students, and I will inform them about the date for sports physicals which will be held next Thursday from 4:30 p.m. to 5:30 p.m.

V. Superintendent's Report

- a. List of upcoming events through June 2026 including graduations and summer school

Kinder graduation: June 3, 2026, at 5:00 p.m.

8th grade graduation: June 4, 2026, at 6 p.m.

12th grade graduation: June 5, 2026, at 6 p.m.

- b. LCAP update: We are working to finalize the LCAP, present to SSC/DELAC, and bring to the board for a public hearing and adoption

We have finalized a draft of the LCAP and will share it with SSC/DELAC and bring it to the board for public hearing and adoption in June.

- c. Softball game – May 1, 2026, at General Shafter. Co-Ed one team. Mary Jo did a great job with the kids, and they played 7 games and won 4.

Our students experienced softball co-ed games on May 1, 2026. Special Thanks to Mary Jo for taking on this volunteer duty. Great experience for our students.

- d. FFA Banquet May 14, 2026 –

Had a great experience at the FFA banquet on May 14, 2026. The raffles, the dinner, and most importantly, recognizing our students for their accomplishments in 2025-2026.

- e. CAASPP was completed and Erin Smith (RTI teacher) is finishing up Dibels assessment TK-8th grade

The district completed the CAASPP assessments for 2025-2026. Erin Smith is finishing giving the Dibels assessment to all TK-8th grade students.

f. Staffing update for 2026-2027

The district is looking for three teachers and will have several classified openings. Mr. Lebsack, Mrs. Leyland, and I have interviewed several possible candidates and will continue to interview through the month of June.

g. Other - None

VI. Board Reports

Jeanette Rosales: Won 4- raffle items. Mr. Diaz wished me a Happy Birthday. I am proud of all the work the kids are doing, and the staff is doing. Great event.

Elaine Johnson: We are proud of all the kids for their hard work all year.

VII. Presentation: Garrett Wong, Sustainability Division Manager, County of Santa Barbara will present on the Transformative Climate Communities Grant via Zoom.
Pg. 1-5

Garrett Wong and Malia (Grant writer) presented the Resilient Cuyama Valley Initiative which includes the Transformative Climate Communities Implementation Grant. Goal is to improve housing, advance water access, address food insecurity, strengthen disaster readiness and mobility, and support quality jobs. They are applying for a \$27.5 million award as a lead applicant for the grant. They are engaging our community and working on the application. As interested partners, the district board has given approval to work as a partner. Mr. Garrett Wong has received verbal direction that CJUSD is interested in being a partner in this grant application. Our CJUSD request is on HVAC in buildings, offices, classrooms, and gymnasium. ADA compliant improvements, and Fire alarm system. Not yet scoped are window replacements, cool roofs, and Solar and battery systems.

VIII. Informational Item: Annual Debt Transparency Report **Pg. 6-18**

Mr. Gamino presented the Annual Debt Transparency Report to the board and for public viewing and transparency. Currently, the principal outstanding is \$1,925,000 and proceeds/unsent is \$1,092,014.75

IX. Informational and initial review item: Mrs. Cannon, Mr. Gamino, and the Ag teachers will present the College and Career Access Pathway (CCAP) Partnership Agreement between The Allan Hancock Joint Community College District and the Cuyama Joint

Unified School District. At the June 18, 2026, board meeting, this agreement will come to the board for public comment and approval. **Pg. 19-36**

Mr. Gamino presented the College and Career Access Pathway (CCAP) partnership agreement between the Allan Hancock Community College District and Cuyama Joint Unified School District. We had a successful year one agreement this current year. This agreement is presented as informational at this May 21, 2026, board meeting. The agreement will be brought for action at the June 18, 2026, board meeting.

X. CONSENT AGENDA:

The Board will consider the following consent calendar items. All items listed are considered to be routine and noncontroversial. Consent items will be considered first and may be approved by one motion if no member of the CJUSD Board wishes to comment or discuss. If comment or discussion is desired, the item will be removed from the consent agenda and considered in the listed sequence with an opportunity for any member of the public to address the CJUSD Board concerning the item before action is taken.

1. Minutes of the Thursday, April 9, 2026, Regular Board Meeting. **Pg. 37-46**
2. Checks Board Report and Warrants April 1-30, 2026. **Pg. 47-69**
3. Second Interim Financial Report Analysis and Recommendations send from SBCEO Administrative Services dates April 16, 2026. **Pg. 70-72**
4. Field Trip (Senior Field Trip): Laura Price (ASB advisor) is requesting a field trip for (10) Seniors as the designated Senior Field Trip to Disneyland on June 1, 2026. She is requesting the use of (2) vans as the mode of transportation. **Pg. 73-74**
5. Field Trip: Theresa King (5/6 grade teacher) is requesting a field trip to Bakersfield Meadows Airport Tower and a visit to California Aeronautical University. Students will learn about aviation, and career and educational opportunities. **Pg. 75-76**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

XI. Action Items:

a. It is recommended that the board discuss and approve the Memorandum of Understanding (MOU) between Cuyama Joint Unified School District and the Cuyama Valley Football Foundation. This is a 5-year MOU with the same terms, costs, and conditions we currently have. **Pg. 77-78**

Moved By: _____ 2nd By: _____

Roll Call Vote:

Elaine Johnson _____ Jeffrey Mitchell _____ Jeanette Rosales _____

Danielle Reynolds _____ ~~Michael Fuller~~

Mr. Kevin Lebsack presented two concerns regarding the MOU to the board.

This action item was tabled and will be brought back in June. The board seeks this additional:

For a calendar year 2025 or school year 2024-2025, to include all the work done for the summer months

A. Month By month January through December:

- 1. Calculate the Maintenance done on the field possibly on a weekly and/or monthly basis.**
- 2. How many hours per month (probably varies by month) are spent on the field by CVFF (adults) by month.**
- 3. How frequently is the field being watered per week or per month?**
- 4. List of the different things being done to maintain the field
List your equipment/fuel costs, including wear and tear**
- 5. Copy of your lease with the Rec. Center**

The hours of maintenance should be calculated by him by month something like this:

Jan Feb. Mar. Apr.

And have the hours of maintenance for each month for the 12-month period.

b. It is recommended that the board discuss and approve the 2026-2027 CJUSD contract with Renaissance to administer the platform for Reading, Math, and Accelerated reader for our school district. **Pg. 79-81**

Moved By: **Danielle Reynolds** 2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y** Jeffrey Mitchell **Ab** Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

c. It is recommended that the board discuss and approve the Resolution establishing a revolving cash fund. This revolving cash fund is necessary for a school district as it allows the district to quickly pay for small, urgent, or routine expenses without waiting for the regular accounts payable process. It allows for smooth daily operations and ensures timely purchases when immediate payment is required. Currently, we have a cash clearing account that is being used as a revolving account which it should not. We may not need a clearing account and would be better off having this revolving cash fund instead. This is also useful for emergency and/or unexpected purchases, and student activity or program expenses. **Pg. 82-88**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

d. It is recommended that the board discuss and approve ordering Governing Board Election and Notice to Consolidate elections for the November 3, 2026, general election, order of election resolution #2026:25 and the #2025-2026:24 candidates' statements of qualifications, district and elected officials' information, and notice of elective offices to be filled for the Ventura County school district and statewide general election. **Pg. 89-115**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

e. It is recommended that the board discuss and approve ordering Governing Board Election and Notice to Consolidate elections for the November 3, 2026, general election, order of election resolution #2025:25, resolution # 2025-2026:24 on candidates' statements of qualifications, district and elected officials' information, and notice of

elective offices to be filled. The board is approving to participate in the general election of November 3, 2026. This documentation is for Santa Barbara County. **Pg. 116-132**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Ab**

~~Michael Fuller~~

Approved 3-0

f. It is recommended that the board discuss and approve ordering Governing Board Election and Resolution No. 2026:26 on Notice to Consolidate elections for the November 3, 2026, general election, order of election resolution #2025:25, resolution # 2025-2026:27 on regulations for candidates for elective office pertaining to costs and candidate statement, candidates' statements of qualifications, district and elected officials' information, and notice of elective offices to be filled. The board is approving to participate in the general election of November 3, 2026. This documentation is for San Luis Obispo County. **Pg. 134-142**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

g. It is recommended that the board discuss and approve the agreement for professional services agreement between Cuyama Joint Unified School District and Schell Technical Services (STS) for the term of July 1, 2026-June 30, 2027, for scope of services listed on Appendix A. **Pg. 143-146**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

BOARD BREAK from 7:43 p.m. to 7:52 p.m.

h. It is recommended that the board discuss and approve the Proposal for Information Technology Managed Services from Limotta IT. The contract is for a 3-year term through June 30, 2029. The district may auto-renew for like term as the district's discretion only. The district published an RFP for the services. The base price of services has remained the same as inflation has increased by 20-35% over the last 3-4 years. Limotta submitted the RFP on a timely manner. **Pg. 147-161**

District Superintendent/Principal will work to screen and track service requests for each month. He will review the information at the beginning of the year with staff. He will inform all staff the process to for Limotta IT service requests.

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

I. It is recommended that the board discuss and approve the first reading of the Administrative Regulation 5113: Absences and Excuses. **Pg. 162-167**

The board voted to leave our CJUSD policy as is. Current policy provides flexibility to request a doctor's note when administration determines that a doctor's note is warranted. It could be after three consecutive days, it could be after 5 days non-consecutive, 7 days nonconsecutive, or other number of days depending on student and circumstance.

Moved By: **Elaine Johnson**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

J. It is recommended that the board discuss and approve to accept the books donated by John Hancock and by Ann McDaniels from Altrusa. Once donated, the librarian Noelle

Brunelle will induct/discard the books as appropriate. In addition, the district would like to discard the books identified here. **Pg. 168-180**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

k. It is recommended that the board discuss and approve resolution #2025-2026:28, approving termination and dissolution of the Schools Legal Service Joint Powers Agreement and Authorizing Continuation of Legal Services Through Individual Agreements with the Kern County Superintendent of Schools. **Pg. 181-183**

Moved By: **Danielle Reynolds**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

l. It is recommended that the board discuss and approve Mr. Michael Fuller's resignation from the school board effective immediately, today, May 15, 2026. The Cuyama Joint Unified School District thanks Mr. Fuller for the services he has provide. **Pg. 184**

Moved By: **Elaine Johnson**

2nd By: **Danielle Reynolds**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

XII. ITEM(S) PULLED FROM CONSENT AGENDA: **NONE**

1. _____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Elaine Johnson _____ Jeffrey Mitchell _____ Jeanette Rosales _____

Danielle Reynolds _____ **Michael Fuller**

2. _____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Elaine Johnson _____ Jeffrey Mitchell _____ Jeanette Rosales _____

Danielle Reynolds _____ **Michael Fuller**

3. _____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Elaine Johnson _____ Jeffrey Mitchell _____ Jeanette Rosales _____

Danielle Reynolds _____ **Michael Fuller**

XIII. CLOSED SESSION:

NOTE: The Brown Act permits the Board to consider certain matters in closed session, in limited circumstances. The Board will consider and may act upon any of the items described below in closed session. The Brown Act requires that the Board report out certain actions taken in closed session, which will be announced following the closed session. WITH LIMITED EXCEPTIONS, THE LAW REQUIRES THAT INFORMATION DISCLOSED IN CLOSED SESSION REMAIN CONFIDENTIAL.

- A. Under California Government Code 54957 Certificated and Classified Personnel changes. The Board will be asked to review and approve a number of transfers, reassignments, promotions, evaluations, terminations, resignations, leave of absence requests, and hirings reported by the Superintendent.

The Board will adjourn into closed session at **8:45** p.m.

The Board returned to open session at: **9:33** p.m.

Report out from closed session

Board approved the Personnel Activity Report with a revision

XIV. ADJOURNMENT:

Moved By: **Elaine Johnson**

2nd By: **Jeanette Rosales**

Roll Call Vote:

Elaine Johnson **Y**

Jeffrey Mitchell **Ab**

Jeanette Rosales **Y**

Danielle Reynolds **Y**

~~Michael Fuller~~

Approved 3-0

Meeting adjourned at 9:34 p.m.

Materials prepared in connection with an item on the regular session agenda may be reviewed in the Superintendent’s office 72 hours in advance of the meeting and will be available for public inspection at the meeting. An individual who requires disability- related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

The next regularly scheduled School Board Meeting will be on Thursday, June 18, 2026; 6:00 p.m., Elementary School Board Room

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the district office and at: <http://www.cuyamaunified.org/board-material-2025-2026>/using the “Click Here” links next to the date: 06/18/2026.

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

May 21, 2026

Personnel Activity Report

Certificated Hires

Position	Name	Salary Schedule
CVHS teacher Full time at CVHS Taught a (0.5) Sierra Madre & a (0.5) CVHS From Jan. 8, 2024 – June 5, 2026 Effective 8/7/2026	Carlos Diaz	Certificated

Elem/Jr. High RTI teacher Reinstated her (0.5) laid off position due to layoffs Will resume being Elementary/Jr. High RTI Teacher effective 8/7/2026	Erin Smith (formerly Dailey)	Certificated
--	------------------------------	--------------

Classified Hires

Position	Name	Salary Schedule
K-12 Community Schools Effective 6/1/2026 Salaried position (205) days Off during month of July	Jaime Hernandez Temporary – Grant funded	Salary Schedule for Community Schools Coordinator

Resignations Certificated:

Position	Name	Effective date
Elementary Teacher 5/6 grade full teacher	Theresa King	June 30, 2026

Resignations Classified:

Position	Name	Effective date
Instructional Aide ASES 18 hours a week Effective end of workday June 5, 2026	Mitzel Vargas	June 5, 2026
Instructional Aide ASES 18 hours a week Effective end of workday June 5, 2026	Valeria Garcia	June 5, 2026
Instructional Assistant Aide 6.5 hours a day Effective end of workday June 5, 2026	Kylie Bratcher	June 5, 2026

Cuyama Joint Unified School District

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Hires Summer 2026 School Certificated (ELOP) June 8, 2026 – July 22, 2026:

Teacher Hourly Rate or \$40 an hour whichever is greater (4.5 hours a day) plus one time 4.0 hours of set up of classroom) 31 days of summer school

Name

1. Mr. Carlos Diaz (9-12 credit recovery)
2. Alberto Panchi (6-8)
3. Khalil Redd (3-5)
4. Nicole Furstenfeld (K-2)

Classified Summer School Staff (ELOP funded) 31 days at the employee's hourly rate. Summer school starts June 8, 2026, and ends July 22, 2026:

1. Cafeteria Personnel (1) person at rotation (6 hours a day).
Pam Mitzel, Angelica Mora, and Maria De Los Santos - each work two weeks
2. Teresa Arrieta - One 4.5 hours a day instructional assistant doing break supervision K-12th and instructional assistant primarily the younger children. Will have a sub the first week.
3. Lillian Hernandez 4.5 -hour custodian – summer school ASES (4.5-hours per day)
4. Mitzel – up to 5.5-hours a day Summer School ASES (Less if students leave early)
5. Valeria Garcia – up to 5.5-hours a day Summer School ASES (Less if students leave early)
6. Noelle Brunelle – 4.0-hour a day summer school Librarian for 2026 summer school

First 5 Summer School orientation to incoming TK & K students: (1-week) First 5 funding

7. Nicole Furstenfeld – Paid at her hourly rate or \$40 an hour (4.5 hours a day)
8. Teresa Arrieta – 4.5 hours a day TK/K orientation the first week of summer school

Athletic Coach for 2026-2027

Title	Name	Schedule
Varsity Girls Volleyball Head Coach	Brisa Lopez	A1-Appendix B

Resilient Cuyama Valley

Initiative

Transformative Climate Communities

Implementation Grant



AGENDA

1. **Resilient Cuyama Valley Initiative**
2. **TCC Implementation Grant Overview**
 - a. Eligible Strategies
 - b. Transformative Elements
 - c. Budget Breakdown
 - d. Scoring Criteria
 - e. Application Development Timeline
3. **Additional Details**

[Final Grant Guidelines Linked Here](#)

Resilient Cuyama Valley Initiative

Key focus areas:

- **Improving outdated housing stock** through home energy retrofits
- **Advancing water access** in a critically overdrafted basin through filtration and greywater system installations
- **Addressing food insecurity** by supporting local food independence
- **Strengthening disaster readiness and mobility** through resilient infrastructure
- **Supporting quality jobs** and a strong local economy through workforce development



TCC Grant Partners

Spring 2026

Blue Sky Center is a local non-profit building models for resilient, thriving, and inclusive rural economies in the Cuyama Valley.

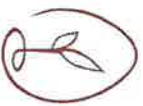
Quail Springs is an educational non-profit in Cuyama Valley focused on social and environmental justice through education and advocacy.

Community Environmental Council is a regional non-profit developing and scaling solutions to the climate crisis.

County of Santa Barbara: Planning & Development Department, Sustainability Division, and Transportation Division.



QUAIL SPRINGS

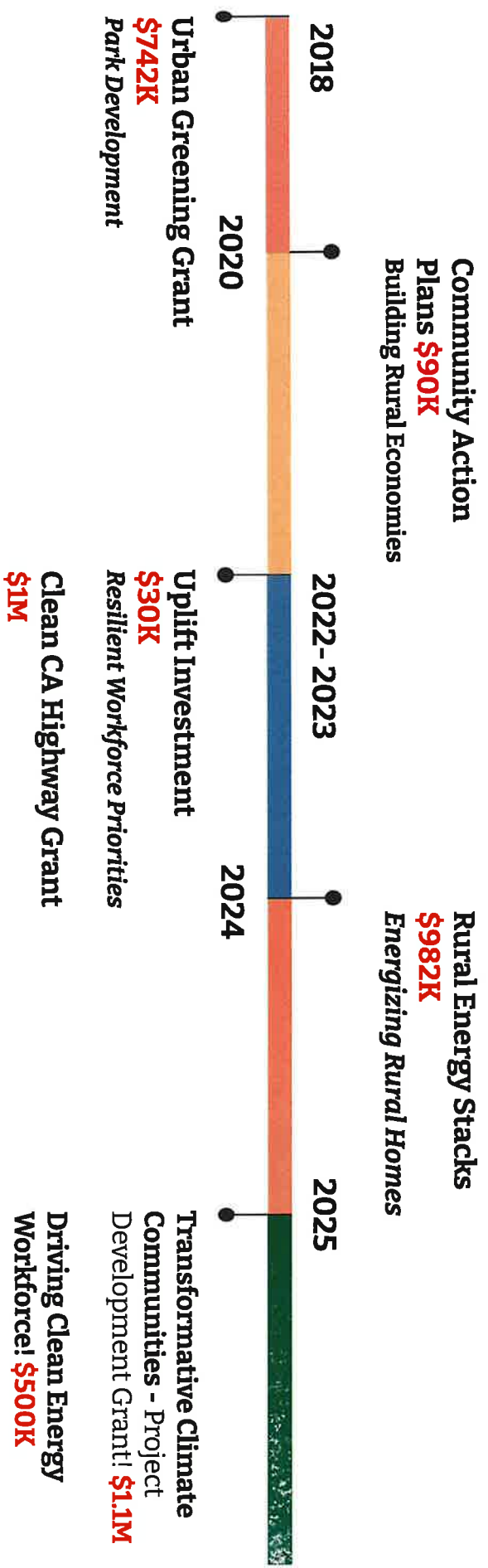


Community
Environmental
Council



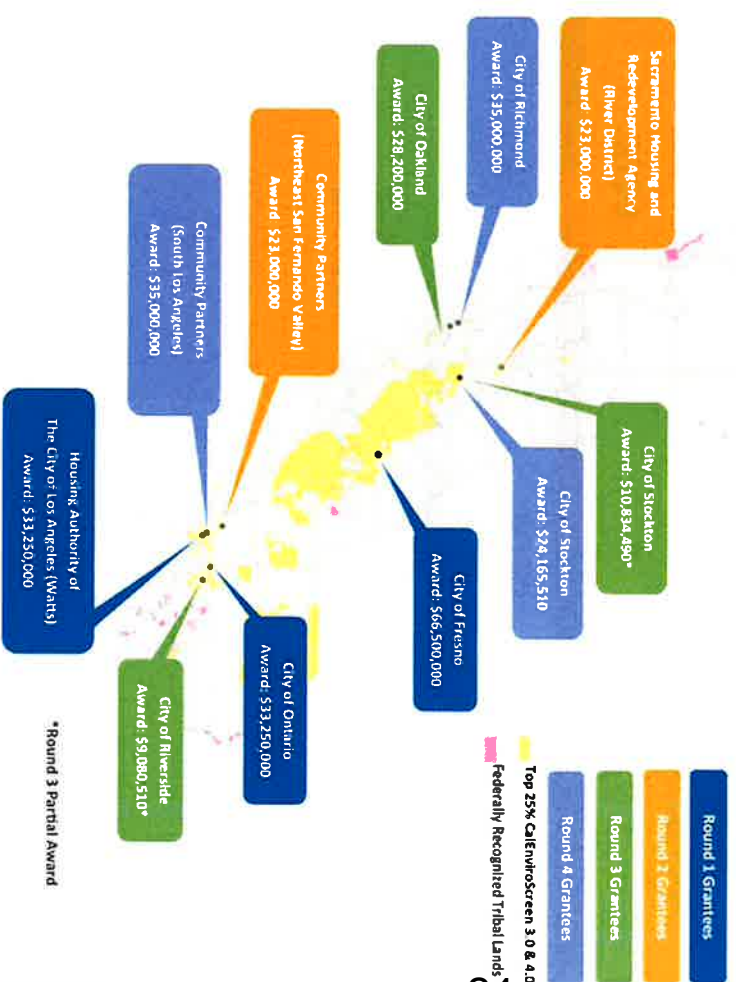
Funding Context

For over 8 years, Cuyama Valley organizations have partnered with the County to advance climate resilience projects aligned with community and County priorities.



TCC Implementation Grant Overview

Past Grant Awardees



Grant Maker

Strategic Growth Council &
Department of Conservation

Grant Purpose

Fund neighborhood-level projects that include multiple, coordinated activities that reduce GHG emissions and achieve community benefits

Grant Objectives

- Greenhouse Gas Reduction
- Public Health & Environmental Benefits
- Economic Opportunity & Shared Prosperity

TCC Implementation Grant Overview

Funding Details

- Award Amount: \$27.5 million per award
- Award Allocation: 3 applicants will be awarded
- Grant Term: 6 years across four phases

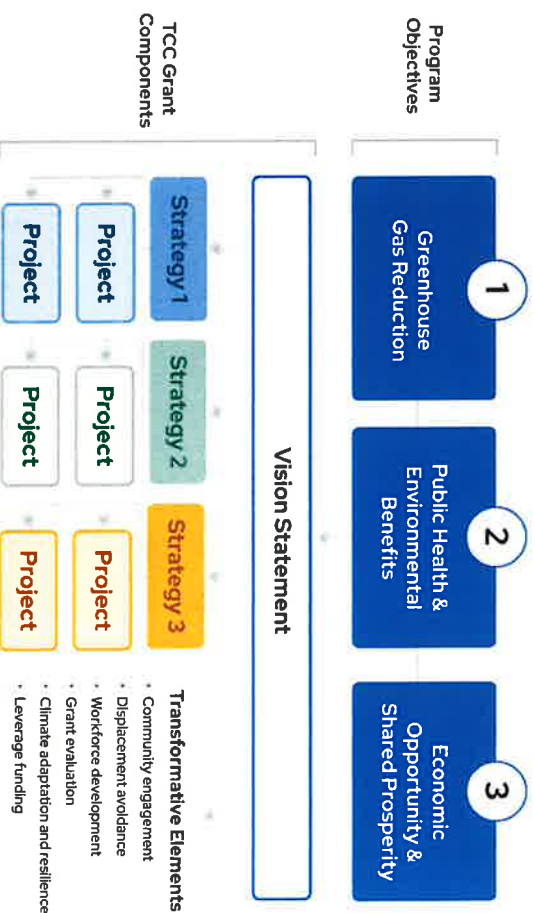
Project Area Size

- Up to 15 square miles for rural areas
- May be any shape, regardless of census tract border, with a continuous boundary

Applicant Requirements

- One Lead Applicant
- At least two Co-Applicants
- Must form a Collaborative Governance Structure

Grant Framework



Eligible Strategies

At least 3 projects & at least 3 Strategies. Projects must be chosen from the eligible activities outlined for each Strategy.

1. Equitable Housing and Neighborhood Development
2. Land Acquisition for Neighborhood Stabilization
3. Transit Access and Mobility
4. Solar Installation, Energy Efficiency, and Appliance Electrification
5. Water Efficiency and Resiliency
6. Recycling, Composting, and Waste Reduction
7. Urban Greening and Green Infrastructure
8. Health Equity and Well-Being
9. Indoor Air Quality
10. Community Microgrids
11. Brownfield Redevelopment
12. Community Resilience Centers
13. Other Climate Innovation (*requires SGC approval*)

Required Transformative Elements

Grant Evaluation

Hire a third-party Grant Evaluation Planner

Community Engagement

During application development and plans for future community engagement

Displacement Avoidance

Displacement Avoidance Plan to establish policies and programs to avoid the displacement of existing households and small businesses

Workforce Development & Economic Activities

Workforce development training, career pathways programs, & the development of high-quality jobs

Climate Adaptation and Resilience

Integrate Climate Adaptation and Resilience into Vision Statement, Strategies, Projects, and Transformative Plans

Leverage Funding

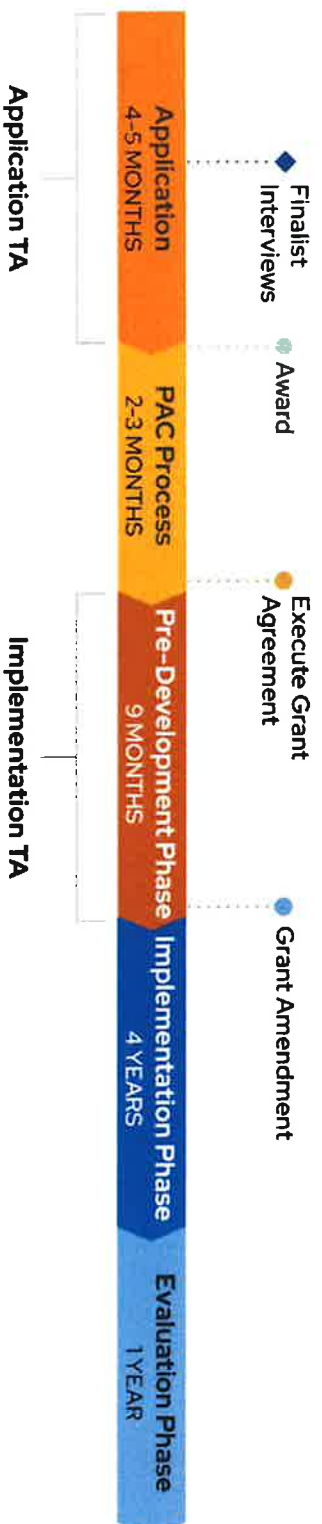
Leverage minimum of 25% of the total requested grant funds; do not have to be committed at time of application

Implementation Grant Cost Breakdown

Eligible Costs	Allowable Budget Amounts
Pre-Development Phase	Up to 20% or \$5.5 million
Implementation Phase Projects	At least 51% or \$14 million
Transformative Elements	
<ul style="list-style-type: none"> ● Community Engagement Plan ● Displacement Avoidance Plan ● Workforce Development & Economic Opportunities Plan ● Grant Evaluation 	5% or up to \$1,375,000 3% or up to \$825,000 5% or up to \$1,375,000 3% or up to \$825,000
Contingency	5-10% or up to \$2.75 million
Indirect Costs	Up to 15% - \$4.1 million
Total Award Potential	\$27.5 million

Implementation Grant: Phases


- **Application Period (4-5 months):** Applicants complete and submit all required documentation.
- **Award (9-12 months):** Award notification anticipated Spring/Summer 2027
- **Post-Award Consultation (PAC) Process (2-3 months):** Awarded applicants work with SGC staff to finalize and execute agreement.
- **Pre-Development Phase (up to 9 months):** Begins when the grant agreement is executed.
- **Implementation Phase (4 years):** Implement activities in accordance with approved work plans and budgets.
- **Evaluation Phase (up to 1 year):** No project implementation activities may occur during the Evaluation Phase.




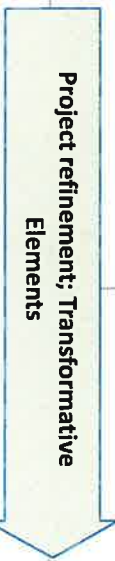

Transformative Element: *Displacement Avoidance Plan*

The Displacement Avoidance Plan (DAP) details actions Lead Applicant and Partners will take to establish policies and programs to avoid the displacement of existing households and small businesses.

DAP Requirements:

- Informed by community engagement.
-  Describes displacement vulnerability and pre-existing anti-displacement efforts (policies, programs, etc...)
- Details a combination of **short- and long-term** policies and programs from examples
 - At least **3 new or updated** policies or programs for households
 - At least **2 new or updated** policies or programs for businesses
- Identification of the entities responsible for and involved in implementing each new policy and program.
- For anti-displacement policies that require a vote from local jurisdiction, DAP must include a timeline of when a policy is expected to go before an elected body.

Application Development Timeline

2026	MAY	JUNE	JULY	AUG	SEPT
County Actions	<ul style="list-style-type: none"> Internal meetings Review DAP requirements Contract Grant Writer 				8/21 Board Letter draft due
Stakeholder Engagement	5/5 TCC Committee 5/20 CVCA 5/20 CCSD 5/21 CIUSD / CVRD	6/12 Admin Meeting 6/17 CVCA / CCSD 6/18 CIUSD / CVRD	7/7 TCC Committee 7/15 CVCA 7/9 CIUSD 7/15 CCSD 7/16 CVRD	8/13 CIUSD 8/14 Admin Meeting 8/19 CVCA / CCSD 8/20 CCSD / CVRD	9/1 TCC Committee 9/10 CIUSD 9/16 CVCA / CCSD 9/17 CVRD
Application	5/29 Application Opens	6/15 - Climate Innovation Concept Due 6/30 Pre-Proposals Due	7/31 - Technical Assistance Request Due		9/30 Submit Application
					
					

Project Readiness

Expectations and Requirements for Pre-Proposal & Final Application

Pre-Proposal - Due June 30

Final Application - Due September 30

Eligibility

- Co-Applicant's Letter of Commitment

Narrative

- How Activities will address Objectives, Elements, & Policy Priorities
- Financial and Organizational Management Capacity
- Community Engagement

Implementation Specific Questions

- Project Status (completed, in progress, not yet started)

Eligibility

- Final versions of the Pre-Proposal items
- Evidence of Lead Applicant's financial capacity & Co-Applicant's management capacity

Worksheets

- Collaborative Governance Agreement worksheet
- Leverage funding worksheet

For each Project and Transformative Plan

- Narrative questions
- Work plan with discrete tasks, deliverables, and estimated timeline
- Descriptions of progress of Pre-Development Requirements

Budget

- Summary Budget that identifies the total requested grant amount
- Budgets for Grantee Costs, Projects, and Plans broken down by task

What We Need from Interested Partners

1. **Review the [Strategies](#)**
 - Determine if you have interest and capacity to develop a program/project to be scoped and budgeted by 9/1
 - Program/project would need to be ready to be implemented by end of Pre-Development Term (mid 2028)
2. **Sustainability Contacts:** Garrett gwong@countyofsb.org and Malia mjosephine@countyofsb.org
3. **Submit Intention to be a Grant Partner by Monday 6/8**
 - Team Info: Primary Point of Contact and other teammates involved in proposed project. Let us know if you need help with project scoping!
4. **Submit Pre-Proposal information by Monday 6/15**
 - Project Info: Strategy & Brief Project Description
 - Project Status: What has been completed, is in progress & hasn't been started
5. **Prepare Narrative, Scope and Budget by Monday 8/31**
 - Respond to narrative questions related to your program/project, develop scope of work and budget (staffing, expenses, admin), participate in other application components as needed

Cuyama Joint Unified School District

- Scoped, designed, budgeted (needs updating):
 - HVAC in five buildings, including offices, classrooms, and gymnasium
 - ADA-compliant improvements
 - Fire alarm system
- Not yet scoped:
 - Window replacements
 - Cool roofs
 - Solar and battery systems
- Ineligible costs?
- Leverage Funding?

Sustainability Division Team Roles

Name	Role	Main Liaison to...	Application Components
Garrett	Facilitate County decision making & processes (Board approval); Introductory liaison then handoff when needed	County Depts, Promotores, Family Resource Center	<ul style="list-style-type: none"> ● Budget ● Collaborative Governance Structure ● Displacement Avoidance Plan
Malia	Manage overall package development	Grant writer, Blue Sky, Quail Springs, CEC, CVCA	<ul style="list-style-type: none"> ● Community Engagement Plan ● Workforce Development Plan ● Displacement Avoidance Plan
Julianna	Project Implementer	CJUSD, CCSD, CVRD, Blue Sky	<ul style="list-style-type: none"> ● Workforce Development Plan ● Building energy strategies
Nate	Project support		<ul style="list-style-type: none"> ● Material preparation and organization



Thank you

Checks Dated 05/01/2026 through 05/31/2026					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-897572	05/01/2026	Brown, Patricia A	01-5800		30.00
01-897573	05/01/2026	King, Theresa A	01-4300		350.00
01-897574	05/01/2026	Brown & Reich Petroleum, Inc.	01-4300		2,943.98
01-897575	05/01/2026	Home Depot Credit Services	01-4300		463.84
01-897576	05/01/2026	Jordano's Food Service	13-4710		6,553.58
01-897577	05/01/2026	Old Cuyama Do It Best	01-4300		82.81
01-897578	05/01/2026	Pacific Gas & Electric	01-5520		229.93
01-897579	05/01/2026	Santa Barbara County Ed Office	01-7142		262,910.64
01-897580	05/01/2026	Southern California Gas Co.	01-5510		1,636.91
01-897581	05/01/2026	Sprague Pest Solutions	01-5800		1,127.50
01-897582	05/01/2026	True Value Hardware	01-4300	64.48	
			13-4300	29.33	93.81
01-898531	05/08/2026	Griego, Grace H	01-5200		236.35
01-898532	05/08/2026	Applied Technology Group, Inc.	01-5900		250.00
01-898533	05/08/2026	Brown & Reich Petroleum, Inc.	01-4300		1,456.48
01-898534	05/08/2026	Continental Athletic Supply	01-5800		4,208.72
01-898535	05/08/2026	Core & Main LP	01-6170		11,673.68
01-898536	05/08/2026	Employment Development Dept.	01-5800		42.60
01-898537	05/08/2026	Jordano's Food Service	13-4710		5,145.73
01-898538	05/08/2026	Midway Laboratory, Inc	01-5800		180.00
01-898539	05/08/2026	Procure Janitorial Supply	01-4300		1,354.49
01-898540	05/08/2026	VISA	01-4300	3,512.49	
			01-5200	282.32	3,794.81
01-899833	05/15/2026	Bratcher, Kylie	01-5200		32.69
01-899834	05/15/2026	Brown, Patricia A	01-5800		25.00
01-899835	05/15/2026	Griego, Grace H	01-5200		89.03
01-899836	05/15/2026	King, Theresa A	01-4200		85.12
01-899837	05/15/2026	B&B Surplus, Inc	01-4300		1,003.48
01-899838	05/15/2026	Barnes Welding Supply	01-4300		139.08
01-899839	05/15/2026	Country Auto & Truck	01-4300		233.09
01-899840	05/15/2026	Cuyama Community Services Dist	01-5530		431.44
01-899841	05/15/2026	Dubuque Bank & Trust	01-7438	4,203.04	
			01-7439	23,770.88	27,973.92
01-899842	05/15/2026	Gold Star Foods Inc.	13-4710		51.30
01-899843	05/15/2026	Jordano's Food Service	13-4710		3,017.41
01-899844	05/15/2026	Marborg Disposal	01-5570		842.16
01-899845	05/15/2026	Old Cuyama Do It Best	01-4300		113.56
01-899846	05/15/2026	Pacific Gas & Electric	01-5520		97.53
01-899847	05/15/2026	Pacific Gas & Electric	01-5520		23.01
01-899848	05/15/2026	RingCentral Inc.	01-5910		855.31
01-899849	05/15/2026	Schools Legal Service	01-5830		7,744.00
01-899850	05/15/2026	True Value Hardware	01-4300	102.29	
			13-4300	52.43	154.72
01-899851	05/15/2026	Vestis	01-5550		209.84
01-899852	05/15/2026	Victor Ocampo	01-5800		400.00
01-899853	05/15/2026	VISA	01-5200		4,449.23

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

ESCAPE ONLINE

Page 1 of 2

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

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-901382	05/22/2026	Brunelle, Noelle	01-5200		31.46
01-901383	05/22/2026	Harrington, Mary Jo	01-5800		40.00
01-901384	05/22/2026	Rodriguez, Nicole C	01-4300		165.30
01-901385	05/22/2026	Amazon Capital Services	01-4300		5,799.59
01-901386	05/22/2026	Applied Technology Group, Inc.	01-5900		424.81
01-901387	05/22/2026	B&B Surplus, Inc	01-4300		2,832.04
01-901388	05/22/2026	CANON FINANCIAL SERVICES, INC.	01-5600		1,314.01
01-901389	05/22/2026	Carla Benchoff	01-5800		10,175.00
01-901390	05/22/2026	Cuyama Buckhorn	01-5800		583.85
01-901391	05/22/2026	Ewell Ed Services, Inc.	01-5200		416.00
01-901392	05/22/2026	Ewing Irrigation	01-5800		2,323.01
01-901393	05/22/2026	Kern Machinery	01-4300		584.93
01-901394	05/22/2026	Old Cuyama Do It Best	01-4300		31.50
01-901395	05/22/2026	Pacific Gas & Electric	01-5500		23.01
01-901396	05/22/2026	Pacific Gas & Electric	01-5500		35.64
01-901397	05/22/2026	Quill Corporation	01-4300		262.80
01-901398	05/22/2026	Verizon Business	01-5910		22.92
01-901399	05/22/2026	Waldrop's Auto Parts	01-4300	133.96	
			01-4380	136.71	270.67
01-901400	05/22/2026	Wicks Roofing and Solar LLC	01-4300		370.00
01-901859	05/29/2026	Sullivan, Amy R	01-4300		41.29
01-901860	05/29/2026	Accrediting Comm for Schools	01-5300		45.68
01-901861	05/29/2026	Jordano's Food Service	13-4710		4,526.23
01-901862	05/29/2026	King Door Company	01-5800		944.50
01-901863	05/29/2026	Midway Laboratory, Inc	01-5800		90.00
01-901864	05/29/2026	Old Cuyama Do It Best	01-4300		59.13
01-901865	05/29/2026	Sprague Pest Solutions	01-5800		1,127.50
Total Number of Checks			68		385,277.65

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	63	365,901.64
13	Cafeteria Spec Rev Fund	7	19,376.01
Total Number of Checks		68	385,277.65
Less Unpaid Tax Liability			.00
Net (Check Amount)			385,277.65

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

ESCAPE ONLINE

Page 2 of 2

ReqPay05e

Payment Register by Check #

Bank Account COUNTRY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-897572, Dated 05/01/2026, Cleared (000471), PO# ,BatchId AP05012026										
Direct Employee										
Brown, Patricia A (000186)										
PO Box 402										
New Cuyama, CA 93254										
2025/26	04/06/26		Fingerprints	026857	04/23/26	Paid	Cleared	30.00		30.00
2026 01-0000-0-0000-7200-5800-000-0000-0000										

Check # 01-897573, Dated 05/01/2026, Cleared (000471), PO# ,BatchId AP05012026										
Direct Employee										
King, Theresa A (000129)										
12414 Woodson Bridge Dr										
Bakersfield, CA 93311										
2025/26	04/25/26		Classroom Supplies	260425TK	04/28/26	Paid	Cleared	350.00		350.00
2026 01-1100-0-1110-1000-4300-000-0000-0000										
Check Amount for 01-897572 30.00										

Check # 01-897574, Dated 05/01/2026, Cleared (000471), PO# PO26-00104, BatchId AP05012026										
AP Vendor										
Brown & Reich Petroleum, Inc. (002798/1)										
215 South 6th Street										
PO BOX 1076										
Taft, CA 93268										
2025/26	04/15/26	R26-00104	Diesel and Fuel	61430	04/28/26	Paid	Cleared	2,943.98		2,943.98
2026 01-0000-0-0000-8100-4300-000-0000-0000										
Check Amount for 01-897573 350.00										

Check # 01-897575, Dated 05/01/2026, Cleared (000471), PO# ,BatchId AP05012026										
Direct Vendor										
Home Depot Credit Services (002329/1)										
Dept 32-2502046356										
PO BOX 78047										
Phoenix, AZ 85062-8047										
2025/26	04/13/26		CTEIG Supplies	260413HD	04/23/26	Paid	Cleared	463.84		463.84
2026 01-7801-0-3800-1000-4300-070-0000-0000										
Check Amount for 01-897574 2,943.98										

Check # 01-897576, Dated 05/01/2026, Cleared (000471), PO# PO26-00039, BatchId AP05012026										
AP Vendor										
Jordano's Food Service (001095/1)										
550 South Patterson Ave.										
Santa Barbara, CA 93111										
2025/26	04/13/26	R26-00041	Food Supplies	7364471	04/27/26	Paid	Cleared	1,452.23		1,452.23
2025-26 HS										
Check Amount for 01-897575 463.84										

Selection	Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 5/1/2026, Ending Check/Advice Date = 5/31/2026, Page Break by Check/Advice? = N, Zero? = Y)									
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ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-897576, Dated 05/01/2026, Cleared (000471), PO# PO26-00039, Batchld AP05012026										
AP Vendor Jordano's Food Service (001095/1) (continued)										
2025/26	04/13/26	R26-00041	Food Supplies 2025-26 HS	7364471 (continued)	04/27/26	Paid	Cleared	(continued)		
2026	13-5310-0-0000		3700-4710-070-0000-0000							
2025/26	04/13/26	R26-00041	Food Supplies 2025-26 HS	7364472	04/27/26	Paid	Cleared	576.71		576.71
2026	13-5310-0-0000		3700-4710-070-0000-0000							
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2026	13-5310-0-0000		3700-4710-070-0000-0000							
2025/26	04/20/26	R26-00041	Food Supplies 2025-26 HS	7368008	04/27/26	Paid	Cleared	368.92		368.92
2026	13-5310-0-0000		3700-4710-070-0000-0000							
2025/26	04/27/26	R26-00042	Food Supplies 2025-26 ES	7371437	04/29/26	Paid	Cleared	1,611.42		1,611.42
2026	13-5310-0-0000		3700-4300-030-SUMR-0000							
2026	13-5310-0-0000		3700-4710-030-0000-0000							
2026	13-5310-0-0000		3700-4710-030-0000-ASES							
2026	13-5310-0-0000		3700-4710-030-SUMR-0000							
2025/26	04/27/26	R26-00042	Food Supplies 2025-26 ES	7371438	04/29/26	Paid	Cleared	507.85		507.85
2026	13-5310-0-0000		3700-4300-030-SUMR-0000							
2026	13-5310-0-0000		3700-4710-030-0000-0000							
2026	13-5310-0-0000		3700-4710-030-0000-ASES							
2026	13-5310-0-0000		3700-4710-030-SUMR-0000							
2025/26	04/27/26	R26-00042	Food Supplies 2025-26 ES	7371439	04/29/26	Paid	Cleared	872.00		872.00
2026	13-5310-0-0000		3700-4300-030-SUMR-0000							
2026	13-5310-0-0000		3700-4710-030-0000-0000							
2026	13-5310-0-0000		3700-4710-030-0000-ASES							
2026	13-5310-0-0000		3700-4710-030-SUMR-0000							

Check Amount for 01-897576 6,553.58

Check # 01-897577, Dated 05/01/2026, Cleared (000471), PO# PO26-00096, Batchld AP05012026

AP Vendor Old Cuyama Do It Best (000217/1)										
3045 Hwy 166										
Cuyama, CA 93254										

ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-897578, Dated 05/01/2026, Cleared (000471), PO# PO26-00080, Batchld AP05012026										
AP Vendor	Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300									
2025/26	04/23/26	R26-00080	High School Annual Electricity	260423PGEHS	04/29/26	Paid	Cleared	229.93		229.93
			2026 01-0000-0-0000-8100-5520-070-0000-0000							

Check Amount for 01-897578 229.93

Check # 01-897579, Dated 05/01/2026, Cleared (000471), PO# PO26-00028, Batchld AP05012026

AP Vendor	Santa Barbara County Ed Office (002764/1) 4400 Cathedral Oaks Road PO BOX 6307 Santa Barbara, CA 93160-6307									
2025/26	04/27/26	R26-00030	Annual SPED Direct Billback	45C26-00010	04/28/26	Paid	Cleared	262,910.64		262,910.64
			2026 01-0000-0-0000-9200-7142-000-0109-0000							

Check Amount for 01-897579 262,910.64

Check # 01-897580, Dated 05/01/2026, Cleared (000471), PO# PO26-00029, Batchld AP05012026

AP Vendor	Southern California Gas Co. (000091/1) PO BOX C Monterey Park, CA 91756-5111									
2025/26	04/24/26	R26-00031	Natural Gas Elementary 2025-26	260424SCGES	04/28/26	Paid	Cleared	1,050.18		1,050.18
			2026 01-0000-0-0000-8100-5510-030-0000-0000							
2025/26	04/24/26	R26-00032	Natural Gas High School 2025-26	260424SCGHS	04/28/26	Paid	Cleared	586.73		586.73
			2026 01-0000-0-0000-8100-5510-070-0000-0000							

Check Amount for 01-897580 1,636.91

Check # 01-897581, Dated 05/01/2026, Cleared (000471), PO# PO26-00099, Batchld AP05012026

AP Vendor	Sprague Pest Solutions (000361/1) 2725 Pacific Avenue Tacoma, WA 98402									
2025/26	04/25/26	R26-00099	General Pest Control- High School 2025-26	6154511	04/29/26	Paid	Cleared	527.00		527.00
			2026 01-0000-0-0000-8100-5800-070-0000-0000							

ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-897581, Dated 05/01/2026, Cleared (000471), PO# PO26-00099, Batchld AP05012026 (continued)										
AP Vendor	(continued)									
2025/26	04/25/26	R26-00099	Sprague Pest Solutions (000361/1)	6154512	04/29/26	Paid	Cleared	600.50		600.50
			General Pest Control- High School 2025-26							
		2026	01-0000-0-0000-8100-5800-070-0000-0000							

Check Amount for 01-897581 1,127.50

Check # 01-897582, Dated 05/01/2026, Cleared (000471), PO# PO26-00030, Batchld AP05012026										
AP Vendor	(continued)									
2025/26	04/23/26	R26-00033	True Value Hardware (002128/1)	505869	04/27/26	Paid	Cleared	93.81		93.81
			Maintenance Supplies 2025-26							
		2026	01-0000-0-0000-8100-4300-000-0000-0000					44.86		
		2026	01-0000-0-0000-8100-4300-030-0000-0000					12.62		
		2026	01-0000-0-0000-8100-4300-070-0000-0000					32.24		
		2026	13-5310-0-0000-3700-4300-030-0000-0000					29.33		

Check Amount for 01-897582 93.81

Check # 01-898531, Dated 05/08/2026, Cleared (000472), PO# ,Batchld AP05082026										
Direct Employee	(continued)									
2025/26	05/05/26		Griego, Grace H (000161)	260505CEI	05/06/26	Paid	Cleared	236.35		236.35
			918 2nd St. Taft, CA 93268							
		2026	01-6332-0-1110-1000-5200-000-0000-0000							

Check Amount for 01-898531 236.35

Check # 01-898532, Dated 05/08/2026, Cleared (000472), PO# PO26-00002, Batchld AP05082026										
AP Vendor	(continued)									
2025/26	05/01/26	R26-00002	Applied Technology Group, Inc. (000419/1)	REC0116327	05/05/26	Paid	Cleared	250.00		250.00
			4440 Easton Drive Bakersfield, CA 93309							
		2026	01-0000-0-0000-3600-5900-000-0000-7230							

Check Amount for 01-898532 250.00

Check # 01-898533, Dated 05/08/2026, Cleared (000472), PO# PO26-00104, Batchld AP05082026										

ReqPay05e Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Check # 01-898533, Dated 05/08/2026, Cleared (000472), PO# PO26-00104, Batchld AP05082026										
AP Vendor Brown & Reich Petroleum, Inc. (002798/1) 215 South 6th Street PO BOX 1076 Taft, CA 93268										
2025/26	05/01/26	R26-00104	Diesel and Fuel	61955	05/06/26	Paid	Cleared	1,456.48		1,456.48
			2026 01-0000-0-0000-8100-4300-000-0000-0000							

Check # 01-898534, Dated 05/08/2026, Cleared (000472), PO# , Batchld AP05082026										
Direct Vendor Continental Athletic Supply (000409/1) 1050 Hazel Street Gridley, CA 95948										
2025/26	05/05/26		Equipment	INV5191	05/06/26	Paid	Cleared	1,588.67		1,588.67
			2026 01-0000-0-1137-4200-5800-070-0206-0000							
2025/26	05/06/26		Equipment	INV5200	05/06/26	Paid	Cleared	2,620.05		2,620.05
			2026 01-0000-0-1137-4200-5800-070-0206-0000							

Check # 01-898535, Dated 05/08/2026, Cleared (000472), PO# PO26-00133, Batchld AP05082026										
AP Vendor Core & Main LP (000386/1) 1830 Criag Park Court St. Louis, MO 63146										
2025/26	05/01/26	R26-00134	Water Infrastructure	Y689102	05/04/26	Paid	Cleared	10,293.49		10,293.49
			2026 01-0000-0-0000-8500-6170-000-0000-0000							
F	2025/26	05/01/26	R26-00134	Water Infrastructure	Y948966	Paid	Cleared	1,380.19		1,380.19
			2026 01-0000-0-0000-8500-6170-000-0000-0000							

Check # 01-898536, Dated 05/08/2026, Cleared (000472), PO# , Batchld AP05082026										
Direct Vendor Employment Development Dept. (000914/1) PO BOX 989061 West Sacramento, CA 95798-9061										
2025/26	04/29/26		SEF Experience Charge	19749349328	05/06/26	Paid	Cleared	42.60		42.60
			2026 01-0000-0-0000-7200-5800-000-0000-0000							

Check # 01-898537, Dated 05/08/2026, Cleared (000472), PO# PO26-00039, Batchld AP05082026										
Direct Vendor Employment Development Dept. (000914/1) PO BOX 989061 West Sacramento, CA 95798-9061										
2025/26	04/29/26		SEF Experience Charge	19749349328	05/06/26	Paid	Cleared	42.60		42.60
			2026 01-0000-0-0000-7200-5800-000-0000-0000							

ReqPay05e Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-898537, Dated 05/08/2026, Cleared (000472), PO# PO26-00039, BatchId AP05082026 AP Vendor: Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111										
2025/26	04/27/26	R26-00041	Food Supplies 2025-26 HS	7371440	05/05/26	Paid	Cleared	1,079.88		1,079.88
2025/26	04/27/26	R26-00041	Food Supplies 2025-26 HS	7371441	05/05/26	Paid	Cleared	465.37		465.37
2025/26	05/04/26	R26-00042	Food Supplies 2025-26 ES	7375184	05/05/26	Paid	Cleared	1,406.73		1,406.73
2025/26	05/04/26	R26-00042	Food Supplies 2025-26 ES	7375185	05/05/26	Paid	Cleared	733.86		733.86
2025/26	05/04/26	R26-00042	Food Supplies 2025-26 ES	7375186	05/05/26	Paid	Cleared	136.55		136.55
2025/26	05/04/26	R26-00041	Food Supplies 2025-26 HS	7375187	05/05/26	Paid	Cleared	833.05		833.05
2025/26	05/04/26	R26-00041	Food Supplies 2025-26 HS	7375188	05/05/26	Paid	Cleared	490.29		490.29
2025/26	05/04/26	R26-00041	Food Supplies 2025-26 HS	7375189	05/05/26	Paid	Cleared	490.29		490.29
Check # 01-898538, Dated 05/08/2026, Cleared (000472), PO# PO26-00019, BatchId AP05082026										
									Check Amount for 01-898537	5,145.73

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Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-898538, Dated 05/08/2026, Cleared (000472), PO# PO26-00019, Batchld AP05082026										
AP Vendor Midway Laboratory, Inc (002627/1) 315 Main Sireet PO BOX 1151 Taft, CA 93268										
2025/26	02/19/26	R26-00021	Monthly Water Testing	42874	05/05/26	Paid	Cleared	90.00		90.00
			2026 01-0000-0-0000-8100-5800-030-0000-0000			90.00				
			2026 13-5310-0-0000-3700-5800-030-0000-0000							

2025/26	03/25/26	R26-00021	Monthly Water Testing	42937	05/05/26	Paid	Cleared	90.00		90.00
			2026 01-0000-0-0000-8100-5800-030-0000-0000			90.00				
			2026 13-5310-0-0000-3700-5800-030-0000-0000							

Check # 01-898539, Dated 05/08/2026, Cleared (000472), PO#, Batchld AP05082026
 Direct Vendor
 Procure Janitorial Supply (001849/1)
 PO BOX 211
 Pismo Beach, CA 93448

2025/26	04/23/26		HS Janitorial Supplies	192636	05/06/26	Paid	Cleared	1,354.49		1,354.49
			2026 01-0000-0-0000-8100-4300-070-0000-0000							

Check # 01-898540, Dated 05/08/2026, Cleared (000472), PO#, Batchld AP05082026
 Direct Vendor
 VISA (000244/1)
 PO BOX 4521
 Carol Stream, IL 60197-4521

2025/26	04/27/26		April Statement	260427DOVISA	05/06/26	Paid	Cleared	3,794.81		3,794.81
			2026 01-0000-0-0000-2700-5200-030-0000-0000			282.32				
			2026 01-2600-0-1110-1000-4300-030-0000-0000			3,512.49				

Check # 01-898833, Dated 05/15/2026, Cleared (000473), PO#, Batchld AP05152026
 Direct Employee
 Bratcher, Kylie (000171)
 380 Quatal Canyon Rd
 Ventucpoa, CA 93252

2025/26	05/07/26		Travel Between schools	EP26-00001	05/13/26	Paid	Cleared	32.69		32.69
			2026 01-0000-0-1110-1000-5200-070-0000-0000							

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Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Check # 01-899834, Dated 05/15/2026, Cleared (000473), PO# ,Batchld AP05152026 Direct Employee Brown, Patricia A (000186) PO Box 402 New Cuyama, CA 93254 2025/26 04/04/26 2026 01-0000-0-0000-7200-5800-000-0000-0000 Health Care 42234 05/12/26 Paid Cleared 25.00 25.00 Check Amount for 01-899833 32.69										
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Check # 01-899835, Dated 05/15/2026, Cleared (000473), PO# ,Batchld AP05152026 Direct Employee Griego, Grace H (000161) 918 2nd St. Taft, CA 93268 2025/26 05/05/26 2026 01-6332-0-1110-1000-5200-000-0000-0000 Community Schools EP26-00002 05/13/26 Paid Cleared 89.03 89.03 Check Amount for 01-899834 25.00										
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Check # 01-899836, Dated 05/15/2026, Printed (000473), PO# ,Batchld AP05152026 Direct Employee King, Theresa A (000129) 12414 Woodson Bridge Dr Bakersfield, CA 93311 2025/26 05/11/26 2026 01-6300-0-1110-1000-4200-030-0000-0000 Classroom supplies 260511TK 05/12/26 Paid Printed 85.12 85.12 Check Amount for 01-899835 89.03										
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Check # 01-899837, Dated 05/15/2026, Cleared (000473), PO# PO26-00134, Batchld AP05152026 AP Vendor B&B Surplus, Inc (000042/1) 7020 Rosedale Highway Bakersfield, CA 93308-5642 2025/26 05/04/26 2026 01-6770-0-1110-1000-4300-000-0000-0000 Metal Art 1892816 05/12/26 Paid Cleared 1,003.48 1,003.48 Check Amount for 01-899836 85.12										
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Check # 01-899838, Dated 05/15/2026, Cleared (000473), PO# PO26-00125, Batchld AP05152026 AP Vendor Barnes Welding Supply (000317/1) PO Box 1666 Fresno, CA 93717-1666 2025/26 05/06/26 2026 01-6770-0-1110-1000-4300-000-0000-0000 Art Metal Supplies 0015278451 05/12/26 Paid Cleared 139.08 139.08 Check Amount for 01-899837 1,003.48										
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Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 5/1/2026, Ending Check/Advice Date = 5/31/2026, Page Break by Check/Advice? = N, Zero? = Y)										
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ReqPay05e Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Check # 01-899839, Dated 05/15/2026, Cleared (000473), PO# ,BatchId AP05152026										
Direct Vendor Country Auto & Truck (002701/1) 42914 Highway 58 Buttontonwillow, CA 93206										
2025/26	05/09/26		Tractor parts	631117	05/12/26	Paid	Cleared	233.09		233.09
								139.08	Check Amount for 01-899838	

Check # 01-899840, Dated 05/15/2026, Cleared (000473), PO# PO26-00010, BatchId AP05152026										
AP Vendor Cuyama Community Services Dist (000206/1) PO BOX 368 New Cuyama, CA 93254										
2025/26	04/30/26	R26-00010	MONTHLY WATER	260430HS	05/12/26	Paid	Cleared	281.53		281.53
BILL										
2026	01-0000-0-0000-8100-4300-000-0000-0000		MONTHLY WATER	260430MORALES	05/12/26	Paid	Cleared	149.91		149.91
BILL										
2026	01-0000-0-0000-8100-5530-070-0000-0000									
								233.09	Check Amount for 01-899839	

Check # 01-899841, Dated 05/15/2026, Cleared (000473), PO# PO26-00013, BatchId AP05152026										
AP Vendor Dubuque Bank & Trust (002903/1) P.O. Box 360 Dubuque, IA 52004-0360										
F	2025/26	06/15/26	R26-00014	QUARTERLY COMMERCIAL SOLAR LOAN PAYMENT	260512Q4	05/12/26	Paid	27,973.92		27,973.92
2026 01-0000-0-0000-9100-7438-030-0000-QZAB 2,101.53										
2026 01-0000-0-0000-9100-7438-070-0000-QZAB 2,101.51										
2026 01-0000-0-0000-9100-7439-030-0000-QZAB 11,885.44										
2026 01-0000-0-0000-9100-7439-070-0000-QZAB 11,885.44										
								431.44	Check Amount for 01-899840	

Check # 01-899842, Dated 05/15/2026, Cleared (000473), PO# PO26-00084, BatchId AP05152026										
AP Vendor Gold Star Foods Inc. (000353/1) 3781 East Airport Dr. Ontario, CA 91761										
								27,973.92	Check Amount for 01-899841	

ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-899842, Dated 05/15/2026, Cleared (000473), PO# PO26-00084, Batchid AP05152026										
AP Vendor Gold Star Foods Inc. (000353/1) (continued)										
2025/26	05/06/26	R26-00084	ES Food Services 25/26	10370405	05/12/26	Paid	Cleared	51.30		51.30
			2026 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000							

Check # 01-899843, Dated 05/15/2026, Cleared (000473), PO# PO26-00040, Batchid AP05152026										
AP Vendor Jordano's Food Service (001095/1)										
550 South Patterson Ave. Santa Barbara, CA 93111										
2025/26	05/11/26	R26-00042	Food Supplies 2025-26 ES	7378889	05/12/26	Paid	Cleared	1,869.19		1,869.19
			2026 13- 5310- 0- 0000- 3700- 4300- 030- SUMR- 0000							
			2026 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000			1,869.19				
			2026 13- 5310- 0- 0000- 3700- 4710- 030- 0000- ASES							
			2026 13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000							

2025/26	05/11/26	R26-00042	Food Supplies 2025-26 ES	7378890	05/12/26	Paid	Cleared	268.80		268.80
			2026 13- 5310- 0- 0000- 3700- 4300- 030- SUMR- 0000							
			2026 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000			268.80				
			2026 13- 5310- 0- 0000- 3700- 4710- 030- 0000- ASES							
			2026 13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000							

2025/26	05/11/26	R26-00042	Food Supplies 2025-26 ES	7378891	05/12/26	Paid	Cleared	879.42		879.42
			2026 13- 5310- 0- 0000- 3700- 4300- 030- SUMR- 0000							
			2026 13- 5310- 0- 0000- 3700- 4710- 030- 0000- 0000			879.42				
			2026 13- 5310- 0- 0000- 3700- 4710- 030- 0000- ASES							
			2026 13- 5310- 0- 0000- 3700- 4710- 030- SUMR- 0000							

Check # 01-899844, Dated 05/15/2026, Cleared (000473), PO# PO26-00018, Batchid AP05152026										
AP Vendor Marborg Disposal (000715/1)										
PO BOX 4127 Santa Barbara, CA 93140										
2025/26	04/30/26	R26-00020	Trash Service 2025-26	6830037	05/13/26	Paid	Cleared	280.72		280.72
			2026 01- 0000- 0- 0000- 8100- 5570- 000- 0000- 0000							

Check Amount for 01-899843 3,017.41										
Check Amount for 01-899844 879.42										

ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-899844, Dated 05/15/2026, Cleared (000473), PO# PO26-00018, BatchId AP05152026 (continued)										
2025/26	04/30/26	R26-00020	Marborg Disposal (000715/1)	(continued)	05/13/26	Paid	Cleared	561.44		561.44
			Trash Service	6830038						(continued)
			2025-26							

2026	01-0000-0-0000-8100-5570-000-0000-0000									
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Check # 01-899845, Dated 05/15/2026, Cleared (000473), PO# PO26-00096, BatchId AP05152026

AP Vendor	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Old Cuyama Do it Best (000217/1)										
			3045 Hwy 166							
			Cuyama, CA 93254							

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
2025/26	05/12/26	R26-00096	Supplies	B372589	05/13/26	Paid	Cleared	104.94		104.94
			2026 01-0000-0-0000-2700-4300-070-0000-0000							
			2026 01-0000-0-0000-3600-4380-000-0000-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS1-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS4-7230							
			2026 01-0000-0-0000-7200-5800-000-0000-0000							
			2026 01-0000-0-0000-8100-4300-000-0000-0000							
			2026 01-0000-0-0000-8100-4300-030-0000-0000							
			2026 01-0000-0-0000-8100-4300-030-0000-WELL							
			2026 01-0000-0-0000-8100-4300-070-0000-0000							
			2026 01-0000-0-0000-8100-5640-030-0000-0000							
			2026 01-0000-0-1137-4200-4300-070-0000-FTBL							
			2026 01-0035-0-0000-8100-4300-000-RENT-0000							
			2026 01-9015-0-0000-8100-4300-030-0000-0000							
			2026 13-5310-0-0000-3700-4790-030-0000-0000							
			2026 13-5310-0-0000-3700-4790-070-0000-0000							

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
2025/26	05/12/26	R26-00096	Supplies	B372590	05/13/26	Paid	Cleared	8.62		8.62
			2026 01-0000-0-0000-2700-4300-070-0000-0000							
			2026 01-0000-0-0000-3600-4380-000-0000-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS1-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS4-7230							
			2026 01-0000-0-0000-7200-5800-000-0000-0000							
			2026 01-0000-0-0000-8100-4300-000-0000-0000							
			2026 01-0000-0-0000-8100-4300-030-0000-0000							
			2026 01-0000-0-0000-8100-4300-030-0000-WELL							
			2026 01-0000-0-0000-8100-4300-070-0000-0000							
			2026 01-0000-0-0000-8100-5640-030-0000-0000							
			2026 01-0000-0-1137-4200-4300-070-0000-FTBL							
			2026 01-0035-0-0000-8100-4300-000-RENT-0000							

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Payment Register by Check #

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Check # 01-899845, Dated 05/15/2026, Cleared (000473), PO# PO26-00096, Batchld AP05152026 (continued)

AP Vendor	Old Cuyama Do It Best (000217/1)		(continued)							(continued)
2025/26	05/12/26	R26-00096	Supplies	B372590 (continued)	05/13/26	Paid	Cleared			(continued)
	2026	01-9015-0-0000-8100-4300-030-0000-0000								
	2026	13-5310-0-0000-3700-4790-030-0000-0000								
	2026	13-5310-0-0000-3700-4790-070-0000-0000								

Check Amount for 01-899845 113.56

Check # 01-899846, Dated 05/15/2026, Cleared (000473), PO# PO26-00081, Batchld AP05152026

AP Vendor	Pacific Gas & Electric (000074/1)									
	Box 997300									
	Sacramento, CA 95899-7300									
2025/26	05/05/26	R26-00081	ES Electricity	260505ESPGE	05/12/26	Paid	Cleared	97.53		97.53
			2025-26							
	2026	01-0000-0-0000-8100-5520-030-0000-0000						97.53		
	2026	01-2600-0-0000-8100-5520-030-0000-0000								

Check Amount for 01-899846 97.53

Check # 01-899847, Dated 05/15/2026, Cleared (000473), PO# PO26-00025, Batchld AP05152026

Direct Vendor	Pacific Gas & Electric (000074/1)									
	Box 997300									
	Sacramento, CA 95899-7300									
2025/26	05/05/26		04/05/2026-05/05/20	260505MORALES	05/12/26	Paid	Cleared	23.01		23.01
			26							
	2026	01-0035-0-0000-8100-5520-000-RENT-0000								

Check Amount for 01-899847 23.01

Check # 01-899848, Dated 05/15/2026, Cleared (000473), PO# PO26-00025, Batchld AP05152026

AP Vendor	RingCentral Inc. (000194/1)									
	P.O. Box 734232									
	Dallas, TX 75373-4232									
2025/26	05/09/26	R26-00027	Phone Services	0001434112	05/12/26	Paid	Cleared	855.31		855.31
	2026	01-0000-0-0000-2700-5910-030-0000-0000						505.17		
	2026	01-0000-0-0000-2700-5910-070-0000-0000						258.37		
	2026	01-0000-0-0000-7200-5910-000-0000-0000						91.77		

Check Amount for 01-899848 855.31

Check # 01-899849, Dated 05/15/2026, Printed (000473), PO# PO26-00026, Batchld AP05152026

Selection	Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 5/1/2026, Ending Check/Advice Date = 5/31/2026, Page Break by Check/Advice? = N, Zero? = Y)	ESCAPE	ONLINE
043 - Cuyama Joint Unified School District			
Generated for Grace Griego (43GRIEGOG), Jun 10 2026 3:36PM			

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Payment Register by Check #

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-899849, Dated 05/15/2026, Printed (000473), PO# PO26-00026, Batchld AP05152026										
AP Vendor	Schools Legal Service (000215/1) PO BOX 2445 Bakersfield, CA 93303									
2025/26	05/07/26	R26-00028	Annual Legal Services	603127	05/12/26	Paid	Printed	7,744.00		7,744.00
								Check Amount for 01-899849		
								7,744.00		

Check # 01-899850, Dated 05/15/2026, Cleared (000473), PO# PO26-00030, Batchld AP05152026										
AP Vendor	True Value Hardware (002128/1) 407 9th Street Taft, CA 93268									
2025/26	05/09/26	R26-00033	Maintenance	506327	05/12/26	Paid	Cleared	154.72		154.72
Supplies 2025-26										
2026 01-0000-0-0000-8100-4300-000-0000-0000										
2026 01-0000-0-0000-8100-4300-030-0000-0000										
2026 01-0000-0-0000-8100-4300-070-0000-0000										
2026 13-5310-0-0000-3700-4300-030-0000-0000										
								Check Amount for 01-899850		
								154.72		

Check # 01-899851, Dated 05/15/2026, Cleared (000473), PO# PO26-00074, Batchld AP05152026										
AP Vendor	Vestis (000293/1) PO Box 101179 Pasadena, CA 91189-1179									
2025/26	05/11/26	R26-00074	Monthly Rentals	2601819768	05/12/26	Paid	Cleared	209.84		209.84
2026 01-0000-0-0000-8100-5550-000-0000-0000										
								Check Amount for 01-899851		
								209.84		

Check # 01-899852, Dated 05/15/2026, Cleared (000473), PO# , Batchld AP05152026										
Direct Vendor	Victor Ocampo (000378/1) 1381 Foothill Rd New Cuyama, CA 93254									
2025/26	04/29/26		Catering Taco trays	010	05/12/26	Paid	Cleared	400.00		400.00
2026 01-0000-0-0000-2700-5800-000-0000-0000										
								Check Amount for 01-899852		
								400.00		

Check # 01-899853, Dated 05/15/2026, Cleared (000473), PO# , Batchld AP05152026										
Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 5/1/2026, Ending Check/Advice Date = 5/31/2026, Page Break by Check/Advice? = N, Zero? = Y)										
043 - Cuyama Joint Unified School District										
Generated for Grace Griego (43GRIEGOG), Jun 10 2026 3:36PM										
ESCAPE ONLINE										
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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-899853, Dated 05/15/2026, Cleared (000473), PO#, BatchId AP05152026										
Direct Vendor										
			VISA (000244/1)							
			PO BOX 4521							
			Carol Stream, IL 60197-4521							
2025/26	04/27/26		April FFA VISA	260427FFAVISA	05/12/26	Paid	Cleared	4,449.23		4,449.23
			2026 01-7801-0-3800-1000-5200-070-0000-0000							
Check # 01-901382, Dated 05/22/2026, Cleared (000474), PO#, BatchId AP05222026										
Direct Employee										
			Brunelle, Noelle (000165)							
			PO Box 133							
			New Cuyama, CA 93254							
2025/26	05/15/26		Travel distance	051526NB	05/19/26	Paid	Cleared	31.46		31.46
			2026 01-0000-0-1110-1000-5200-070-0000-0000							
Check # 01-901383, Dated 05/22/2026, Cleared (000474), PO#, BatchId AP05222026										
Direct Employee										
			Harrington, Mary Jo (000029)							
			2320 Highway 33							
			Maricopa, CA 93252							
2025/26	05/15/26		Universal Studio	051526USH	05/19/26	Paid	Cleared	40.00		40.00
			Parking							
			2026 01-6770-0-1110-1000-5800-000-0000-0000							
Check # 01-901384, Dated 05/22/2026, Printed (000474), PO#, BatchId AP05222026										
Direct Employee										
			Rodriguez, Nicole C (000051)							
			PO BOX 473							
			New Cuyama, CA 93254							
2025/26	05/14/26		First Seventraining	051426NR	05/19/26	Paid	Printed	165.30		165.30
			2026 01-1100-0-1110-1000-4300-000-0000-0000							
Check # 01-901385, Dated 05/22/2026, Cleared (000474), PO#, BatchId AP05222026										
Direct Vendor										
			Amazon Capital Services (000201/1)							
			PO Box 035184							
			Seattle, WA 98124-5184							
2025/26	04/15/26		CTEIG	19K6-C7CK-41NK	05/14/26	Paid	Cleared	26.93		26.93
			2026 01-7801-0-3800-1000-4300-070-0000-0000							

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-901385, Dated 05/22/2026, Cleared (000474), PO# ,BatchId AP05222026 (continued)										
Direct Vendor Amazon Capital Services (000201/1) (continued)										
2025/26	04/15/26		District Office	19P1-93WQ-3C9Q	05/14/26	Paid	Cleared	105.25		105.25
	2026	01-0000-0-0000-2700-4300-000-0000-0000								
2025/26	04/29/26		Library	1GDW-R93K-3TG9	05/14/26	Paid	Cleared	30.30		30.30
	2026	01-0066-0-0000-2420-4300-000-0000-0000								
2025/26	04/29/26		ELOP	1K4Q-CNGJ-37TH	05/14/26	Paid	Cleared	211.11		211.11
	2026	01-2600-0-0000-8100-4300-000-0000-0000								
2025/26	04/29/26		Cannon class	1K4Q-CNGJ-3CCJ	05/14/26	Paid	Cleared	75.72		75.72
	2026	01-7801-0-3800-1000-4300-070-0000-0000								
2025/26	04/29/26		CTEIG Ice Chest	1K4Q-CNGJ-3KF3	05/14/26	Paid	Cleared	98.24		98.24
	2026	01-7801-0-3800-1000-4300-070-0000-0000								
2025/26	04/29/26		First 5	1K4Q-CNGJ-3MKM	05/14/26	Paid	Cleared	513.60		513.60
	2026	01-9015-0-1110-1000-4300-030-0000-0000								
2025/26	04/29/26		First 5\Kindergarten	1K4Q-CNGJ-43MW	05/14/26	Paid	Cleared	323.13		323.13
	2026	01-9015-0-1110-1000-4300-030-0000-0000								
2025/26	04/29/26		ffa	1LKV-KC4K-33N9	05/14/26	Paid	Cleared	91.58		91.58
	2026	01-7801-0-3800-1000-4300-070-0000-0000								
2025/26	04/29/26		CTEIF FFA	1N66-Q1GK-44WC	05/14/26	Paid	Cleared	1,032.01		1,032.01
	2026	01-7801-0-3800-1000-4300-070-0000-0000								
2025/26	04/29/26		Metal Art	1R9R-RD17-39KR	05/14/26	Paid	Cleared	95.30		95.30
	2026	01-6770-0-1110-1000-4300-000-0000-0000								
2025/26	04/29/26		Office	1RDY-MGW9-379J	05/14/26	Paid	Cleared	70.88		70.88
	2026	01-0000-0-0000-2700-4300-000-0000-0000								
2025/26	04/29/26		CTEIG Supplies	1RDY-MGW9-3F6J	05/14/26	Paid	Cleared	346.14		346.14
	2026	01-7801-0-3800-1000-4300-070-0000-0000								
2025/26	04/29/26		ELOP	1VMQ-MYPG-3QQ4	05/19/26	Paid	Cleared	81.86		81.86
	2026	01-2600-0-0000-8100-4300-000-0000-0000								
2025/26	04/15/26		ELOP softball	1WWC-YJY9-3GY4	05/14/26	Paid	Cleared	1,242.31		1,242.31
	2026	01-2600-0-1110-1000-4300-030-0000-0000								
2025/26	04/29/26		First 5\Kindergarten	1YQY-HX66-34JH	05/14/26	Paid	Cleared	157.20		157.20
	2026	01-9015-0-1110-1000-4300-030-0000-0000								
2025/26	04/15/26		Panchi class supplies	1YQY-HX66-3QKP	05/14/26	Paid	Cleared	22.92		22.92
	2026	01-1100-0-1110-1000-4300-000-0000-0000								

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Check # 01-901385, Dated 05/22/2026, Cleared (000474), PO# ,BatchId AP05222026 (continued) Direct Vendor Amazon Capital Services (000201/1) (continued)										
2025/26	04/15/26		First 5	1YQY-HX66-3VND	05/14/26	Paid	Cleared	1,275.11		1,275.11
2026	01-9015-0-1110-1000-4300-030-0000-0000									
Check # 01-901386, Dated 05/22/2026, Cleared (000474), PO# PO26-00002, BatchId AP05222026 AP Vendor Applied Technology Group, Inc. (000419/1) 4440 Easton Drive Bakersfield, CA 93309										
2025/26	05/14/26	R26-00002	UHF Radio Service	SINV107351	05/14/26	Paid	Cleared	424.81		424.81
2026	01-0000-0-0000-3600-5900-000-0000-7230									
Check # 01-901387, Dated 05/22/2026, Cleared (000474), PO# PO26-00134, BatchId AP05222026 AP Vendor B&B Surplus, Inc (000042/1) 7020 Rosedale Highway Bakersfield, CA 93308-5842										
2025/26	05/07/26	R26-00135	Metal Art	1304859	05/14/26	Paid	Cleared	1,003.48		1,003.48
2026	01-6770-0-1110-1000-4300-000-0000-0000									
2025/26	05/18/26		Metal Art	1307244	05/19/26	Paid	Cleared	1,828.56		1,828.56
2026	01-6770-0-1110-1000-4300-000-0000-0000									
Check # 01-901388, Dated 05/22/2026, Cleared (000474), PO# PO26-00105, BatchId AP05222026 AP Vendor CANON FINANCIAL SERVICES, INC. (000155/1) 14904 Collections Center Drive Chicago, IL 60693-0149										
2025/26	05/12/26	R26-00105	Copier Lease/Meter	43161550	05/14/26	Paid	Cleared	1,314.01		1,314.01
2026	01-0000-0-0000-2700-5600-030-0000-0000									
2026	01-0000-0-0000-2700-5600-070-0000-0000									
2026	01-0000-0-0000-7100-5600-000-0000-0000									
2026	01-0000-0-0000-7200-5600-000-0000-0000									
2026	01-0000-0-1110-1000-5600-030-0000-0000									
2026	01-0000-0-1110-1000-5600-070-0000-0000									
Check # 01-901389, Dated 05/22/2026, Cleared (000474), PO# PO26-00116, BatchId AP05222026 AP Vendor Copier Lease/Meter 2025-26										
2026	01-0000-0-0000-2700-5600-030-0000-0000									
2026	01-0000-0-0000-2700-5600-070-0000-0000									
2026	01-0000-0-0000-7100-5600-000-0000-0000									
2026	01-0000-0-0000-7200-5600-000-0000-0000									
2026	01-0000-0-1110-1000-5600-030-0000-0000									
2026	01-0000-0-1110-1000-5600-070-0000-0000									
Check # 01-901389, Dated 05/22/2026, Cleared (000474), PO# PO26-00116, BatchId AP05222026 Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 5/1/2026, Ending Check/Advice Date = 5/31/2026, Page Break by Check/Advice? = N, Zero? = Y)										

ReqPay05e Payment Register by Check #

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-901389, Dated 05/22/2026, Cleared (000474), PO# PO26-00116, Batchld AP05222026										
AP Vendor Carla Benchoff (000352/1) 1540 Eucalyptus Drive Solvang, CA 93463										
F	2025/26	05/16/26	R26-00116	LCAP 01.04 Professional Development	MAY 2026	05/18/26	05/18/26	10,175.00		10,175.00
2026 01-0000-0-1110-1000-5800-000-0000-0000										

Check Amount for 01-901389 10,175.00

Check # 01-901390, Dated 05/22/2026, Printed (000474), PO# ,Batchld AP05222026

Direct Vendor Cuyama Buckhorn (000022/1) 4923 Primero Street New Cuyama, CA 93254										
2025/26	04/24/26			bike to buckhorn	042426CB	05/19/26	05/19/26	583.85		583.85
2026 01-6332-0-0000-3700-5800-070-0000-0000										

Check Amount for 01-901390 583.85

Check # 01-901391, Dated 05/22/2026, Cleared (000474), PO# ,Batchld AP05222026

Direct Vendor Ewell Ed Services, Inc. (000236/1) PO Box 3298 Glen Rose, TX 76043-3298										
2025/26	02/23/26			South Coast CATA Spring Meeting	159-23112	05/18/26	05/18/26	260.00		260.00
2026 01-7801-0-3800-1000-5200-070-0000-0000										

2025/26	05/02/26			Calidornia State Finals Cal Poly	159-24663	05/18/26	05/18/26	120.00		120.00
2026 01-7801-0-3800-1000-5200-070-0000-0000										

2025/26	02/22/26			South Coast Region Officer Candidate Meals	159-24824	05/18/26	05/18/26	20.00		20.00
2026 01-7801-0-3800-1000-5200-070-0000-0000										

2025/26	04/14/26			California State Degree Refreshments	159-25381	05/18/26	05/18/26	16.00		16.00
2026 01-7801-0-3800-1000-5200-070-0000-0000										

Check Amount for 01-901391 416.00

Check # 01-901392, Dated 05/22/2026, Cleared (000474), PO# ,Batchld AP05222026

Selection Sorted by Check #, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 5/1/2026, Ending Check/Advice Date = 5/31/2026, Page Break by Check/Advice? = N, Zero? = Y)										
043 - Cuyama Joint Unified School District										
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Check # 01-901392, Dated 05/22/2026, Cleared (000474), PO# ,Batchid AP05222026										
Direct Vendor										
Ewing Irrigation (002804/1)										
4501 Ashe Road										
Bakersfield, CA 93313-2032										
2025/26	05/14/26		els his irrigation	30281830	05/14/26	Paid	Cleared	2,323.01		2,323.01
2026 01-0000-0-0000-8100-5800-000-0000-0000										
Check # 01-901393, Dated 05/22/2026, Printed (000474), PO# ,Batchid AP05222026										
Direct Vendor										
Kern Machinery (001297/1)										
PO BOX 80007										
Bakersfield, CA 93380										
2025/26	05/15/26		Part for Shop	102-1335750	05/19/26	Paid	Printed	584.93		584.93
Students										
2026 01-7801-0-3800-1000-4300-070-0000-0000										
Check # 01-901394, Dated 05/22/2026, Cleared (000474), PO# PO26-00096, Batchid AP05222026										
AP Vendor										
Old Cuyama Do It Best (000217/1)										
3045 Hwy 166										
Cuyama, CA 93254										
2025/26	05/06/26	R26-00096	Supplies	B372210	05/14/26	Paid	Cleared	14.26		14.26
2026 01-0000-0-0000-2700-4300-070-0000-0000										
2026 01-0000-0-0000-3600-4380-000-0000-7230										
2026 01-0000-0-0000-3600-4380-000-BUS1-7230										
2026 01-0000-0-0000-3600-4380-000-BUS4-7230										
2026 01-0000-0-0000-7200-5800-000-0000-0000										
2026 01-0000-0-0000-8100-4300-000-0000-0000										
2026 01-0000-0-0000-8100-4300-030-0000-0000										
2026 01-0000-0-0000-8100-4300-030-0000-WELL										
2026 01-0000-0-0000-8100-4300-070-0000-0000										
2026 01-0000-0-0000-8100-5640-030-0000-0000										
2026 01-0000-0-1137-4200-4300-070-0000-FTBL										
2026 01-0035-0-0000-8100-4300-000-RENT-0000										
2026 01-9015-0-0000-8100-4300-030-0000-0000										
2026 13-5310-0-0000-3700-4790-030-0000-0000										
2026 13-5310-0-0000-3700-4790-070-0000-0000										
2025/26	05/14/26		GTEIG	B372781	05/19/26	Paid	Cleared	17.24		17.24
2026 01-7801-0-3800-1000-4300-070-0000-0000										

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
<p>Check # 01-901395, Dated 05/22/2026, Cleared (000474), PO#, Batchld AP05222026</p> <p>Direct Vendor</p> <p>Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300</p> <p>2025/26 05/11/26 2026 01-0035-0-0000-8100-5500-000-0000-0000 05/14/26 Paid Cleared 23.01 23.01 23.01</p> <p style="text-align: right;">Check Amount for 01-901394 31.50</p>										
<p>Check # 01-901396, Dated 05/22/2026, Cleared (000474), PO#, Batchld AP05222026</p> <p>Direct Vendor</p> <p>Pacific Gas & Electric (000074/1) Box 997300 Sacramento, CA 95899-7300</p> <p>2025/26 05/11/26 2026 01-0035-0-0000-8100-5500-000-0000-0000 05/19/26 Paid Cleared 35.64 35.64 35.64</p> <p style="text-align: right;">Check Amount for 01-901395 23.01</p>										
<p>Check # 01-901397, Dated 05/22/2026, Cleared (000474), PO#, Batchld AP05222026</p> <p>Direct Vendor</p> <p>Quill Corporation (000734/1) PO BOX 37600 Philadelphia, PA 19101-0600</p> <p>2025/26 04/23/26 2026 01-1100-0-1110-1000-4300-000-0000-0000 05/14/26 Paid Cleared 262.80 262.80 262.80</p> <p style="text-align: right;">Check Amount for 01-901396 35.64</p>										
<p>Check # 01-901398, Dated 05/22/2026, Cleared (000474), PO# PO26-00032, Batchld AP05222026</p> <p>AP Vendor</p> <p>Verizon Business (002132/1) PO Box 15043 Albany, NY 12212-5043</p> <p>2025/26 05/10/26 R26-00035 Verizon Fax Monthly 67555988 05/14/26 Paid Cleared 22.92 22.92 22.92</p> <p style="text-align: right;">Check Amount for 01-901397 262.80</p> <p style="text-align: right;">Fee</p> <p>2026 01-0000-0-0000-2700-5910-000-0000-0000</p>										
<p>Check # 01-901399, Dated 05/22/2026, Cleared (000474), PO# PO26-00033, Batchld AP05222026</p> <p>AP Vendor</p> <p>Waldrop's Auto Parts (002783/1) 601 Kern Street Taft, CA 93268-2716</p> <p style="text-align: right;">Check Amount for 01-901398 22.92</p>										

ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-901399, Dated 05/22/2026, Cleared (000474), PO# PO26-00033, Batchid AP05222026										
AP Vendor Waldrop's Auto Parts (002783/1) (continued)										
2025/26	05/08/26	R26-00036	Bus/Auto Parts	70514-1	05/19/26	Paid	Cleared	270.67		270.67
			2025-26							
			2026 01-0000-0-0000-3600-4380-000-0000-7230			136.71				
			2026 01-0000-0-0000-3600-4380-000-BUS1-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS2-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS3-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS4-7230							
			2026 01-0000-0-0000-3600-4380-000-BUS5-7230							
			2026 01-0000-0-0000-8100-4300-000-0000-0000			133.96				

Check # 01-901400, Dated 05/22/2026, Cleared (000474), PO# ,Batchid AP05222026										
Direct Vendor Wicks Roofing and Solar LLC (000349/1)										
2170 Hutton Rd. Bldg A										
Nipomo, CA 93444										
2025/26	05/14/26		solar service	11929	05/19/26	Paid	Cleared	370.00		370.00
			2026 01-1100-0-1110-1000-4300-000-0000-0000							

Check # 01-901859, Dated 05/29/2026, Cleared (000475), PO# ,Batchid AP05292026										
Direct Employee Sullivan, Amy R (000026)										
836 McCloud Street										
Santa Maria, CA 93455										
2025/26	05/27/26		Classroom Supplies	260527/AS	05/27/26	Paid	Cleared	41.29		41.29
			2026 01-1100-0-1110-1000-4300-030-0000-0000							

Check # 01-901860, Dated 05/29/2026, Printed (000475), PO# ,Batchid AP05292026										
Direct Vendor Accrediting Comm for Schools (002213/1)										
533 Airport Blvd., Ste 200										
Burlingame, CA 94010										
2025/26	05/21/26		Eval-Mid-Cycle Visit	16301	05/27/26	Paid	Printed	45.68		45.68
			2026 01-0000-0-0000-2700-5300-070-0000-0000							

Check # 01-901861, Dated 05/29/2026, Cleared (000475), PO# PO26-00039, Batchid AP05292026										
Check Amount for 01-901399 270.67										
Check Amount for 01-901400 370.00										
Check Amount for 01-901859 41.29										
Check Amount for 01-901860 45.68										
Check Amount for 01-901861 45.68										

ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-901861, Dated 05/29/2026, Cleared (000475), PO# PO26-00039, BatchId AP05292026										
AP Vendor Jordano's Food Service (001095/1) 550 South Patterson Ave. Santa Barbara, CA 93111										
2025/26	05/11/26	R26-00041	Food Supplies 2025-26 HS	7378892	05/21/26	Paid	Cleared	845.69		845.69
2025/26	05/11/26	R26-00041	Food Supplies 2025-26 HS	7378893	05/21/26	Paid	Cleared	433.64		433.64
2025/26	05/18/26	R26-00042	Food Supplies 2025-26 ES	7382424	05/21/26	Paid	Cleared	1,279.50		1,279.50
2025/26	05/18/26	R26-00042	Food Supplies 2025-26 ES	7382426	05/21/26	Paid	Cleared	662.50		662.50
2025/26	05/18/26	R26-00042	Food Supplies 2025-26 ES	7382427	05/21/26	Paid	Cleared	420.56		420.56
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382430	05/21/26	Paid	Cleared	235.81		235.81
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382431	05/21/26	Paid	Cleared	23.07		23.07
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382429	05/21/26	Paid	Cleared	625.46		625.46
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382430	05/21/26	Paid	Cleared	235.81		235.81
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382431	05/21/26	Paid	Cleared	23.07		23.07
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382429	05/21/26	Paid	Cleared	625.46		625.46
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382430	05/21/26	Paid	Cleared	235.81		235.81
2025/26	05/18/26	R26-00041	Food Supplies 2025-26 HS	7382431	05/21/26	Paid	Cleared	23.07		23.07

ReqPay05e Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Check Amount for 01-901861 4,526.23

Check # 01-901862, Dated 05/29/2026, Cleared (000475), PO# ,BatchId AP05292026

Direct Vendor King Door Company (0028171) P.O.Box 21675 Bakersfield, CA 93390										
2025/26	05/18/26		Bus RollUp Door	60923358	05/26/26	Paid	Cleared	944.50		944.50

944.50

Check Amount for 01-901862 944.50

Check # 01-901863, Dated 05/29/2026, Cleared (000475), PO# PO26-00019, BatchId AP05292026

AP Vendor Midway Laboratory, Inc (0026271) 315 Main Street PO BOX 1151 Taft, CA 93268										
2025/26	04/14/26	R26-00021	Monthly Water Testing	42999	05/26/26	Paid	Cleared	90.00		90.00

90.00

61

Check Amount for 01-901863 90.00

Check # 01-901864, Dated 05/29/2026, Printed (000475), PO# PO26-00096, BatchId AP05292026

AP Vendor Old Cuyama Do It Best (0002171) 3045 Hwy 166 Cuyama, CA 93254										
2025/26	05/20/26	R26-00096	Supplies	B373080	05/26/26	Paid	Printed	34.48		34.48

34.48

34.48

ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-901864, Dated 05/29/2026, Printed (000475), PO# PO26-00096, Batchld AP05292026 (continued)										
AP Vendor Old Cuyama Do It Best (0002171) (continued)										
2025/26	05/26/26	R26-00096	Supplies	B373499	05/27/26	Paid	Printed	12.61		12.61
		2026 01-0000-0-0000-2700-4300-070-0000-0000								
		2026 01-0000-0-0000-3600-4380-000-0000-7230								
		2026 01-0000-0-0000-3600-4380-000-BUS1-7230								
		2026 01-0000-0-0000-3600-4380-000-BUS4-7230								
		2026 01-0000-0-0000-7200-5800-000-0000-0000								
		2026 01-0000-0-0000-8100-4300-000-0000-0000								
		2026 01-0000-0-0000-8100-4300-030-0000-0000				12.61				
		2026 01-0000-0-0000-8100-4300-030-0000-WELL								
		2026 01-0000-0-0000-8100-4300-070-0000-0000								
		2026 01-0000-0-0000-8100-5640-030-0000-0000								
		2026 01-0000-0-1137-4200-4300-070-0000-FTBL								
		2026 01-0035-0-0000-8100-4300-000-RENT-0000								
		2026 01-9015-0-0000-8100-4300-030-0000-0000								
		2026 13-5310-0-0000-3700-4790-030-0000-0000								
		2026 13-5310-0-0000-3700-4790-070-0000-0000								
2025/26 05/26/26 R26-00096 Supplies B373512										
		2026 01-0000-0-0000-2700-4300-070-0000-0000			05/27/26	Paid	Printed	2.74		2.74
		2026 01-0000-0-0000-3600-4380-000-0000-7230								
		2026 01-0000-0-0000-3600-4380-000-BUS1-7230								
		2026 01-0000-0-0000-3600-4380-000-BUS4-7230								
		2026 01-0000-0-0000-7200-5800-000-0000-0000								
		2026 01-0000-0-0000-8100-4300-000-0000-0000								
		2026 01-0000-0-0000-8100-4300-030-0000-0000				2.74				
		2026 01-0000-0-0000-8100-4300-030-0000-WELL								
		2026 01-0000-0-0000-8100-4300-070-0000-0000								
		2026 01-0000-0-0000-8100-5640-030-0000-0000								
		2026 01-0000-0-1137-4200-4300-070-0000-FTBL								
		2026 01-0035-0-0000-8100-4300-000-RENT-0000								
		2026 01-9015-0-0000-8100-4300-030-0000-0000								
		2026 13-5310-0-0000-3700-4790-030-0000-0000								
		2026 13-5310-0-0000-3700-4790-070-0000-0000								
2025/26 05/28/26 Art and Music B373518										
		2026 01-6770-0-1110-1000-4300-000-0000-0000			05/27/26	Paid	Printed	9.30		9.30

Check # 01-901865, Dated 05/29/2026, Printed (000475), PO# PO26-00100, Batchld AP05292026

Check Amount for 01-901864 59.13

ReqPay05e Payment Register by Check #

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 01-901865, Dated 05/29/2026, Printed (000475), PO# PO26-00100, BatchId AP05292026 AP Vendor Sprague Pest Solutions (000361/1) 2725 Pacific Avenue Tacoma, WA 98402										
2025/26	05/23/26	R26-00100	General Pest Control- Elementary School 2025-26	6189358	05/26/26	Paid	Printed	527.00		527.00
2025/26	05/23/26	R26-00100	General Pest Control- Elementary School 2025-26	6189359	05/26/26	Paid	Printed	600.50		600.50
2026	01-0000-0-0000-8100-5800-030-0000-0000		General Pest Control- Elementary School 2025-26							
2026	01-0000-0-0000-8100-5800-030-0000-0000		General Pest Control- Elementary School 2025-26							

Check Amount for 01-901865 1,127.50

EXPENSES BY FUND - Bank Account COUNTY		
Fund	Expense	Cash Balance
01	365,901.64	805,294.44
13	19,376.01	6,163.71-
Total	385,277.65	

Number of Payments	125
Number of Checks	68
Number of ACH Advice	0
Number of vCard Advice	0
Total Check/Advice Amount	\$385,277.65
Total Unpaid Sales Tax	\$.00
Total Expense Amount	\$385,277.65

CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS	
\$0 - \$99	21
\$100 - \$499	19
\$500 - \$999	5
\$1,000 - \$4,999	15
\$5,000 - \$9,999	4
\$10,000 - \$14,999	2
\$15,000 - \$99,999	1
\$100,000 - \$199,999	1
\$200,000 - \$499,999	
\$500,000 - \$999,999	
\$1,000,000 -	

***** ITEMS OF INTEREST *****

* Number of payments to a different vendor
 ! Number of Prepaid payments
 @ Number of Liability payments
 & Number of Employee Also Vendors

? denotes check name different than payment name
 F denotes Final Payment

Report Totals - Payment Count **125** Check Count **68** ACH Count **0** vCard Count **0** Total Check/Advice Amount **385,277.65**

CUYAMA JOINT UNIFIED SCHOOL DISTRICT
Student Field Trip Request

All applications for student field trips must be submitted to the District Office for Superintendent and Board approval at least three (3) weeks in advance of the field trip requested. Please include any supporting documentation with this request.

REQUESTED BY: Mrs. Furstenfeld, Mr. Panchi and Mr. Reed TODAY'S DATE: 6/9/2026
 PURPOSE: Summer School Field Trip to Santa Barbara Sea Life Center, Lil' Toot Boat Ride & Maritime Museum
 FIELD TRIP LOCATION/DESTINATION: 113 Harbor Way Ste 190 Santa Barbara, Ca
 DEPARTURE DATE: June 30, 2026 (Tues) DEPARTURE TIME: 7:00 AM
 RETURN DATE: June 30, 2026 (Tues) RETURN TIME: 5:00 PM
 GRADE LEVEL: K-8th SITE LOCATION: 113 Harbor Way Ste 190 Santa Barbara, Ca.
 NUMBER OF STUDENTS: 39 NUMBER OF ADULTS/CHAPERONES: 10

WILL SACK LUNCHES BE NEEDED? Yes No If yes, please notify cafeteria staff once request has been approved.

METHOD OF TRANSPORTATION: Bus
 (Bus, District Car/Van, Own Car, Parent/Guardian, etc..)

ESTIMATE OF EXPENDITURES:
 SUBSTITUTE NEEDED? Yes No NUMBER OF DAYS SUB NEEDED: 0
 LODGING NEEDED? Yes No WHERE? _____
 MEALS NEEDED? Yes No TOTAL ESTIMATE OF EXPENSES: _____
 SOURCE OF FUNDING FOR THIS FIELD TRIP: ELOP

DO NOT WRITE BELOW THIS LINE- FOR DISTRICT OFFICE USE ONLY			
<u>ADMINISTRATION APPROVAL</u>			
SITE ADMINISTRATOR SIGNATURE: _____		DATE: _____	
SUPERINTENDENT SIGNATURE: _____			
DATE: _____	REQUEST APPROVED?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<u>BOARD APPROVAL</u>			
APPROVED BY BOARD?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	DATE OF APPROVAL: _____
APPLICANT NOTIFIED?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
FINANCE NOTIFIED?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Cuyama Joint School District

Summer School Program

June 10, 2026

Dear Members of the Governing Board,

We are writing to share and seek your support for an upcoming field trip experience that is an integral part of our summer school ocean curriculum for students in grades K–8. This adventure-based learning opportunity will take place at the Santa Barbara waterfront and is designed to deepen students’ understanding of marine science, local ecosystems, and coastal community connections through authentic, real-world experiences.

Students will begin their day at the beautiful Santa Barbara Harbor, where they will explore the working waterfront and observe marine and maritime activity firsthand. From there, they will visit the Santa Barbara Maritime Museum, where they will engage with interactive exhibits highlighting maritime history, ocean exploration, and the cultural significance of coastal environments.

A highlight of the trip will be a harbor excursion aboard the iconic Lil Toot, offering students a unique perspective of the harbor ecosystem from the water. This experience provides an engaging, sensory connection to concepts studied in class, including marine habitats, human impact on oceans, and navigation.

Students will also visit the Sea Center Santa Barbara located on the Santa Barbara Pier, where they will participate in hands-on learning activities, observe tidepool marine life, and deepen their understanding of ocean conservation and stewardship.

This field trip directly supports our K–8 summer school ocean curriculum by reinforcing key scientific concepts through experiential learning. It also promotes cross-grade collaboration, curiosity, and environmental awareness. Students will have the opportunity to connect classroom instruction with real-world observation, making learning both meaningful and memorable.

We believe this experience will be an invaluable enrichment opportunity for our students, strengthening engagement and fostering a lasting appreciation for marine science and coastal ecosystems.

Thank you for your continued support of enriching educational opportunities for our students.

Sincerely,
Mrs. Furstenfeld
Mr. Panchi
Mr. Reed

Lil' Toot Santa Barbara! We are thrilled to offer you a unique and delightful experience with our narrated public boat rides between the Santa Barbara Harbor and Stearns Wharf.

Enclosed Seating: The boat features stable bench seating with secure side barriers, keeping energetic children safe inside the vessel at all times.

- **Interactive History:** Captains share fun, simple facts about Santa Barbara's ocean life, large boats, and local history in a way that keeps kids engaged.
- **Introduction to Boating:** The calm, protected waters of the harbor offer a gentle, low-stress first boat experience
- Children taking a ride on Lil' Toot have excellent opportunities to spot a variety of native California marine life right from their seats. Because the boat travels at a slow, gentle pace through the calm harbor and around the wharf, animals often get quite close.





At the **Santa Barbara Maritime Museum (SBMM)**, students will learn about the **rich maritime history, coastal ecology, and marine science** of the Santa Barbara Channel through highly interactive, hands-on exhibits. The museum's curriculum moves away from traditional textbooks to immerse students in the real-world applications of history and science

Core History & Cultural Concepts

- **Chumash Maritime Culture:** Students explore how the indigenous Chumash people constructed and navigated *tomols* (plank canoes) to trade across the channel islands.
- **19th-Century Seafaring:** Through exhibits on historic vessels, children learn how merchant sailors lived, worked, hoisted sails, and navigated the oceans in the 1800s.
- **Lighthouse & Navigation History:** Students can stand next to the massive, historic Point Conception Lighthouse First-Order Fresnel Lens and hear stories of local shipwrecks, rescues, and keepers of the light. [1, 2]
- **Deep-Sea Diving Technology:** Kids can see real commercial diving equipment up close—including a giant, armored **JIM diving suit**—to learn how technology evolved to allow humans to survive deep underwater



Marine Science & Environmental Stewardship

- **Kelp Forest Ecosystems:** An interactive children's gallery teaches students about the diverse fish species and the delicate balance of local marine ecosystems. [1]
- **Whales as Ecosystem Superheroes:** Dedicated exhibits teach students about marine mammal migration through the channel and the critical role whales play in ocean health. [1, 2, 3, 4]
- **Conservation Action:** Programs emphasize how everyday human choices impact the ocean, teaching students critical thinking skills to tackle modern ecological problems. [1]

Exhibits and educational programs at the Santa Barbara Maritime Museum (SBMM) align directly with the **California Next Generation Science Standards (NGSS)** and the **California History-Social Science Framework**. [1, 2]

The museum's interactive displays and outdoor "floating labs" meet specific grade-level benchmarks for students in kindergarten through 8th grade:

History-Social Science Standards

Kindergarten to 2nd Grade: Local & Community History

- **K.6 & 1.4 (Civics & Economy):** Students learn about the role of local workers, harbors, and fishing infrastructure in building a coastal economy.

- **2.1 (Changes over Time):** Exhibits comparing modern cargo vessels to historic 19th-century tall ships satisfy requirements for tracking how technology alters a community. [1, 2]

3rd to 5th Grade: American Indians & California History

- **3.2 & 4.2 (Chumash Culture & Trade):** Students study how the indigenous Chumash people used natural resources to build *tomols* (plank canoes), illustrating tribal economic and geographical networks in early California. [1]
- **4.3 & 5.8 (Exploration, Maritime Trade, & Colonization):** The **Spirit of Dana Point Tall Ship Program** teaches students about early California coastal trade routes, hide-and-tallow merchants, and 19th-century seafaring life. [1]

6th to 8th Grade: Historical Technologies & Geography

- **6.4 & 7.11 (Trade & Maritime Technology):** Middle schoolers analyze early global navigation, mapping techniques, and how maritime trade routes connected ancient and early modern societies. [1]



Next Generation Science Standards (NGSS)

Kindergarten to 2nd Grade: Habitats & Human Impacts

- **K-ESS3-3 (Earth and Human Activity):** The kelp forest and pollution exhibits show young children how human choices directly impact coastal wildlife. [1, 2]
- **2-LS4-1 (Biological Evolution):** Exploring the indoor children's kelp forest helps students identify diversity within a single local marine ecosystem. [1]

3rd to 5th Grade: Adaptations, Ecosystems, & Forces

- **3-LS4-3 (Adaptations):** Interactive galleries teach students how local marine mammals (seals, sea lions, and whales) adapt to survive in the cold Santa Barbara Channel. [1, 2, 3]
- **4-ESS3-1 (Energy & Resources):** The *Black Gold* oil exhibition teaches students about natural energy resources and the environmental engineering behind ocean drilling. [1]

- **3-PS2-1 & 5-PS2-1 (Forces & Motion):** Hands-on block-and-tackle pulley displays allow students to test mechanical advantage, directly illustrating balanced and unbalanced forces. [1]

6th to 8th Grade (Middle School): Marine Science & Human Impact

- **MS-LS2-3 & MS-LS2-4 (Ecosystem Dynamics):** Participating in the **Marine Science Floating Lab** teaches students to track marine food webs, sample water quality, and evaluate how disruptions alter the channel ecosystem.
- **MS-ESS3-3 (Human Impacts on Earth Systems):** Students act as citizen scientists to examine ocean acidification, microplastics, and whale-strike mitigation methods used by the shipping industry. [1, 2]

SEA LIFE CENTER



The **Santa Barbara Museum of Natural History Sea Center** is a highly interactive regional aquarium located directly on historic Stearns Wharf at **211 Stearns Wharf, Santa Barbara, CA 93101**. It is the sister campus to the main [Santa Barbara Museum of Natural History](#) and focuses explicitly on the marine life and biodiversity of the Santa Barbara Channel. [1, 2, 3]

Key Exhibits & Activities

- **Intertidal Touch Pools:** Visitors can safely and gently touch local marine life, including **Swell Sharks, rays, sea stars, anemones, and sea urchins** under the supervision of naturalists. [1, 2]
- **The Wet Deck:** Located on the lower level, this unique station allows kids and adults to **act like real ocean scientists**. You can lower oceanographic tools directly through a hole in the pier floor to gather water samples, pull up crab traps, and check underwater conditions. [1, 2, 3, 4]
- **Dive In (Our Changing Channel):** This upper-level gallery showcases fascinating local species like the **California Two-spot Octopus, Moon Jellies, and Moray Eels**. [1, 2]
- **Marine Mammal Mezzanine:** Features massive, **life-sized models of a Gray Whale mother and calf** hanging from the ceiling, positioned in front of panoramic windows overlooking East Beach and the Santa Ynez Mountains.

A field trip to the **Santa Barbara Museum of Natural History Sea Center** provides substantial academic and developmental value by shifting science education from textbooks to real-world sensory experiences. [1, 2]

While the Sea Center facilitates experiential learning, it is important to note that they currently offer **self-guided school visits** rather than formal docent-led classes. Teachers can structure their self-guided exploration to seamlessly align with California's **Next Generation Science Standards (NGSS)**. [1, 2]

Student Benefits

- **Tactile Science Literacy:** Students interact directly with local marine life at the intertidal touch pools. Handling sea stars, anemones, and swell sharks transforms abstract biology vocabulary into a memorable physical reality. [1]
- **Authentic STEM Inquiry:** The *Wet Deck* allows students to act exactly like oceanographers. Lowering actual scientific tools through the pier floor to test ocean conditions helps them understand how real environmental data is gathered. [1, 2]
- **Local Conservation Awareness:** The exhibits explicitly focus on the Santa Barbara Channel. This local framing teaches students the direct impact of human choices on nearby ecosystems and native wildlife. [1]
- **Inclusion and Sensory Exposure:** The small, structured footprint of the aquarium creates an accessible, un-intimidating space. It accommodates diverse learners, including those requiring sensory-friendly tactile stimulation. [2]

NGSS Standards Covered

A self-guided trip can easily be integrated into your curriculum to cover several **Disciplinary Core Ideas (DCIs)** and **Science and Engineering Practices (SEPs)** across grade levels

CUYAMA JOINT UNIFIED SCHOOL DISTRICT
Student Field Trip Request

All applications for student field trips must be submitted to the District Office for Superintendent and Board approval at least three (3) weeks in advance of the field trip requested. Please include any supporting documentation with this request.

REQUESTED BY: Mrs. Furstenfeld, Mr. Panchi, Mr Reed TODAY'S DATE: June 9, 2026
 PURPOSE: Summer School Field Trip to the Santa Barbara Zoo
 FIELD TRIP LOCATION/DESTINATION: 500 Niños Dr. Santa Barbara, Ca 93103
 DEPARTURE DATE: Tuesday July 21st, 2026 DEPARTURE TIME: 7 AM
 RETURN DATE: Tuesday July 21st, 2026 RETURN TIME: 5:00 PM
 GRADE LEVEL: K-8th SITE LOCATION: Cuyama Elementary, JK High
 NUMBER OF STUDENTS: 39 NUMBER OF ADULTS/CHAPERONES: 10

WILL SACK LUNCHES BE NEEDED? Yes No If yes, please notify cafeteria staff once request has been approved.

METHOD OF TRANSPORTATION: Bus
 (Bus, District Car/Van, Own Car, Parent/Guardian, etc..)

ESTIMATE OF EXPENDITURES:
 SUBSTITUTE NEEDED? Yes No NUMBER OF DAYS SUB NEEDED: 0
 LODGING NEEDED? Yes No WHERE? _____
 MEALS NEEDED? Yes No TOTAL ESTIMATE OF EXPENSES: _____
 SOURCE OF FUNDING FOR THIS FIELD TRIP: ELOP

DO NOT WRITE BELOW THIS LINE- FOR DISTRICT OFFICE USE ONLY

ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: _____ DATE: _____

SUPERINTENDENT SIGNATURE: _____

DATE: _____ REQUEST APPROVED? Yes No

BOARD APPROVAL

APPROVED BY BOARD? Yes No DATE OF APPROVAL: _____

APPLICANT NOTIFIED? Yes No

FINANCE NOTIFIED? Yes No

Cuyama Joint Unified School District
Summer School Program

June 10, 2026

Dear Members of the Governing Board,

We are writing to respectfully request approval for an upcoming summer school field trip scheduled for **July 21, 2026**, to the Santa Barbara Zoo. This field trip is designed to provide our summer school students with a meaningful, hands-on learning experience that directly supports our academic goals in science, literacy, and social-emotional development. The zoo offers an exceptional environment for students in grades K–8 to engage with living science in ways that extend far beyond the classroom.

During the visit, students will explore a wide variety of animal habitats and ecosystems while learning about adaptation, biodiversity, life cycles, and conservation. They will observe animals from around the world and connect those observations to classroom instruction on food chains, habitats, and environmental stewardship. Docent-led learning opportunities will further support vocabulary development, inquiry-based learning, and critical thinking skills.

Students will also take part in several highly engaging and memorable experiences, including **feeding giraffes, riding the zoo train, and participating in a close-up animal experience with a zookeeper and an animal ambassador program**. These interactive activities will deepen student understanding of animal behavior, care, and conservation while creating lasting educational memories. In addition to academic enrichment, this experience fosters important life skills such as curiosity, empathy, responsibility, collaboration, and appropriate behavior in public learning environments. For many students, this will be their first opportunity to experience a zoological setting in such an interactive and personal way, making it especially meaningful.

The Santa Barbara Zoo field trip aligns closely with our summer school mission of providing engaging, real-world learning opportunities that strengthen student understanding and connection to the natural world. We sincerely appreciate your consideration and continued support for enriching educational experiences for our students. Please feel free to contact us with any questions regarding this request.

Sincerely,

Mrs. Furstenfeld

Mr. Panchi

Mr. Reed



SANTA BARBARA ZOO

Imagine watching a room of quiet students suddenly erupt into gasps of pure wonder as a towering giraffe lowers its head just inches from theirs; its massive dark tongue gently sweeping a piece of lettuce from a classmate's hand. A field trip to the **Santa Barbara Zoo** is not just a day away from the classroom—it is a breathless, sensory journey where science transforms black-and-white textbook lines into a living, breathing world. Nestled on a hilltop overlooking the Pacific, this intimate zoo offers an emotional, highly immersive environment where K–8th grade students connect with the natural world on a profound, personal level.

What the Experience Feels Like: A Day of Wonder

The Santa Barbara Zoo is uniquely designed to be completely approachable for younger children while remaining deeply engaging for older students. The experience is rich, vibrant, and deeply emotional:

- **Sensing the Wild up Close:** Students do not just look at barriers; they stand feet away from magnificent **Amur Leopards, Western Lowland Gorillas, and California Condors**. They hear the guttural calls of primates, smell the earthy eucalyptus, and watch the fluid grace of apex predators.
- **The Thrill of Tactile Connections:** At the interactive feeding stations, children feel the brush of a giraffe's muzzle or look directly into the eyes of a creature half a world away. These moments shatter indifference, sparking an immediate, passionate desire to protect these animals.
- **The Magic of Exploration:** Walking through the lush, winding pathways feels like stepping into a hidden tropical oasis. The zoo's manageable size means students spend their energy discovering wildlife rather than getting exhausted by endless walking, keeping their curiosity high from the first exhibit to the last.

Deep Educational Benefits: Building Empathetic Scientists

Beyond the joy of a day outside, a trip to this zoo plants seeds of empathy and scientific inquiry that can last a lifetime:

- **Fosters Radical Empathy:** When children stand face-to-face with an endangered species, conservation stops being an abstract global issue. It becomes a personal mission to save a new friend.
- **Breathes Life into STEM:** Students transition from passive learners to active field researchers. They naturally begin observing behavioral patterns, noting physical adaptations, and asking complex questions about survival.
- **Ignites Future Conservationists:** By highlighting the zoo's direct success stories—such as their critical work breeding and recovering the local **California Condor**—students learn that human efforts can rewrite the future for endangered wildlife.

NGSS Standards Covered (Kindergarten–8th Grade)

The Santa Barbara Zoo’s exhibits provide a vivid, living canvas to meet the **Next Generation Science Standards (NGSS)**. Whether exploring on a self-guided tour or participating in a structured school program, teachers can target these critical standards:

Grade Band

Kindergarten–2nd

3rd–5th Grade

3rd–5th Grade

Middle School (6–8)

MS-LS2-1 & MS-LS2-4: Ecosystem Dynamics and Human Resource Impacts

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX (661) 766-2255

Student Field Trip Request

Requestor(s): Angel Cannon Today's Date: 6/4/26
Purpose: Chico State Livestock Judging Camp

Field Trip Location/Destination: Chico
Departure Date: 8/6/26 Departure Time: 12pm Return Date: 8/9/26 Return Time: 12am
Grade Level(s): 10 Site Location: CVHS Number of Students: 4
Will Sack Lunches be Needed? YES NO **If yes, please fill out Sack Lunch Request form**
Method of transportation: Ag Van
Ensure you have filled out a Vehicle Request form if needed.

ESTIMATE OF EXPENDITURES:

Substitute Needed: YES NO Number of Days: _____
Lodging Needed: YES NO Where? Chico - Air BnB
Meals Needed: YES NO Total Estimate of Expenses: _____
Source of Funding for This Field Trip: CTEIG

-----DO NOT WRITE BELOW THIS LINE - FOR DISTRICT OFFICE USE ONLY-----

ADMINISTRATION APPROVAL

SITE ADMINISTRATOR SIGNATURE: _____

DATE: 4 Jun 2024

SUPERINTENDENT SIGNATURE: _____

DATE: _____

REQUEST APPROVED: YES ___ NO ___

BOARD APPROVAL

APPROVED BY THE BOARD: YES: ___ NO: ___

APPLICANT NOTIFIED: YES: ___ NO: ___

FINANCE NOTIFIED: YES: ___ NO: ___

Student Field Trip Request

Form 3B

Rev. 06.24.2019

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

VEHICLE REQUEST FORM

PLEASE READ:

- Busses must be reserved (2) weeks in advance.
- Cars and vans must be reserved (1) week in advance.
- All drivers must provide a copy of their insurance and driver's license to the district office.
- Failure to complete this document in full may result in denial of your request.

Requestor's Name and Title: Angel Cannon Date: 6/4/26

Type of Vehicle(s) requesting:

Bus: _____ Ford Taurus: _____ Toyota Camry (Manual) _____

Chevy Van (8 Passenger): _____ Dodge Van (7 Passenger) _____ Ag VAN

Vehicle Pick Up Date Requesting: 8/6/26 Time: 12pm

Vehicle Return Date Requesting: 8/9/26 Time: 12am

Destination: Chico State Accompanying Field Trip request? YES NO

Drivers Attending:

Name: Angel Cannon CA DL#: on file Cell Phone #: _____

-----Office Use Only-----

Expense Acct Charged: CTEIG

Approval: ACannon

Vehicle Request Form

Form 2B

Rev. 06 24 2019



CERTIFICATION OF SIGNATURES AND DELEGATION OF AUTHORITY (must attach Resolution)

As clerk/secretary to the governing board of the above-named district, I certify that the signatures shown below in **Column 1** are the verified signatures of the members of the governing board. I certify that the signatures shown in **Column 2** are the verified signatures of the person or persons authorized [with Board Delegation of Authority as specified on the attached resolution] These certifications are made in accordance with the provisions of Education Code Sections K-12 Districts: 35143, 42632, and 42633, 17604

If persons authorized to sign orders as shown in **Column 2** are unable to do so, the law requires the signatures of the majority of the governing board

These approved signatures are valid for the period of: June 18, 2025 to December 8, 2026
 In accordance with governing board approval dated June 18, 2026

Signature _____
 Clerk or Secretary of the Board

Typed Name _____
 Clerk or Secretary of the Board

NOTE: Please TYPE name under signature

Column 1 Signatures of Members of the Governing Board	
If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form	
SIGNATURE	
TYPED NAME	Jeffrey Mitchell
President of the Board of Trustees/Education *	
SIGNATURE	
TYPED NAME	
Vice President of the Board of Trustees/Education	
SIGNATURE	
TYPED NAME	Elaine Johnson
Clerk of the Board of Trustees/Education *	
SIGNATURE	
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	
TYPED NAME	Jeanette Rosales
Member of the Board of Trustees/Education	
SIGNATURE	
TYPED NAME	Danielle Reynolds
Member of the Board of Trustees/Education	
SIGNATURE	
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	
TYPED NAME	

Column 2 Board Delegation of Authority - required below for individuals signing physical documents i.e. contracts, quotes, Pay 01 and manual warrant requests	
<i>See attached resolution for details</i>	
SIGNATURE	
TYPED NAME, TITLE	Kevin Lebsack
TITLE	Superintendent / Principal
SIGNATURE	
TYPED NAME	Grace Griego
TITLE	Business Manager
SIGNATURE	
TYPED NAME	Jaime Hernandez
TITLE	Community Schools Coordinator
SIGNATURE	
TYPED NAME	Rachel Leyland
TITLE	CVHS Social Studies Teacher
SIGNATURE	
TYPED NAME	
TITLE	
SIGNATURE	
TYPED NAME	Kevin Lebsack
*SECRETARY (per EC1010, the Superintendent)	

*These individuals are authorized to sign reports, budgets, and all documents requiring signature of Secretary, Clerk or President *

**RESOLUTION OF THE GOVERNING BOARD
DELEGATION OF GOVERNING BOARD POWERS/DUTIES**

Whereas, Education Code Section 35161 provides that “The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board...;” and

Whereas, Education Code Section 35161 further provides that the governing board “...may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated;” and

Whereas, the governing board of the **Cuyama Joint Unified School District** recognizes that, while the authority provided in Education Code Section 35161 authorizes the board to delegate any of its powers and duties, the governing board retains the ultimate responsibility over the performance of those powers and duties; and

Whereas, the governing board further recognizes that where other Education Code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed;

Now, Therefore, Be It Resolved that, in accordance with the authority provided in Education Code Section 35161, the governing board of the **Cuyama Joint Unified School District** hereby delegates to the following officers or employees of the district:

- The authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective from the date this resolution is passed through the year-end accrual phase without submitting the transfers as part of a specific board resolution to the following individuals:

Kevin Lebsack
District Superintendent

Grace Griego
Business Manager

Grace Griego
Community Schools Coordinator

- The authority to approve Payroll Warrants, (i.e., Pay01 report, and manual warrant requests) to the following individuals:

Kevin Lebsack
District Superintendent

Grace Griego
Business Manager

Jaime Hernandez
Community Schools Coordinator

Rachel Leyland
Social Studies Teacher at CVHS

- The authority to approve Commercial Warrants to the following individuals:

Kevin Lebsack
District Superintendent

Grace Griego
Business Manager

Jaime Hernandez
Community Schools Coordinator

Rachel Leyland
Social Studies Teacher at CVHS

- The authority to sign contracts, purchase order, quotes and enter agreements (specify amount, if needed):

Kevin Lebsack
District Superintendent

Grace Griego
Business Manager

Jaime Hernandez
Community Schools Coordinator

- **Other Delegated Authority (Specify):**

Kevin Lebsack
District Superintendent

Grace Griego
Business Manager

Jaime Hernandez
Community Schools Coordinator

Passed and adopted this 18th day of June, 2026 by the following vote:

Ayes:

Noes:

Absent:

Abstain:

Board President's Signature: _____ **Date:** ____/____/____

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
PARTNERSHIP AGREEMENT
BETWEEN
THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
AND
CUYAMA JOINT UNIFIED SCHOOL DISTRICT**

This College and Career Access Pathway Partnership Agreement (“CCAP Agreement”) is between the Allan Hancock Joint Community College District (“COLLEGE”) and Cuyama Joint Unified School District (“SCHOOL DISTRICT”). COLLEGE and SCHOOL DISTRICT will collectively be referred to as “PARTIES” or individually as “PARTY”.

RECITALS

WHEREAS, COLLEGE is a community college district whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the community college services area; and

WHEREAS, SCHOOL DISTRICT is a public school district located within the regional service area of the COLLEGE unless otherwise specified and agreed to as stated in Education Code section 76004, subdivision (a)(1); and

WHEREAS, a high school (“HIGH SCHOOL”) “includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates” as stated in Education Code section 76004, subdivision (a)(2); and

WHEREAS, the PARTIES desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of the Education Code, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness,” (Ed. Code, § 76004, subdivision (a)(3)); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and the COLLEGE; and

WHEREAS, the PARTIES desire to enter this CCAP, which sets forth their mutual rights and responsibilities and governs their relationship; and

WHEREAS, the PARTIES intend for COLLEGE to report full-time equivalent students (“FTES”) and obtain state apportionment for the subject courses given through this CCAP Agreement in

accordance with California Education Code, section 76004 and the appropriate portions of Title 5 of the California Code of Regulations; and

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of California Community Colleges pursuant to Education Code section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college (Ed. Code, § 76004, subdivision (k));

NOW, THEREFORE, PARTIES mutually agree as follows:

1. TERM OF AGREEMENT

1.1. Effective Date and Duration. The term of this CCAP Agreement shall be effective on **July 1, 2026**, and continue in effect until **June 30, 2027**, or until duly modified or terminated by the PARTIES in accordance with Section 1.2 of this CCAP Agreement.

1.2. Early Termination.

- a. This agreement may be terminated by either PARTY without cause or for any reason upon giving at least sixty (60) days prior written notice to the other PARTY. Any students currently enrolled in COLLEGE courses under this CCAP Agreement shall be allowed to complete those courses prior to the termination of this CCAP Agreement.
- b. This CCAP Agreement may be terminated by either PARTY with cause if another PARTY fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the PARTY fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

1.3. The CCAP Agreement Appendix. This CCAP Agreement outlines the terms of the Agreement.

- a. The CCAP Agreement Appendix shall specify CCAP Agreement Courses as well as additional details regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students (“FTES”) projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses:

Appendix A: Agreement with Instructor.

Appendix B: Identification of CCAP Pathways for Course-Specific College and Career Pathway Opportunities.

Appendix C: CCAP Agreement Courses Approved for 2026-2027.

- b. The CCAP Agreement Appendix C shall be reviewed and approved annually by both PARTIES by a duly adopted written amendment to this Agreement.

1.4. **Points of contact and Educational Administrators** are as follows:

COLLEGE:

Deborah Pirman, Dean, Academic Affairs (Educational Administrator)

Deborah.pirman@hancockcollege.edu

805-735-3366 x5146

and

Julia Sokolovska, Director, Extended Campus (Point of Contact)

Julia.Sokolovska@hancockcollege.edu

805-735-3366 x5346

SCHOOL DISTRICT: Alfonso Gamino, Superintendent/Principal

HIGH SCHOOL SITE: Alfonso Gamino, Superintendent/Principal

(Ed. Code, § 76004, subdivision (c)(2))

1.5. A copy of the COLLEGE and SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. (Ed. Code, § 76004, subdivision (c)(3).)

1.6. COLLEGE and SCHOOL DISTRICT shall present this CCAP agreement at an open public meeting of their respective governing boards, allowing for public comments prior to consideration for approval or disapproval of this CCAP agreement. (Ed. Code, § 76004, subdivision (b)(2).)

2. DEFINITIONS

2.1. **CCAP Agreement Courses.** CCAP Agreement Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness (Ed. Code § 76004, subdivision (a)). All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of COLLEGE and applicable law. Courses offered at the COLLEGE that are open to the public for enrollment fall outside of this CCAP agreement and are subject to all conditions and rules of the COLLEGE.

2.2. **Pupil or Student Fees.** Pupil or Student is defined as a resident or nonresident student attending HIGH SCHOOL in California. SCHOOL DISTRICT pupils enrolled in a course offered through this CCAP Agreement shall not be assessed any fee that is prohibited by Education Code section 49011 (Ed. Code § 76004, subdivision (f)), including a fee charged to a student or a student's parent or guardian as a condition for course registration or for textbooks, supplies, materials and equipment needed to participate in the course. Students

who are enrolled in a combination of CCAP and regular credit college courses will be subject to all fees assessed for the regular credit college enrollment for the regular credit college courses.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1. **Student Eligibility.** Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils to achieve college and career readiness" are eligible to participate in CCAP courses hosted at a SCHOOL DISTRICT site. (Education Code § 76004, subdivision (a))
- 3.2. **Student Selection and Enrollment.** Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria will be further specified in the CCAP Agreement Appendix C. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and COLLEGE standards and policies.
- 3.3. **College Admission and Registration.** Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines outlined in applicable law and COLLEGE policy.
- 3.4. **Records of Student Attendance.** All records of student attendance and achievement shall be submitted to COLLEGE periodically using the COLLEGE student information system or upon demand and shall be maintained by COLLEGE.
- 3.5. **Priority Enrollment.** Students enrolling in a CCAP course will have priority enrollment by virtue of their status. High school students enrolling in non-CCAP college courses will not be eligible for priority registration.
- 3.6. **Physical Education Courses.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. (Ed. Code § 76004, subdivision (d)).
- 3.7. **Maximum Units.** Students participating under a CCAP Agreement may enroll in up to a maximum of 15 units per term, without exception, if all the following conditions specified in Ed. Code § 76004 are satisfied:
 - a. The units constitute no more than four community college courses per term.
 - b. The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.
 - c. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.
- 3.8. **Minimum School Day.** The SCHOOL DISTRICT shall certify that it shall teach SCHOOL

DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code sections 46141 and 46142.

- 3.9. **Enrollment Restriction.** COLLEGE reserves the right to block students from enrolling in any courses for students who incur an unpaid debt for a non-CCAP class at the college. COLLEGE agrees to remove the enrollment block when debt is paid in full.

4. COLLEGE APPLICATION PROCEDURE

- 4.1. The COLLEGE will be responsible for processing student applications.
- 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures, and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 4.3. The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

- 5.1. The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be borne by SCHOOL DISTRICT.
- 5.2. Both COLLEGE and SCHOOL DISTRICT will ensure that ancillary and support services are accessible to students (e.g., Tutoring.)
- 5.3. A student taking courses under this CCAP Agreement with an Individual Education Plan or 504 Plan with the SCHOOL DISTRICT may request accommodation for his or her disability to participate in the educational programs and activities required by the COURSE and COLLEGE. All such requests shall be processed through the COLLEGE LAP (Learning Assistance Program) office and will follow the standard LAP process for requesting accommodation. Accommodation required by state law or SCHOOL DISTRICT policy will be provided through SCHOOL DISTRICT in consultation with the COLLEGE LAP Office in accordance with COLLEGE policy.

6. CCAP AGREEMENT COURSES

- 6.1. The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement.
- 6.2. The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement.
- 6.3. The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE in consultation with the SCHOOL DISTRICT and with the approval of the COLLEGE and will be recorded in the Appendix C to this CCAP Agreement.
- 6.4. Courses offered as part of a CCAP Agreement shall be jointly selected and approved by COLLEGE and SCHOOL DISTRICT.
- 6.5. Courses offered as part of this CCAP Agreement shall have a minimum enrollment of fifteen

5

(15) students.

- 6.6. The SCHOOL DISTRICT confirms that each approved CCAP course is held for no less than 50 minutes each class day in full compliance with the course outcomes determined by the COLLEGE.
- 6.7. Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Academic Policy & Planning (AP&P) Committee and submitted to the Chancellor's Office. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.8. Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester basis.
- 6.9. Courses offered at the SCHOOL DISTRICT as part of this CCAP Agreement shall be of the same quality and rigor as those offered on the COLLEGE campus and shall be in compliance with COLLEGE academic standards.
- 6.10. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.13. COLLEGE has the sole right to control and direct the instructional activities for all CCAP Agreement courses and all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.
- 6.15. CCAP Agreement Courses outlined in Appendix C shall be updated annually and approved before the start of each academic year.

7. INSTRUCTORS

- 7.1. All instructors teaching COLLEGE courses as part of this CCAP Agreement, inclusive of student or substitute teachers teaching for two or more weeks, must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended.
- 7.2. The CCAP Agreement Appendix C shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education.
- 7.3. This CCAP Agreement specifies that the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. SCHOOL DISTRICT shall immediately notify COLLEGE if an instructor is charged with an offense prohibited by Education Code sections 44010 or 44011.
- 7.6. Prior to teaching, faculty provided by the SCHOOL DISTRICT shall participate in required discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Such training shall be approved and provided by the COLLEGE.
- 7.7. Prior to teaching, instructors provided by the COLLEGE may receive training and orientation from SCHOOL DISTRICT regarding, but not limited to, SCHOOL DISTRICT policies, practices, and requirements. Such training may be approved and provided by the SCHOOL DISTRICT.
- 7.8. Faculty provided by the SCHOOL DISTRICT are eligible to participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, addressing course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.9. The COLLEGE shall evaluate faculty performance for the college courses using an evaluation process and standards adopted by the COLLEGE.
- 7.10. The COLLEGE and SCHOOL DISTRICT will work collaboratively to identify instructors from SCHOOL DISTRICT who may meet minimum qualification requirements or local equivalency standards to teach a COLLEGE course and encourage them to apply for consideration. Instructors will be required to go through the COLLEGE screening process for possible selection and assignment to the course.
- 7.11. The SCHOOL DISTRICT teachers approved to teach COLLEGE courses remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of COLLEGE specifically with regard to their duties

as COLLEGE instructors, pursuant to the terms of Appendix A.

- 7.12. The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction.
- 7.13. Faculty provided by the SCHOOL DISTRICT who do not comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach college courses under this CCAP Agreement.
- 7.14. SCHOOL DISTRICT teachers approved to teach CCAP Courses under this CCAP Agreement must submit grades to both the COLLEGE and SCHOOL DISTRICT using the COLLEGE student information system by the established timeline (Appendix D).
- 7.15. SCHOOL DISTRICT teachers approved by the COLLEGE shall sign an Agreement with the Instructor (Appendix A) prior to the start of each academic year.
- 7.16. SCHOOL DISTRICT teachers approved by the COLLEGE shall provide support to high school students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, common assessments, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1. The COLLEGE shall name a point of contact to facilitate coordination and cooperation between COLLEGE, SCHOOL DISTRICT, and HIGH SCHOOL in conformity with COLLEGE policies and standards. (Ed. Code, § 76004, subd. (c)(2).) Among other things, the COMMUNITY COLLEGE DISTRICT point of contact and the SCHOOL DISTRICT point of contact described in Section 9.2, shall collaborate to determine the process for timely receiving, investigating, and remediating complaints of sexual misconduct or other conduct covered by Title IX of the Education Amendments of 1972 alleged to have occurred in or related to the CCAP program.
- 9.2. The SCHOOL DISTRICT shall name a point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT, COLLEGE, HIGH SCHOOL in conformity with SCHOOL DISTRICT policies and standards.

9.3. This CCAP Agreement requires an annual report to the office of the Chancellor of the California Community Colleges by COLLEGE and SCHOOL DISTRICT. COLLEGE shall complete and file the Apportionment Attendance Report (CCFS-320); SCHOOL DISTRICT agrees to provide the following information, when requested by COLLEGE, in accordance with Education Code Section 76004:

- a. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- d. The total number of full-time equivalent students generated by CCAP partnership community college district participants.

10. DISPUTES

10.1. COLLEGE and SCHOOL DISTRICT recognize that, from time to time, disputes may arise between COLLEGE employees or students and SCHOOL DISTRICT employees or students. When such disputes arise, COLLEGE and SCHOOL DISTRICT shall collaborate and use their best efforts to resolve them informally. Where informal resolution is not successful or the PARTIES must address a formal inter-agency complaint, the following process will be utilized to resolve the matter.

- a. The PARTY receiving the complaint will timely notify the other, and promptly provide the other PARTY with any written complaint received.
- b. The Educational Administrators will review the complaint to determine, based on the nature of the complaint, whether any statutory or regulatory timelines or other procedural requirements apply, including but not limited to:

10.1.b.1. Whether COLLEGE is required to investigate the complaint to the State Chancellor pursuant to Title 5 of the California Code of Regulations.

10.1.b.2. Whether, based on the nature of the complaint, the complainant is entitled to any rights or protections with regard to how the complaint is handled, pursuant to Title 5 or applicable state or federal laws, including but not limited to Title IX of the Education Amendments of 1972.

10.1.b.3. If either Educational Administrator finds such rights to exist, he or she shall notify the other Educational Administrator, and COLLEGE and SCHOOL DISTRICT shall cooperate as needed in carrying out these requirements. It is understood that such requirements may include but are not limited to conducting a formal investigation within regulatory timelines or the implementation of interim safety measures for the complainant.

- c. Within a reasonable time, either PARTY receiving the complaint, the PARTIES will discuss the nature and severity of the allegations and come to a mutual agreement regarding the need for and scope of any investigation required. If it is agreed that a formal investigation is required, the PARTIES will mutually agree upon an investigator, who

may be an outside investigator, or qualified employee of COLLEGE or SCHOOL DISTRICT. If the PARTIES agree to have the matter investigated internally by either a COLLEGE or SCHOOL DISTRICT employee, the other PARTY may designate an employee to attend all witness interviews. Where it is determined that an outside investigator will be used, the cost will be divided between the PARTIES.

- d. If, despite the good faith effort of the PARTIES, they are unable to agree on a process for investigating the complaint, the PARTY whose employee/student is the subject of the complaint will determine the process.
- e. The COLLEGE and SCHOOL DISTRICT will cooperate in any investigation initiated and make its employees available to the investigator.
- f. Interviews of COLLEGE and SCHOOL DISTRICT employees shall comply with any rights and protections afforded to them under an applicable collective bargaining agreement or state or federal law, including but not limited to the right to have a representative present during an interview that could lead to discipline.
- g. The investigator will prepare a report that will be provided to both PARTIES setting forth findings as to the allegations and the basis for the findings.
- h. The COLLEGE and SCHOOL DISTRICT shall share any and all materials from the investigation, unless sharing would cause a PARTY to violate confidentiality or privacy laws.
- i. The COLLEGE and SCHOOL DISTRICT have sole discretion in determining any disciplinary measures to be imposed against their respective employees or students.
- j. Regardless of any disciplinary measures taken by the COLLEGE or SCHOOL DISTRICT against its respective employees or students, the other PARTY retains the right to have the subject of a sustained complaint removed from participating in or providing services for the program that is the subject of this CCAP Agreement.

11. APPORTIONMENT

- 11.1. COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 11.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils.
- 11.3. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the SCHOOL DISTRICT has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004, subdivision (o)(2)).
- 11.4. The attendance of a SCHOOL DISTRICT pupil at the COLLEGE as a special part-time or full-time student pursuant to this section is authorized attendance for which the COLLEGE shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

12. CERTIFICATIONS

- 12.1. The SCHOOL DISTRICT certifies that:
- a. The direct education costs of the courses offered as part of this CCAP Agreement are not fully funded through other sources.
 - b. It agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
 - c. Any COLLEGE instructor teaching a course at the SCHOOL DISTRICT has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- 12.2. The COLLEGE certifies that:
- a. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE.
 - b. The COLLEGE has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
 - c. The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4 and students participating in this CCAP Agreement will not lead to displacement of otherwise eligible adults at the COLLEGE.
 - d. A qualified SCHOOL DISTRICT instructor teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing COLLEGE faculty member teaching the same course at the partnering community college campus.
- 12.3. The PARTIES certify that:
- a. Any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code section 44010 or as amended, or any controlled substance offense as defined in Education Code section 44011 or as amended.
 - b. The SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. (Ed. Code § 76004, subdivision (l).)

13. PROGRAM IMPROVEMENT

- 13.1. The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and school counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

- 14.1. Permanent records of student attendance, grades and achievement will be maintained by both the SCHOOL DISTRICT and COLLEGE for SCHOOL DISTRICT students who enroll in course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades, and achievement for COLLEGE students shall be maintained by COLLEGE.
- 14.2. Each PARTY shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each PARTY may review and obtain a copy of the other PARTY'S pertinent records subject to federal and state privacy statutes.
- 14.3. SCHOOL DISTRICT instructors will submit grades to the COLLEGE when due according to the COLLEGE schedule per section 7.14. The SCHOOL DISTRICT will include all criteria identified by the COLLEGE for grading purposes.
- 14.4. COLLEGE may provide the SCHOOL DISTRICT with a report on participating students' final grades after each term.

15. CCAP AGREEMENT DATA MATCH AND REPORTING

- 15.1. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 15.2. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

16. DATA SHARING

- 16.1. COLLEGE and SCHOOL DISTRICT may share confidential student data, excluding certain information for students participating in DSPS and LAP programs, for the limited purposes of evaluating educational services provided under this agreement and assessing student performance in related programs and services. All data sharing shall be conducted in accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and applicable state laws.
- 16.2. Any disclosure of student information will be limited to the minimum necessary to fulfill the stated purpose and, where feasible, will utilize de-identified or aggregated data. When personally identifiable information (PII) is shared, it shall be disclosed only to authorized representatives with a legitimate educational interest and shall be used solely for research, evaluation, and analytical purposes consistent with this agreement.
- 16.3. The receiving party agrees to maintain the confidentiality and security of all shared data, to use the information only for the purposes specified herein, and to prohibit any unauthorized disclosure or redisclosure in accordance with FERPA. All student record information shall be protected as described in Section 17 of this agreement.

17. PRIVACY OF STUDENT RECORDS

- 17.1. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act

(FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as outlined in Education Code section 49064 and section 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence and further agree not to disclose such records except as authorized by applicable law or regulation for COLLEGE records or by the parent or guardian's prior written consent for HIGH SCHOOL records. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

- 17.2. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that they may receive pursuant to this CCAP Agreement solely for purposes consistent with their authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 17.3. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 17.4. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation. Parent or guardian requests for information will need to be addressed directly by the HIGH SCHOOL or SCHOOL DISTRICT personnel.

18. REIMBURSEMENT

- 18.1. The SCHOOL DISTRICT shall invoice the COLLEGE no later than 30 (thirty) days after the start of each term for the instructional services provided through this CCAP agreement as follows:

For courses taught by COLLEGE-approved SCHOOL DISTRICT teachers and COLLEGE instructors on HIGH SCHOOL campuses during regular high school hours rendered at the rate of \$1,000.00 per course unit delivered to CCAP students.

Example: 3 CCAP courses @ 3 units each = 9 units x \$1,000.00 = \$9,000.00

- 18.2. The COLLEGE shall make payment to the SCHOOL DISTRICT within 30 days of receiving the invoice for instructional services rendered.
- 18.3. The COLLEGE is required to report to the state the percentage of funds paid to an agency to the SCHOOL DISTRICT that will provide direct instruction on behalf of the college as part of the CCAP partnership agreement.

19. FACILITIES

- 19.1. The SCHOOL DISTRICT will provide adequate classroom space at its facilities or other mutually agreed upon locations to conduct the instruction and do so without charge to COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard

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SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable buildings, fire, and safety codes.

19.2. The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are the SCHOOL DISTRICT's sole property.

19.3. The SCHOOL DISTRICT facilities may be used by COLLEGE for COLLEGE course offerings before or after regular high school schedule at no additional cost. Prior approval by the SCHOOL DISTRICT is required. COLLEGE courses offered before or after the regular high school schedule will be open to the public.

20. INDEMNIFICATION

20.1. The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE, and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of SCHOOL DISTRICT's or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.

20.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of COLLEGE'S or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.

21. INSURANCE

21.1. The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state

of California. Said policy of insurance, insurance coverage through a public entity risk management JPA, or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

21.2. The COLLEGE, in order to protect the SCHOOL DISTRICT, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the State of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the SCHOOL DISTRICT, its agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the SCHOOL DISTRICT.

21.3. For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its employees who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT employees made in connection with performing services and receiving instruction under this CCAP Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT employees connected with providing services under this CCAP Agreement.

22. NON-DISCRIMINATION

22.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

23. NOTICES

23.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

Allan Hancock College Joint Community College District
800 S. College Drive
Santa Maria, CA 93460

Attn: VP of Finance and Administration

Cuyama Joint Unified School District
Address: 2300 Hwy 166, Cuyama, CA 93254
Attn: Alfonso Gamino

24. MODIFICATION AND AMENDMENT

- 24.1. Appendix A through D to this CCAP Agreement is incorporated by this reference into this CCAP Agreement.
- 24.2. This CCAP Agreement and Appendix A through D to this CCAP Agreement set forth the entire agreement between the PARTIES relating to the subject matter of this CCAP Agreement. This CCAP Agreement and Appendix A through D to this CCAP Agreement supersede any prior agreements, promises, negotiations, or representations, express or implied, oral or written, not included in this CCAP Agreement and Appendix A through D to this CCAP Agreement.
- 24.3. This Agreement may be amended only with the mutual consent of the Parties. All amendments must be in writing and must be approved by the Parties' respective governing Boards.

25. GOVERNING LAWS

- 25.1. This CCAP Agreement will be governed by and construed in accordance with California law, and the venue of any action or proceeding in connection with this CCAP Agreement shall be Santa Barbara County, California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 26.1. For locations outside the geographical boundaries of Allan Hancock College Joint Community College District, the COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

- 27.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

28. COUNTERPARTS

- 28.1. This CCAP Agreement may be executed by the PARTIES in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the PARTIES hereto have caused this CCAP Agreement to be executed on the dates set forth below, to be effective as of the Effective Date.

ALLAN HANCOCK JOINT COMMUNITY
COLLEGE DISTRICT

CUYAMA JOINT UNIFIED SCHOOL
DISTRICT

By: _____
Laura Becker
Associate Superintendent/Vice President of
Finance and Administration

By: _____
Alfonso Gamino
Superintendent/Principal

Date: _____

Date: _____

ALLAN HANCOCK JOINT COMMUNITY
COLLEGE DISTRICT BOARD MEETINGS

CUYAMA JOINT UNIFIED SCHOOL
DISTRICT BOARD MEETINGS

Information Board Meeting Date:

Information Board Meeting Date:

Public Comment
and Approval Board Meeting Date:

Public Comment
and Approval Board Meeting Date:

APPENDIX A

ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT

Agreement with INSTRUCTOR

This agreement is made and entered into this ____ [day] of _____ [month] ____ [year] by three parties: The Allan Hancock College Joint Community College District (hereinafter "COLLEGE"), the _____ [high school district] (hereinafter "SCHOOL DISTRICT") and _____ [first name, last name], an employee of the SCHOOL DISTRICT (hereinafter "INSTRUCTOR") who is being assigned to the COLLEGE on a part-time basis pursuant to Title 5, California Code of Regulations, section 58058(b).

WHEREAS, the SCHOOL DISTRICT has the experience, training, equipment and other resources, and staff necessary to provide instruction to COLLEGE students through the CCAP Agreement;

WHEREAS, Title 5, California Code of Regulations, section 58050, subdivision (a) provides authority for claiming apportionment;

NOW, THEREFORE, the three parties to this Agreement hereby agree as follows:

1. The SCHOOL DISTRICT's INSTRUCTOR is an employee of the SCHOOL DISTRICT who shall meet "Minimum Qualifications" for the academic position of COLLEGE's INSTRUCTOR as established by the COLLEGE and as determined by the COLLEGE.
2. The SCHOOL DISTRICT's INSTRUCTOR is professionally and specially trained and competent to provide the supervisory and/or instructional services required by the COLLEGE.
3. The INSTRUCTOR will be an employee of the COLLEGE for purposes of the Attendance Accounting Standards (Ed. Code, § 58050). COLLEGE has the right to; 1) evaluate and terminate INSTRUCTOR; 2) evaluate the quality of instruction to ensure that it meets the needs of students; 3) evaluate the quality and rigor equal to the COLLEGE'S approved course outline of record and the accreditation requirements of COLLEGE. The COLLEGE will not provide INSTRUCTOR evaluation results to the SCHOOL DISTRICT.
4. The SCHOOL DISTRICT's INSTRUCTOR shall at all times comply with the supervisory and/or instructional requirements outlined in Title 5, California Code of Regulations, section 58055, which require direct instruction by the SCHOOL DISTRICT's INSTRUCTOR except in limited circumstances. The SCHOOL DISTRICT's INSTRUCTOR's responsibilities and duties as an employee of the COLLEGE shall include, but are not limited to, the following:
 - 4.1. Ensure that an instructional time of 50 minutes per class each day is expended in full compliance with the course objectives determined by the COLLEGE.
 - 4.2. Ensure the safety and well-being of students.
 - 4.3. Be in sufficient physical proximity and range of communication to provide immediate instructional supervision and control of all students in his/her classes.
 - 4.4. Attend periodic staff meetings with the COLLEGE.
 - 4.5. Regularly check and respond to communication from COLLEGE.
 - 4.6. Priority in class enrollment shall be given to students desiring to take the course for college credit towards a degree or certificate (Ed. Code § 76370). Ensure accurate and current daily student attendance records, accurate calculation of final student grades of

all students enrolled in the course for college credit, and the prompt submission of all data necessary for the calculation of FTES to the DISTRICT within 3 (three) calendar days of course completion (Ed. Code § 84500).

- 4.7. Ensure the effective use of instructional methods, technology, testing and remediation.
 - 4.8. Ensure that he/she does not have any other assigned duties during the instructional activity where multiple skill levels of students are being taught for which attendance is being claimed.
 - 4.9. Be familiar with and comply with all relevant COLLEGE policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
 - 4.10. Provide support to SCHOOL DISTRICT students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.
5. The SCHOOL DISTRICT shall indemnify and hold harmless the COLLEGE and its authorized agents, officers, and employees against any and all claims and actions arising from the SCHOOL DISTRICT's INSTRUCTOR's or SCHOOL DISTRICT's negligent, reckless or intentional acts, errors or omissions and for any cost or expense incurred by the COLLEGE on account of any claim therefor.
 6. The COLLEGE shall provide no compensation to the SCHOOL DISTRICT's INSTRUCTOR for any services rendered pursuant to this Agreement, but compensation, as well as workers' compensation insurance, shall be the responsibility of the SCHOOL DISTRICT in accordance with its established and standard practices.
 7. This Agreement may be terminated at any time by the COLLEGE within the sole and exclusive discretion of the COLLEGE upon written notice to the SCHOOL DISTRICT and the SCHOOL DISTRICT's INSTRUCTOR. This Agreement may be terminated upon thirty (30) days' prior written notice to COLLEGE by either the SCHOOL DISTRICT or the SCHOOL DISTRICT's INSTRUCTOR within either's sole and exclusive discretion.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year last written below.

INSTRUCTOR

ALLAN HANCOCK COLLEGE JOINT
COMMUNITY COLLEGE DISTRICT

Print

Print

Signature

Signature

APPENDIX B

Identification of CCAP Pathways for Course-Specific College and Career Pathway Opportunities

Pursuant to California Assembly Bill No. 288, the COLLEGE and SCHOOL DISTRICT enter into this partnership agreement to offer College and Career Pathways (CCAP) to high school students to expand dual enrollment opportunities to facilitate college and career readiness, particularly among students who may not already be college-bound or who are underrepresented in higher education.

The goal of the CCAP partnership is to offer seamless pathways from high school to community college to promote: 1) academic preparation for transfer to four-year colleges and universities; 2) completion of career and technical education programs for entry into the workforce; (3) improving high school graduation rates, and (4) helping high school pupils achieve college and career readiness.

The following pathways are included in the CCAP partnership agreement between the COLLEGE and SCHOOL DISTRICT:

Career and Technical Education:

1. This pathway includes COLLEGE courses in a Career and Technical education (“CTE”) pathway at the college level that apply to an Allan Hancock College degree or certificate in the pathway. This includes:
 - a. Naming of HIGH SCHOOL Pathway and Course Location in Sequence (Introductory, Concentrator, Capstone, or Practicum)
 - b. Naming of COLLEGE Pathway – Degree or Certificate
 - c. Identifying Career/Employment Outcomes associated with CTE Pathway
 - d. Identifying the course(s) in the Pathway to be offered under the CCAP Agreement.
2. Examples of CTE Technical Pathways include Automotive, Digital Art and Graphic Design, Culinary, Early Childhood Studies, Welding etc.

College and Career Readiness:

1. This pathway includes COLLEGE courses in career exploration and career development that prepare students in college and career planning. Successful completion of these courses will allow students to matriculate at college level in courses in a CTE pathway or General Education/California State University (“CSU”) Transfer pathway.
2. Course examples include: WEE (Work Experience); PD (Career Planning).

Preparation for Transfer:

1. California General Education Transfer Curriculum (Cal-GETC). This pathway includes COLLEGE courses which have been approved to meet the lower-division general education requirements at any CSU or University of California campus (i.e. Areas 1-6)

Improve High School Graduation Rates:

1. Student participation in college courses improves graduation rates of students who participate compared to peers who do not participate in college-level coursework.

APPENDIX C

CCAP Agreement Courses Approved for 2026-2027

SCHOOL DISTRICT:		CUYAMA JOINT UNIFIED SCHOOL DISTRICT													
SCHOOL SITE / LOCATION:		CUYAMA VALLEY HIGH SCHOOL													
TOTAL Projected Number of Students To Be Served:		75													
TOTAL Estimated FTES To Be Claimed:		7.7													
TOTAL Number of Courses Offered:		5													
CB01 - Course Name and Number	CB02 - Course Title	Units	Term	Number of Sections	Class Period(s)	Days(s)	Time	Instructor of Record	Employer of Record	Location	Room	Modality	Total Number of Students to be served	Estimated FTES to be claimed	Pathway Aligned Per Education Code 76004 (a) (1)
AG 152	Intro to Animal Science	3	Spring	1	TBD	TBD	TBD	Angelique Cannon	School District	CVHS	AGLAB	In-person	15	1.54	Career Technical Education
AG 155	Intro to Mechanized Agriculture	3	Spring	1	TBD	TBD	TBD	Carlos Diaz	School District	CVHS	SHOP	In-person	15	1.54	Career Technical Education
AG 156	Intro to Environmental Horticulture	3	Spring	1	TBD	TBD	TBD	Angelique Cannon	School District	CVHS	AGLAB	In-person	15	1.54	Career Technical Education
AG 157	Ag Sales, Communication & Leadership	3	Spring	1	TBD	TBD	TBD	Angelique Cannon	School District	CVHS	AGLAB	In-person	15	1.54	Career Technical Education
AG 191	Agriculture Production Enterprise, Spring	2	Spring	1	TBD	TBD	TBD	Carlos Diaz	School District	CVHS	SHOP	In-person	15	1.54	Career Technical Education
TOTALS:	5												75	7.7	

1. **REQUIRED:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Discipline(s) Placement	Minimum Qualifications For Instructors
AG 152 AG 155 AG 156	Agricultural Engineering OR Agricultural Production OR Agriculture	<p>Agricultural Engineering (equipment and machinery, farm mechanics), Agricultural Production (animal science, plant science, beekeeping, aquaculture):</p> <ul style="list-style-type: none"> • Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience <p>NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.</p> <p>Agriculture:</p> <ul style="list-style-type: none"> • OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, entology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent
AG 157	Agricultural Business and	Agricultural Business and Related Services (inspection, pest control, food processing/meat

	<p>Related Services OR Agricultural Engineering OR Agricultural Production OR Agriculture OR Business</p>	<p>cutting), Agricultural Engineering (equipment and machinery, farm mechanics), Agricultural Production (animal science, plant science, beekeeping, aquaculture):</p> <ul style="list-style-type: none"> • Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience <p>NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.</p> <p>Agriculture:</p> <ul style="list-style-type: none"> • OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, entology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent <p>Business:</p> <ul style="list-style-type: none"> • OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education • OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR the equivalent
<p>AG 190 AG 191</p>	<p>Agricultural Production OR Agriculture</p>	<p>Agricultural Production:</p> <ul style="list-style-type: none"> • Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. <p>Professional experience is required when the application possesses a master's degree.</p> <p>NOTE: Professional experience is required when the application possesses a master's</p>

	<p>degree. The professional experience required must be directly related to the teaching assignment.</p> <p>Agriculture:</p> <ul style="list-style-type: none"> • OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent
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3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Cuyama Valley High School 4500 Hwy 166 New Cuyama, CA 93254	AGLAB, SHOP	Mondays – Fridays	7:30 am – 3:30 pm

Access and Equipment
 Installation

Project: California Groundwater Monitoring Project
Parcel No(s):
Station Name/Number(s):
DWR Site Code:

LICENSE AGREEMENT FOR GROUNDWATER WELL MONITORING PROJECT

This License Agreement (this "Agreement") for property access to perform groundwater monitoring and data collection which may include installation, maintenance, repair, and removal of automated monitoring and data transmission equipment, and incidental work to ensure data accuracy and equipment security. This Agreement is entered into as of _____ (the "Effective Date"), by and between _____, hereinafter ("Licensor"), and the California Department of Water Resources, a department of the State of California's Natural Resources Agency hereinafter ("Licensee"). Licensor and Licensee are hereinafter at times collectively referred to as the "Parties" and individually as a "Party."

RECITALS

A. Licensor owns the real property APN _____ located in the County of _____, State of California (the "Property"). The Property is shown in Exhibit A, incorporated herein by such reference.

B. Under this Agreement, Licensor is granting Licensee a license to access the Property and conduct Work (defined below). The Work will take place on a portion of the Property (the "Site") where Licensor has an existing groundwater well identified as Station Name(s) _____. The location of the Site is shown on Exhibit A.

C. This Agreement will support the California Groundwater Monitoring Project ("Project"), and data collected from the Project work will be available publicly via the Licensee's data publishing platforms.

Now, therefore, the Parties agree as follows:

AGREEMENT

1. Grant of License.

Licensor hereby grants to the Licensee and its employees, agents and contractors a license to enter upon and use the Property as set forth in Section 2.

2. Use of Property.

Licensee may perform the Work (defined below) on the Site and may enter, exit, and travel across the Property to perform the Work. The "Work" consists of collecting groundwater data, samples and readings, installing, maintaining, repairing, and removing Equipment (defined below), conducting elevation surveys, and for such other incidental purposes as may be required, subject to the provisions contained herein. "Equipment" is defined as automated monitoring and data transmission equipment such as data loggers and telemetry equipment as well as security equipment such as fencing and security enclosures.

The Work will be performed within the Site as shown on Exhibit A. Licensor will allow Licensee to pass over the Property as may be reasonably necessary for entrance to and/or exit from the Site to perform the activities provided in this Agreement. Licensor will provide Licensee with any keys necessary or allow Licensee to place locks in a chain configuration with existing locks in order to gain vehicle access to Site. Licensee shall close all gates behind them while visiting the Site. Licensor retains all of Licensor's rights to use the Property; however, Licensor shall not unreasonably interfere with Licensee's uses of the Property provided for within the scope of this Agreement.

3. Term

This Agreement shall expire thirty (30) calendar days after Licensee provides written notice to Licensor that the Project has concluded or the groundwater well is not needed for this Project. However, either Party may terminate this Agreement prior to the expiration of the Agreement by providing a written thirty (30) day notice of termination to the other Party.

4. Repair

To the extent any Party is the direct cause of damage to the Property, such Party shall, within a reasonable amount of time following the discovery thereof, repair any damage. The repair shall return the Property to the condition it was in immediately preceding the occurrence of any such damage.

5. Equipment Removal at Expiration or Termination of Agreement

Within thirty (30) calendar days of expiration or termination of this Agreement, Licensee shall remove the Equipment and shall engage in reasonable efforts to restore any disturbed portion of the Site to its condition preceding installation of the Equipment, normal wear and tear excepted.

6. Indemnification

Each Party agrees to indemnify and hold harmless each other Party and its employees, contractors, agents, representatives, transferees, successors, assigns, or invitees, from and against any and all liabilities, claims, actions, or demands, costs or expenses, including attorney's fees (collectively, a "Loss"), arising out of or in any way connected to each of their and their respective contractors', representatives', heirs', successors', assigns', or invitees' use of the Property, such indemnity being to the extent of Loss caused by their or their contractors', representatives', heirs', successors', assigns', or invitees' willful misconduct or active negligence.

7. Notices

All notices given pursuant to this Agreement must be in writing and by electronic mail delivered to the addresses set forth below, promptly followed by personal delivery, U.S. Mail or established express delivery service, such as Federal Express, with postage or delivery charge prepaid, return receipt requested, and addressed to the persons and addresses designated below. All notices shall be effective upon receipt.

Licensee:

Groundwater Monitoring Program

California Department of Water Resources, Select Regional Office

Address _____

City, CA ZIP Code _____

Phone Number _____

Email _____

Licensor:

Name and title _____

Company or Agency _____

Address _____

City, CA ZIP Code _____

Phone Number _____

Email _____

8. Execution in Counterparts

This Agreement may be executed in any number of counterparts, which together shall constitute one agreement with the same effect as if the Parties had signed the same signature page. The Parties further agree that electronic signatures shall have the same force and effect as manual signatures.

9. Authority to Sign

The Parties represent and warrant that the person executing this Agreement on behalf of each respective Party has full power and authority to enter into this Agreement.

10. Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and assigns. Licensor agrees to inform any successor or assign of the existence and content of this Agreement prior to any transfer of the Property by Licensor.

11. Entire Agreement

This Agreement sets forth the entire understanding and agreement of the Parties and shall supersede any other agreements and understandings (written or oral) between the Parties on or prior to the date of this Agreement with respect to the subject matter of this Agreement.

12. Amendment or Modification

No amendment or modification to any term or provision of this Agreement shall be valid unless in writing and executed and delivered by each of the Parties.

SIGNATURES ON FOLLOWING PAGE

Licensors:

▶ _____

Date: _____

ACCEPTANCE RECOMMENDED:

▶ _____, Right of Way Agent Date

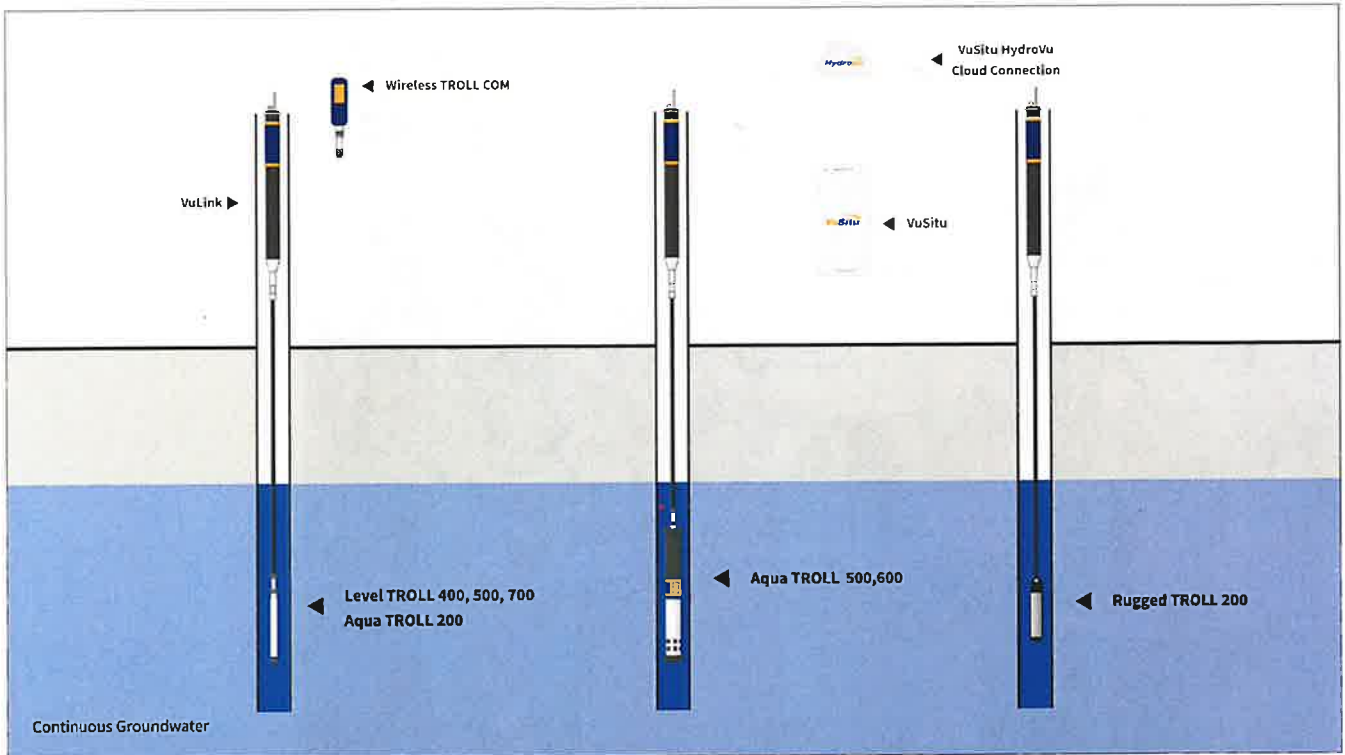
▶ _____, Senior Right of Way Agent Date

**ACCEPTED:
DEPARTMENT OF WATER RESOURCES**

▶ _____
Linus A. Paulus, Manager
Acquisition and Appraisal Section

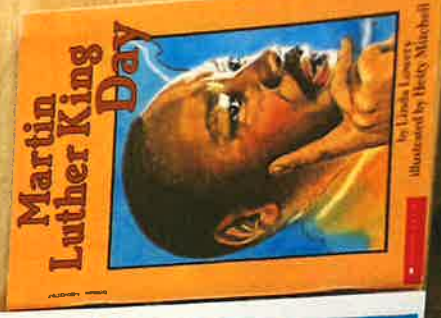
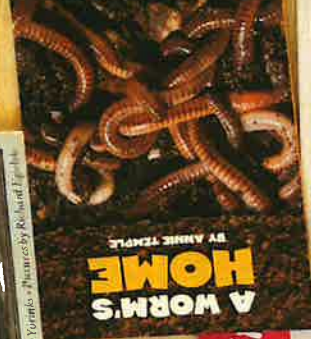
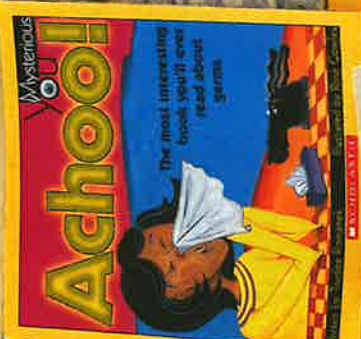
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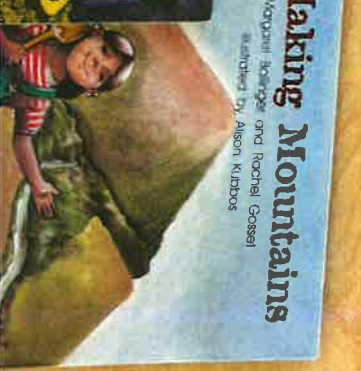
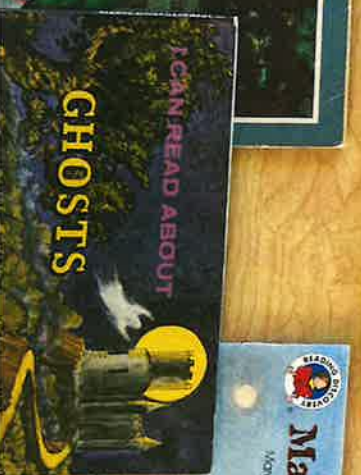
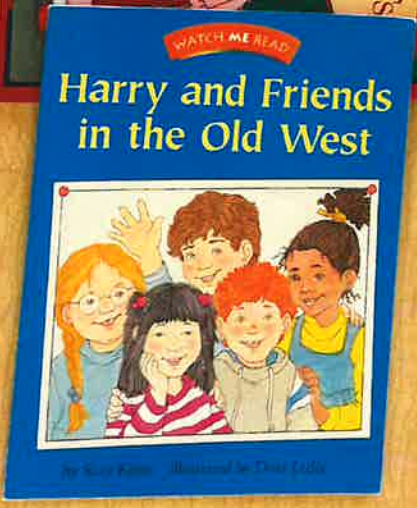
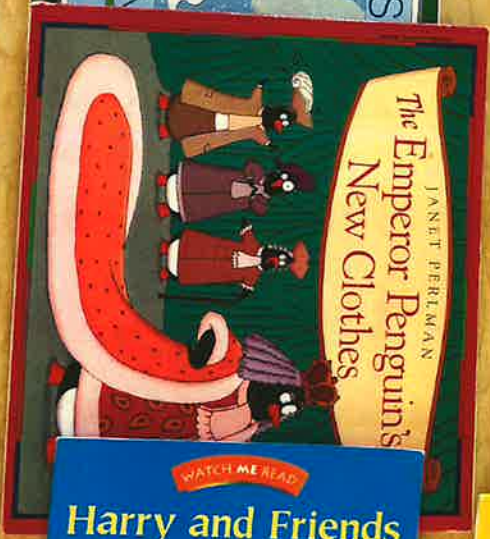
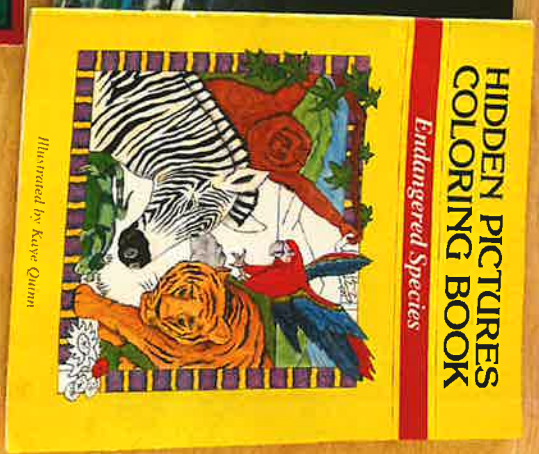
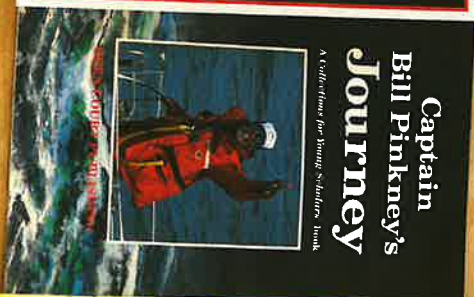
<p>I hereby certify that all conditions for exemption have been complied with and this document is exempt from Department of General Services approval.</p> <p>_____ Linus A. Paulus, Manager Date Acquisition and Appraisal Section</p>

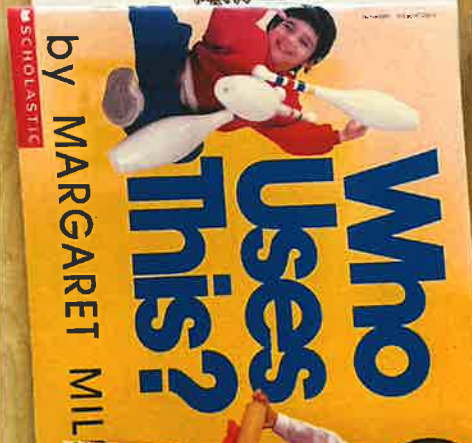
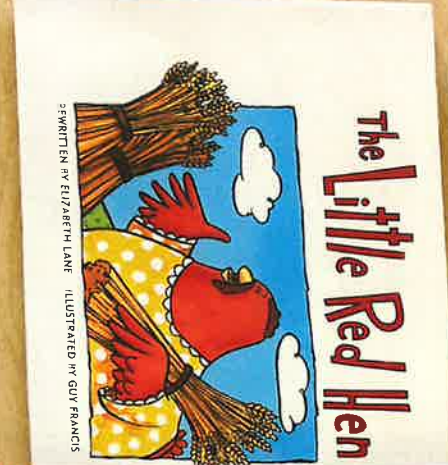
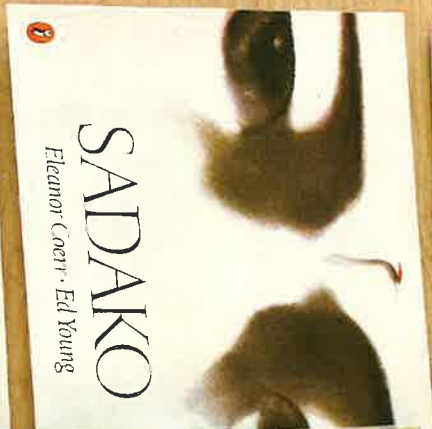
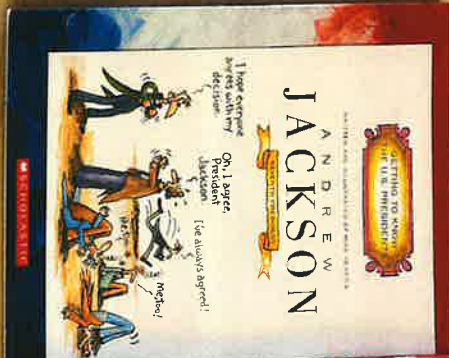
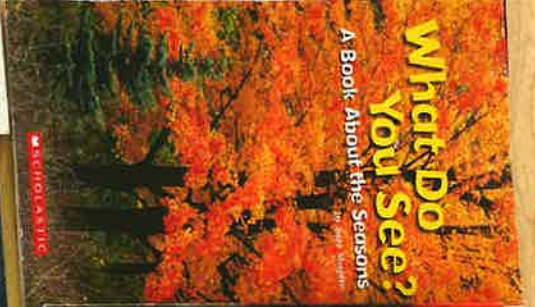


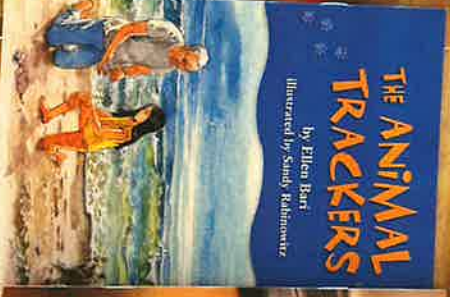
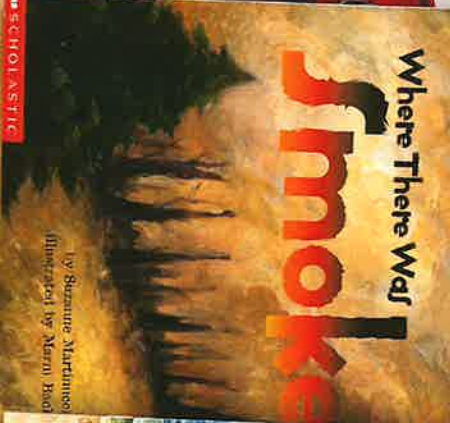
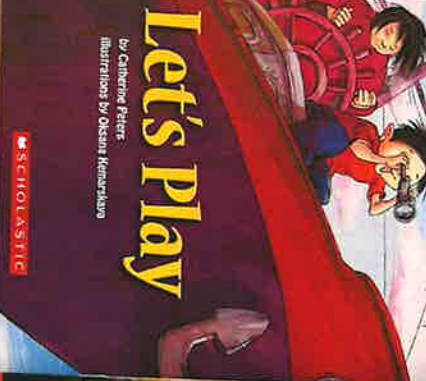
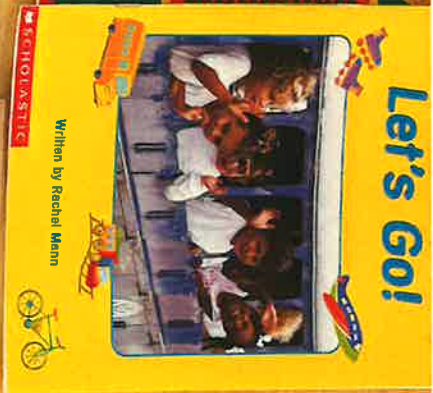
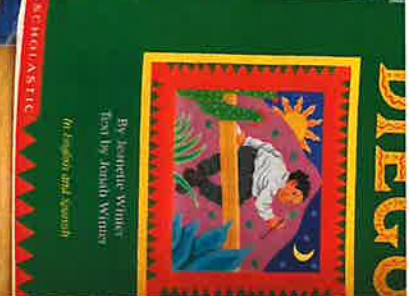
















OFFICE OF JOHN G. MENDIBURU, Ed.D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Advocates for Children

LEGAL SERVICES AGREEMENT
(Business & Professions Code § 6148)
“Contract Term”: July 1, 2026 – June 30, 2028

This Legal Services Agreement (“**Agreement**”) is entered into between the following parties (separately referred to as “**Party**” and collectively as “**Parties**”):

<p>(“Client”) Attn: , CA Phone: Email:</p>	<p>Kern County Superintendent of Schools (“KCSOS”), Schools Legal Service Department (“SLS”) Attn: Abigale Auffant, General Counsel 1300 17th Street, Seventh Floor Bakersfield, CA 93301 Phone: (661) 636-4830 Email: sls@kern.org</p>
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ARTICLE 1: SCOPE OF LEGAL SERVICES

1.1 LEGAL SERVICES AND MATTERS INCLUDED IN LEGAL SERVICES TO CLIENT. SLS will render, during the Contract Term and when requested by Client and accepted by SLS, legal services to Client including governance, labor, employment, contracts, real property, public works/construction, public records act requests, student/special education matters, and other education law areas.

Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries. This Agreement does not cover civil litigation services of any kind. A separate written agreement for such services or services in any other matter not described above will be required.

SLS reserves the right to decline to provide legal services and representation to Client where, in the sole opinion of SLS, a matter requires resources that are beyond its capacity or involve any subject matter that is not within its competency. Only attorneys within SLS can provide legal services and representation to Client under this Agreement, and the attorney-client privileged relationship formed by this Agreement is only between Client and SLS employees.

1.2 MATTERS EXCLUDED FROM LEGAL SERVICES TO CLIENT. SLS discloses, and Client acknowledges and understands, that the attorneys and staff of SLS are employees of KCSOS. SLS also hereby informs Client that SLS renders, from time to time, legal services to and representation of the following entities: KCSOS, Kern County Board of Education, Kern County Committee on School Client Organization (collectively referred to as “**KCSOS Entities**”) as well as the Kern County Special Education Local Plan Area (“**SELPA**”). Collectively, KCSOS Entities and SELPA shall be referred to as “**In-House Client(s)**.” Should a conflict, or potential conflict, arise in the future between Client and the In-House Clients, SLS shall engage Client and the applicable In-House Client to determine whether measures can be arranged to resolve the conflict or potential conflict. If such measures are not possible, then SLS may continue to represent the In-House Client and terminate SLS’s representation of Client as to all or a portion of the services provided to Client, as applicable. Client agrees to any required waiver that may become necessary to permit SLS’s continued representation of the In-House Clients.

1.3 CLIENT DUTIES. Client agrees to be truthful with Attorney and not to withhold information, to cooperate, to keep Attorney informed of any information or developments which may come to Client’s attention, to abide by this Agreement, to pay Attorney’s bills on time, and to keep Attorney advised of Client’s address, telephone number and whereabouts. Client will assist Attorney by timely providing necessary information, access to staff with relevant information, and documents.

1.4 ATTORNEY-CLIENT RELATIONSHIP. Legal services are provided to Client as the client. Legal services shall be provided by KCSOS through SLS, a division of KCSOS. Each client relationship shall be treated independently, and no client shall be deemed subordinate to another.

- 1.5. PROFESSIONAL INDEPENDENCE. All attorneys shall exercise independent professional judgment consistent with the California Rules of Professional Conduct. No officer or employee of KCSOS shall direct legal advice or strategy.
- 1.6. KCSOS NON-ACCESS TO LEGAL SERVICES RECORDS. Except as required by applicable laws or a valid court order, KCSOS shall have no right to inspect or have access to any information or records relating to legal services that SLS provides to Client under this Agreement and that all privileges, protections, and laws that apply to the attorney-client relationship shall apply as between SLS and Client, and the attorney work-product doctrine shall apply with respect to any attorney work-product prepared by SLS in connection with legal work performed on behalf of Client.
- 1.7. CLIENT FILES. Client may have access to Client's case file at SLS's office at any reasonable time. If Client does not request return of Client's file upon the conclusion of Client's matter, SLS shall retain the file for seven years, after which SLS may have Client's file destroyed. If Client desires to have its file maintained beyond the seven years, Client must make separate arrangements with SLS.
- 1.8. CLIENT APPROVAL NECESSARY FOR SETTLEMENT. SLS will not make any settlement or compromise of any nature of any of Client's claims without Client's prior approval. Client retains the absolute right to accept or reject any settlement.

ARTICLE 2: HOURLY RATE, COSTS, AND PAYMENT

Client will be billed for the actual time that legal services are rendered by SLS attorneys at \$350.00 per hour, to be billed in one-tenth of an hour increments. The cost for services rendered by the SLS Collective Bargaining Advisor shall be billed at \$250.00 per hour, and SLS paralegals shall be billed at \$175.00 per hour. The time charged will include, but is not limited to, the time SLS attorneys spend on telephone calls, e-mails and other electronic communications relating to Client's matter, including calls and e-mails with Client and other parties and attorneys. The legal personnel and expert consultants assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Attorneys will charge for waiting time and for travel time, both local and out of town.

SLS will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for all costs, disbursements, and expenses in addition to the hourly fees. The costs and expenses commonly include notary fees, messenger, and other delivery fees, postage, outside photocopying and other reproduction costs, travel costs including parking, mileage, transportation, reasonable meals and hotel costs, investigation expenses, translator/interpreter fees, expert consultants' fees and/or master fees and other similar items.

To aid in the preparation or presentation of Client's case, it may become necessary to hire experts, consultants or investigators. Client agrees to pay such fees and charges. SLS will select any expert witnesses, consultants or investigators to be hired, and Client will be informed of persons chosen and their charges. Client will have an opportunity to object to the selected experts, consultants, and investigators. SLS agrees to seek input from Client on the use of experts, consultants, and subcontractors and will attempt to use Client preferred vendors as appropriate and agreed to by the parties.

SLS shall notify Client of the need and anticipated cost of such exceptional costs and Client shall agree to such costs before SLS incurs such costs on behalf of Client, unless legal services are rendered or costs are incurred in an emergency to avoid prejudice to Client.

SLS will send Client bills for fees and costs incurred at the conclusion of every three-month, quarter cycle. Each bill will be payable within 30 days of its delivery. If Client requests an additional copy of its bill, Attorney will provide one within 10 days. Bills for the fee portion of the bill will include the amount, rate, basis for calculation, or other method of determination of the Attorney's fees. Bills for the cost and expense portion of the bill will clearly identify the costs and expenses incurred and the amount of the costs and expenses. Client agrees to timely review all bills rendered by SLS and to promptly communicate any objections, questions, or concerns about their contents.

The rates specified in this Agreement may be revised by KCSOS only upon thirty (30) days' advance written notice to Client. Any such rate changes shall become effective at the beginning of the next fiscal year following notice, provided that written notice is given no later than December 31 of the preceding calendar year.

ARTICLE 3: TERM AND TERMINATION OF AGREEMENT

This Agreement is effective for the Contract Term stated on page 1, and must be affirmatively renewed for any additional terms, each of which shall be no more than two years in duration, unless the Parties enter into an additional agreement for legal services or a Party provides written notice to the other Party to terminate this Agreement. Client

may discharge SLS at any time. SLS may withdraw with Client's consent or for good cause or if permitted under the Rules of Professional Conduct of the State Bar of California and/or applicable law. Among the circumstances under which SLS may withdraw are: (a) with the consent of Client; (b) Client's conduct renders it unreasonably difficult for SLS to carry out the employment effectively; and/or (c) Client fails to pay attorney's fees or costs as required by this Agreement. Notwithstanding the discharge, Client will remain obligated to pay SLS at the agreed rates for all services provided and to reimburse Attorney for all costs advanced.

Upon termination of services under this Agreement, Client shall pay SLS for legal services, including costs and expenses that SLS rendered or incurred before the effective date of termination. Unless specifically agreed by SLS and Client, SLS will provide no further services and will advance no further costs on Client's behalf after receipt of Client's notice of termination, unless SLS is required by ethical or legal reasons to continue representing Client.

ARTICLE 4: INDEPENDENT CONTRACTOR; NON-EXCLUSIVE-RELATIONSHIP, SEVERABILITY

SLS is an independent contractor and is not an employee, partner or agent of Client and, therefore, SLS shall not be subject to Client's conflict of interest code. This Agreement does not create an exclusive relationship between the Parties for legal services, and Client retains the right to engage other legal counsel of its choosing at any time and SLS retains the right to provide legal services to other clients.

If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement.

ARTICLE 5: DISPUTE RESOLUTION

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Article. The provisions of this Article shall survive termination of this Agreement. Disputes regarding legal fees arising under this Agreement shall be submitted initially to mediation pursuant to California Business and Professions Code section 6200, et seq., and if the dispute is not resolved thereby, then to non-binding arbitration, pursuant to California Business and Professions Code section 6200, et seq. Disputes submitted to such non-binding arbitration will follow such rules regarding motions, discovery, admissibility of evidence, and appeals as have been promulgated by the board of trustees of the State Bar of California for such purposes.

ARTICLE 6: WARRANTIES AND REPRESENTATIONS.

- 6.1 This Agreement contains the entire and exclusive agreement of the Parties under Code of Civil Procedure section 1856. No other agreement, statement or promise made on or before the effective date of this Agreement will be binding on the Parties. If there is uncertainty regarding language in this Agreement, Civil Code section 1654 shall not apply to interpret the uncertainty. The language of this Agreement shall be interpreted according to its fair meaning and not strictly for or against any Party and under California laws. The Parties may execute this Agreement and any amendment in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.
- 6.2 Client agrees that it has had a reasonable opportunity to consult with an independent lawyer regarding this Agreement, whether or not it has actually chosen to do so. Client acknowledges it has duties of veracity, candor, cooperation, and timely payment of its legal bills to SLS. Client acknowledges it has received no guarantees of result or estimates of costs from SLS as inducements to enter into this Agreement.
- 6.3 Each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at its address and/or email stated on page 1, delivery to be effective upon receipt thereof by the other Party: (a) hand delivery; (b) sent by a reputable overnight courier service that tracks the delivery; (c) sent by certified mail, return receipt requested, postage prepaid; or (d) sent by regular mail *and* transmitted by email. A Party may change its contact person and/or contact information stated on page 1 by notifying the other Party of the particular change and the effective date thereof in accordance with this Section 6.3. The provisions of this Section 6.3 shall survive termination of this Agreement.

6.4 Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

CLIENT

**JOHN G. MENDIBURU, Ed.D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS
SCHOOLS LEGAL SERVICE**

By: _____
Print Name:
Title:
Address:

By: _____
Signatory Name: Michael Gumapac
Title: District Fiscal Analyst
Address: 1300 17th Street, Bakersfield, CA 93301
Account Code:
Account Code:

Date: _____

Date: _____

Proposition 28: Arts and Music in Schools Funding

Final Expenditure Report

Fiscal Year 2025-26

Name: Cuyama Joint Unified
CDS Code: 4275010-0000000
Allocation Year: 2023-24

Expenditure Period: July 1, 2023 to June 30, 2026

Allocation Amount	\$31,484
Amount Expended	\$31,484
Amount Unexpended	\$0

Submission Date 6/1/2026 1:18:57 PM

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

Name: Cuyama Joint Unified
CDS Code: 4275010-0000000
Allocation Year: 2025-26, 2024-25, 2023-24

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

Field trips to arts and music events/venues that increased knowledge of art and music.

2. Number of full-time equivalent teachers (certificated).	0.3
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	164
6. Number of school sites providing arts education.	3

Date of Approval by Governing Board/Body 6/18/2026 12:00:00 AM

Annual Report Data URL

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CSBA POLICY GUIDE SHEET

May 2026

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes and minor revisions have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly. *

Board Policy 1240 - Volunteer Assistance

Policy updated to align with law the list of characteristics for which harassment of a volunteer is prohibited. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which provides that a volunteer who is over 18 years of age who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee is a mandated reporter and subject to the requirements of The Child Abuse and Neglect Reporting Act, including, but not limited to, notification, training and reporting requirements.

Administrative Regulation 1240 - Volunteer Assistance

Regulation updated in conjunction with the accompanying Board policy.

Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures

Regulation updated to more closely align with the California Department of Education's federal program monitoring instrument.

Exhibit (1) 1312.4 - Williams Uniform Complaint Procedures

Exhibit updated to clarify that the notice provided by the exhibit applies to all grade levels, including transitional kindergarten.

Exhibit (2) 1312.4 - Williams Uniform Complaint Procedures

Exhibit updated to clarify that the form provided by the exhibit applies to all grade levels, including transitional kindergarten.

Board Policy 2110 - Superintendent Responsibilities and Duties

Policy updated to expand the Governing Board's philosophical statement. Additionally, policy updated to reflect **NEW LAW (SB 827, 2025)**, which requires the Superintendent to receive specified training in ethics once every two years, with a specific timeline for Superintendents who begin service with the district after January 1, 2026.

Administrative Regulation 3517 - Facilities Inspection

Regulation updated to more closely align with code language. Additionally, regulation updated to, in regard to all-gender restrooms for student use, differentiate between the signage requirements and the requirements for the restroom itself. In addition, regulation updated to reflect **NEW LAW (AB 927, 2025)** which requires the County Superintendent of Schools to prioritize reviewing, within the first four weeks of the school year where practicable, schools for which the County Superintendent has received information from a survey, a complaint filed pursuant to specified state law, or any other reliable source, that a facility of a school poses an emergency or urgent threat to the health or safety of students or staff or is not in good repair, as specified.

Exhibit (1) 3517 - Facilities Inspection

Exhibit updated in conjunction with the accompanying administrative regulation.

NEW - Exhibit (2) 3517 - Facilities Inspection

New exhibit provides a notice regarding all-gender restrooms, which is required to be posted in a prominent and conspicuous location outside of at least one all-gender restroom.

Board Policy 4100 - Certificated Personnel

Policy updated for consistency, as appropriate, with Board Policy/Administrative Regulation 4200 - Classified Personnel and Board Policy 4300 -Administrative and Supervisory Personnel, including material related to professional development; the "filling" of certificated positions; clearly defined and communicated duties, responsibilities, and expectations for each certificated position; and employee responsibilities and performance evaluations. Additionally, policy updated to delete language regarding the availability and administration of policies, rules, and regulations related to certificated personnel, as being unnecessary due to its very general nature.

Board Policy 4111/4211/4311 - Recruitment and Selection

Policy updated to clarify that (1) recruitment and selection processes and procedures be consistent with applicable law, Board policy, and collective bargaining agreements and be designed to promote fairness and equity so that individuals are selected for employment in the district based on demonstrated knowledge, skills, and competence and in compliance with applicable antidiscrimination laws, (2) recruitment and selection processes and procedures include the recruitment of a diverse pool of qualified applicants, consistent with applicable law, (3) job announcements are disseminated in a manner reasonably designed to reach a broad pool of qualified candidates, and (4) hiring procedures be developed and maintained to identify qualified candidates who meet district needs. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that was required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, policy updated to reflect the prohibition from requiring an applicant to have a driver's license unless driving is an essential function of the position or it is otherwise reasonably expected for driving to be a job function for the position and that satisfying the job function using an alternative form of transportation would not be comparable in travel time or cost to the district.

Administrative Regulation 4112 - Appointment and Conditions of Employment

Regulation updated to reference case law, where the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), and (2) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, regulation updated to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment.

Administrative Regulation 4112.5/4212.5/4312.5 - Criminal Record Check

Regulation updated to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of

those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC.

Exhibit (1) 4112.5/4212.5/4312.5 - Criminal Record Check

Exhibit updated to align with the Department of Justice's current Employee Statement Form, "Conditions for Release of Criminal Offender Record Information."

Administrative Regulation 4112.6/4212.6/4312.6 - Personnel Files

Regulation updated to delete unnecessary cross reference to administrative regulation 3515.3 - District Police/Security Department. Additionally, regulation updated to expand material to include former employees. In addition, regulation updated to reflect **NEW LAW (AB 495, 2025)** which prohibits district staff, to the extent practicable, from disclosing or providing most personnel records in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement, and **NEW LAW (SB 513, 2025)** which (1) clarifies that personnel records relating to an employee's or former employee's performance include education and training records and (2) requires districts that maintain education and training records to ensure that those records include specified information, unless covered by a valid collective bargaining agreement which expressly provides for specified terms. Regulation also updated to delete an exception which does not apply to districts, related to when personnel records are made available for inspection. Additionally, regulation updated to create new section "Egregious Misconduct" which reflects **NEW LAW (SB 848, 2025)** requiring districts, (1) when considering an applicant for a certificated position, to inquire with each local educational agency, diagnostic center operated by the California Department of Education, or private school that previously employed the applicant, as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing (CTC), (2) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (3) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to CTC. In addition, regulation updated to more closely align with law.

Board Policy 4112.9/4212.9/4312.9 - Employee Notifications

Policy updated in conjunction with the accompanying exhibit, which is reviewed and updated annually.

Exhibit (1) 4112.9/4212.9/4312.9 - Employee Notifications

Exhibit updated to reflect **NEW LAW (SB 98, 2025)** which requires the comprehensive school safety plan to include procedures specifically designed to notify district staff when the school confirms the presence of immigration enforcement on the school site, **NEW LAW (SB 568, 2025)** which updates the term from "auto-injectable epinephrine" to "emergency epinephrine delivery systems", and **NEW LAW (SB 848, 2025)** which requires volunteers to be notified of specified information related to their status as mandated reporters.

Board Policy 4200 - Classified Personnel

Policy updated for consistency, as appropriate, with Board Policy 4100 - Certificated Personnel and Board Policy 4300 - Administrative and Supervisory Personnel, including material related to professional development; the "filling" of classified positions; clearly defined and communicated duties, responsibilities, and expectations for each classified position; and employee responsibilities and performance evaluations.

Administrative Regulation 4200 - Classified Personnel

Regulation updated in conjunction with the accompanying Board policy.

Administrative Regulation 4212 - Appointment and Conditions of Employment

Regulation updated to reference case law, where the California Supreme Court held that a district can be held vicariously liable for the negligence of its administrators and supervisors in the hiring, retention, and supervision of a counselor who sexually harassed and/or abused a student. Additionally, regulation updated to reflect **NEW LAW (SB 848, 2025)** which requires districts (1) when considering an applicant for a classified position, to inquire with each local educational agency or private school that previously employed the applicant as to whether the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were used to support a substantiated investigation, and (2) upon inquiry, to disclose to a local educational agency or private school considering an applicant for a certificated or classified position, the fact that a report of an employee's egregious misconduct was made to the Commission on Teacher Credentialing. In addition, regulation update to reference, for county offices of education that have an elected, rather than appointed, County Superintendent of Schools, **NEW LAW (SB 521, 2025)** which provides that a public employee convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of official duties as a public employee, be disqualified for five years from any public employment.

Board Policy 4300 - Administrative and Supervisory Personnel

Policy updated for consistency, as appropriate, with Board Policy 4100 - Certificated Personnel and Board Policy/Administrative Regulation 4200 - Classified Personnel, including material related to professional development; the selection, recommendation, and Governing Board ratification of qualified candidates for administrative and supervisory positions; defined and communicated duties, responsibilities, and expectations for each administrative and supervisory position; and employee responsibilities and evaluations. Additionally, policy updated to delete language regarding the adoption of policies related to administrative and supervisory personnel, insofar as the policies are needed to comply with law and describe terms of employment, as being unnecessary due to its very general nature. In addition, policy updated to reflect case law which held that a classified employee can only obtain senior management status if that employee is designated a senior manager by the Board.

Administrative Regulation 4300 - Administrative and Supervisory Personnel

Regulation updated to delete material related to collective bargaining since management employees do not have collective bargaining rights pursuant to the Educational Employment Relations Act.

Board Policy 5131.4 - Student Disturbances

Policy updated to add to the Governing Board's philosophical statement the recognition that student disturbances interfere with a positive school environment and interrupt learning, and to delete material related to requesting assistance from law enforcement as that material is covered in the development of a school's disturbance management plan (formerly disturbance response plan). Additionally, policy updated to expand material related to a school's disturbance management plan, including who the Superintendent or designee may consult with when developing the plan, and creating a list of items that the plan may include. In addition, policy updated to provide that discipline for students who participate in a disturbance be in accordance with specified discipline related policies.

Administrative Regulation 5131.4 - Student Disturbances

Regulation updated to delete headings as unnecessary, reorganize and clarify the list of prohibited activities for which a student involved or attempting to be involved in may be subject to discipline, and include the requirement that a middle or high school student be permitted one excused absence per school year due to participation in a civic or political event.

Board Policy 5141.4 - Child Abuse Prevention and Reporting

Policy updated to reflect that the Superintendent or designee may collaborate with the county's child welfare, probation, mental health, public health, and sheriff's departments; juvenile court; and office of education, on intervention programs for students. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which authorizes any instructional program on child abuse offered by the district to include, in addition to instruction on sexual abuse and human trafficking prevention, instruction on sexual assault. In addition, policy updated to clarify that parent(s)/guardian(s) have the right to excuse their child from all or part of abuse, including sexual abuse, and human trafficking prevention education, and assessments related to that education, in accordance with law and Board policy. Policy also updated to reflect the requirement that districts that issue student identification cards for students in grades 7-12 have printed on them (1) the 988 Suicide and Crisis Lifeline, (2) the National Domestic Violence Hotline, and (3) as required by **NEW LAW (AB 727, 2025)** The Trevor Project's LGBTQ+ suicide hotline, and may have printed on them a quick response (QR) code that links to the county's mental health resources website.

Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting

Regulation updated to reflect **NEW LAW (SB 848, 2025)** which (1) adds to the definition of "mandated reporter" a Governing Board member, or volunteer who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent/guardian or a school employee, (2) requires volunteers to be provided mandated reporter training within six weeks of commencing volunteer services, and (3) adds specified training and notice requirements.

DELETE - Board Policy 5141.7 - Sun Safety

Policy deleted as unnecessary, with content being moved to new Board Policy 5141.75 - Weather Safety.

NEW - Board Policy 5141.75 - Weather Safety

New policy addresses safety related to various forms of inclement weather, and reflects requirement for districts to, by July 1, 2026, develop, adopt, and implement weather protocols for extreme weather conditions. Additionally, policy reflects CDE's "Senate Bill 1248: Extreme Weather Guidelines," and incorporates content from former Board Policy 5141.7 - Sun Safety.

Board Policy 5142 - Safety

Policy updated to add to the Governing Board's philosophical statement that the Board recognizes the importance of student engagement and safe use of technology to a safe school environment. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which mandates districts to, by July 1, 2026, adopt written (1) policies that promote safe environments for student learning and engagement, with specified components related to professional boundaries, and (2) policies, plans, or specifications regarding school facilities that address classroom and nonclassroom environments to promote safe environments for learning and engagement that are easily supervised.

Administrative Regulation 5142 - Safety

Regulation updated to reflect **NEW LAW (AB 727, 2025)** which requires districts that issue student identification cards for students in grades 7-12 to have printed on them, in addition to other required safety and mental health resources, the Trevor Project's LGBTQ+ suicide hotline. Additionally, regulation updated to clarify that the Superintendent or designee may permit students to avoid overexposure to sun and extreme weather conditions in accordance with Board Policy 5141.75 - Weather Safety and Board Policy/Administrative Regulation 6142.7- Physical Education and Activity. In addition, regulation updated to add material related to a "personal transportation device," which includes, in addition to standard bicycles, scooters, skateboards, and roller skates, electric bicycles (e-bikes) and electric scooters (e-scooters), and requires that (1) students follow all laws and regulations regarding proper usage, speed limits, age, licensing, and equipment requirements, (2) personal transportation devices that do not meet legal standards for use on public roads or paths not be permitted on school campuses, (3) riding a personal transportation device is not permitted on school campus during the school day, and (4) while on campus, a personal transportation device should be walked to designated parking areas and secured.

Board Policy 5145.6 - Parent/Guardian Notifications

Policy updated in conjunction with the accompanying exhibit, which is reviewed and updated annually.

Exhibit (1) 5145.6 - Parent/Guardian Notifications

Exhibit updated to reflect (1) **NEW LAW (AB 495, 2025)** which requires the Governing Board to notify parents/guardians of, and post specified information in administrative buildings, related to response to immigration enforcement, (2) **NEW LAW (SB 715, 2025)** which has specified notification requirements related to discrimination, (3) the requirement to notify parents/guardians prior to administering any psychological test involving their child and the ability to opt-out, (4) the requirement to notify parents/guardians when a child is absent from school without permission, (5) **NEW LAW (SB 98, 2025)** which requires parents/guardians to be notified when that school confirms the presence of immigration enforcement on a school site, and (6) **NEW COURT DECISION (Mahmoud v. Taylor)** regarding the right to opt out of instructional content that substantially interferes with religious development.

Board Policy 5148 - Child Care and Development

Policy updated to reflect **NEW LAW (SB 568, 2025)** which requires the Superintendent or designee to make epinephrine delivery systems available at each child care program operated by or under contract with the district for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. Additionally, policy updated to add section "Response to Immigration Enforcement" to reflect requirements of **NEW LAW (AB 495, 2025)** which requires districts that operate a child care and development program to (1) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (3) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Administrative Regulation 5148 - Child Care and Development

Regulation updated to reflect **NEW LAW (AB 753, 2025)** which permits the district to employ assistant teacher permitholders to assist in the care, development, and instruction of children, so long as the number of assistant teacher permitholders employed by the district at one site does not exceed 50 percent of the number of classrooms at that site, and the district does not assign more than one assistant teacher to each classroom. Additionally, regulation updated to specify that in addition to any other required training, at least one director or teacher at each child care and development center have at least 15 hours of health and safety training, including training in a pediatric first aid or pediatric cardiopulmonary resuscitation (CPR) course that includes instruction in the prevention and treatment of anaphylaxis, including the emergency use of epinephrine auto-injectors. In addition, regulation updated to reflect **NEW LAW (SB 120, 2025)** which specifies that if a family already receiving services adds an additional child to the family size and the family requests services for that child during the current eligibility period, the family's eligibility period be extended, as necessary, to ensure that the additional child receives at least 12 months of eligibility for services before a redetermination of eligibility. Regulation also updated to reflect **NEW LAW (SB 792, 2025)** which specifies that (1) a family receiving services pursuant to specified law may be exempt from family fees for up to 24 months, rather than the previous 12 months, (2) absences due to medical or educational appointments are considered excused, and (3) for purposes of reimbursement, the district may claim attendance for days that the district is required to hold a space for a child during the period that a family is assumed to have abandoned care or is engaging in the appeal process based on disenrollment for abandoning care. Additionally, regulation updated to reflect **NEW LAW (AB 495, 2025)** which requires districts that operate a child care and development program to (1) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (3) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to delete language related to concurrent enrollment of an early enrollment transitional kindergarten student in the district's California State Preschool Program (CSPP), as that language is no longer operative. Additionally, policy updated to add section "Response to Immigration Enforcement" to reflect **NEW LAW (AB 495, 2025)** which requires districts that offer a CSPP to (1) update their policies, by July 1, 2026, with language regarding responding to requests by immigration officials that is equivalent to the model policy language developed by the California Attorney General in, "Promoting Safe Early Childhood Education for All: Guidance and Model Policies for Early Childhood Education and Child Care Providers Pursuant to the Family Preparedness Plan Act of 2025," (2) provide families with the Attorney General's Immigration webpage during enrollment so families can access the Attorney General's model policies, (3) handle citizenship or immigration status and respond to immigration enforcement as specified in law and in accordance Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement, and (4) review the Attorney General's website by June 1 of each calendar year and, if needed to stay current with any updates to the Attorney General's model policies, update policy by July 1 of that calendar year.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to delete definition and other material related to an "early enrollment child" to correspond with the deletion of such content in the accompanying Board policy.

Board Policy 7110 - Facilities Master Plan

Policy updated to clarify in the Governing Board's philosophical statement that long-range planning is important for carrying out the district's vision, mission, and goals. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which requires the Board to, by July 1, 2026, adopt written policies, plans or specifications for the design and construction of facilities, including furnishing of such facilities, that promote safe environments for learning and engagement.

Board Bylaw 9200 - Limits of Board Member Authority

Bylaw updated to clarify the Governing Board's expectations that individual Board members conduct themselves specifically in accordance with Board Bylaw 9000 - Role of the Board and Board Bylaw 9005 - Governance Standards. Additionally, bylaw updated to include that (1) individual Board members do not have the authority to direct staff or represent the Board or the district, (2) individual Board members do not have the authority to investigate, resolve, or otherwise actively engage with community members with respect to complaints, personnel or student matters, or legal issues, (3) any Board member who receives a communication regarding such a topic shall forward the communication to or otherwise inform the Superintendent or Board president, and (4) individual Board members are permitted to engage with community members, including responding to general inquiries or expressions of opinion so long as such engagement is consistent with Board policies and bylaws such as Board Bylaw 9010 - Public Statements and Board Bylaw 9012 - Board Member Electronic Communications. In addition, bylaw updated to provide additional limitations, procedures, and expectations related to instances when an individual Board member observes and/or volunteers in a school or classroom, including in the school or classroom in which the Board member's child is enrolled.

CSBA UPDATE CHECKLIST – May 2026

District Name: Cuyama Joint Unified School District

Contact Name: Superintendent Phone: 661-766-2642 Email: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
BP 1240	Volunteer Assistance			
AR 1240	Volunteer Assistance			
AR 1312.4	Williams Uniform Complaint Procedures			M
E(1) 1312.4	Williams Uniform Complaint Procedures			
E(2) 1312.4	Williams Uniform Complaint Procedures	Fill in Blanks <u>location based on</u> _____ _____		
BP 2110	Superintendent Responsibilities and Duties			
AR 3517	Facilities Inspection			
E(1) 3517	Facilities Inspection	Fill in Blanks <u>Superintendent</u> <u>661-766-2642</u> _____		
E(2) 3517	Facilities Inspection	NEW EXHIBIT Fill in Blanks <u>Superintendent</u> <u>contact info</u> _____		
BP 4100	Certificated Personnel			
BP 4111	Recruitment and Selection			
BP 4211	Recruitment and Selection			
BP 4311	Recruitment and Selection			
AR 4112	Appointment and Conditions of Employment			
AR 4112.5	Criminal Record Check			

CSBA UPDATE CHECKLIST – May 2026

District Name: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
E(1) 4112.5	Criminal Record Check	Fill in Blanks Business Manager 2300 Highway 166 _____ _____		
AR 4212.5	Criminal Record Check			
E(1) 4212.5	Criminal Record Check	Fill in Blanks Business Manager _____ _____		
AR 4312.5	Criminal Record Check			
E(1) 4312.5	Criminal Record Check	Fill in Blanks Business Manager _____ _____		
AR 4112.6	Personnel Files			
AR 4212.6	Personnel Files			
AR 4312.6	Personnel Files			
BP 4112.9	Employee Notifications			
E(1) 4112.9	Employee Notifications			
BP 4212.9	Employee Notifications			
E(1) 4212.9	Employee Notifications			
BP 4312.9	Employee Notifications			
E(1) 4312.9	Employee Notifications			
BP 4200	Classified Personnel			
AR 4200	Classified Personnel	OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>		M

CSBA UPDATE CHECKLIST – May 2026

District Name: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPTION DATE	MANDATED
AR 4212	Appointment and Conditions of Employment			
BP 4300	Administrative and Supervisory Personnel			
AR 4300	Administrative and Supervisory Personnel			
BP 5131.4	Student Disturbances			
AR 5131.4	Student Disturbances			
BP 5141.4	Child Abuse Prevention and Reporting			
AR 5141.4	Child Abuse Prevention and Reporting	Fill in Blanks CPS Sheriff's office		
BP 5141.7	Sun Safety <i>content moved to 5141.75</i>	Delete BP <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
BP 5141.75	Weather Safety	NEW BOARD POLICY		M
BP 5142	Safety			M
AR 5142	Safety			
BP 5145.6	Parent/Guardian Notifications			
E(1) 5145.6	Parent/Guardian Notifications			
BP 5148	Child Care and Development			CM
AR 5148	Child Care and Development	Fill in Blanks Superintendent		CM
BP 5148.3	Preschool/Early Childhood Education			CM
AR 5148.3	Preschool/Early Childhood Education			CM
BP 7110	Facilities Master Plan			
BB 9200	Limits of Board Member Authority			

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp>.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Grace H. Griego
Authorized Representative's Signature	
Authorized Representative's Title	Business Manager
Authorized Representative's Signature Date	05/27/2026

*****Warning*****

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

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

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

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Grace H. Griego
Authorized Representative's Title	Business Manager
Authorized Representative's Signature Date	05/27/2026
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	09/15/2025
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Grace H. Griego
Authorized Representative's Title	Business Manager

*****Warning*****

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

2026–27 Application for Funding

CDE Program Contact:

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

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	Yes

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2026–27 Application for Funding

CDE Program Contact:

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

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

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2026–27 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$135.70
Estimated English learner student count	31
Estimated English learner student program allocation	\$4,207

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at <https://www.cde.ca.gov/sp/ml/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$4,207
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$4,207

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2026–27 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

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

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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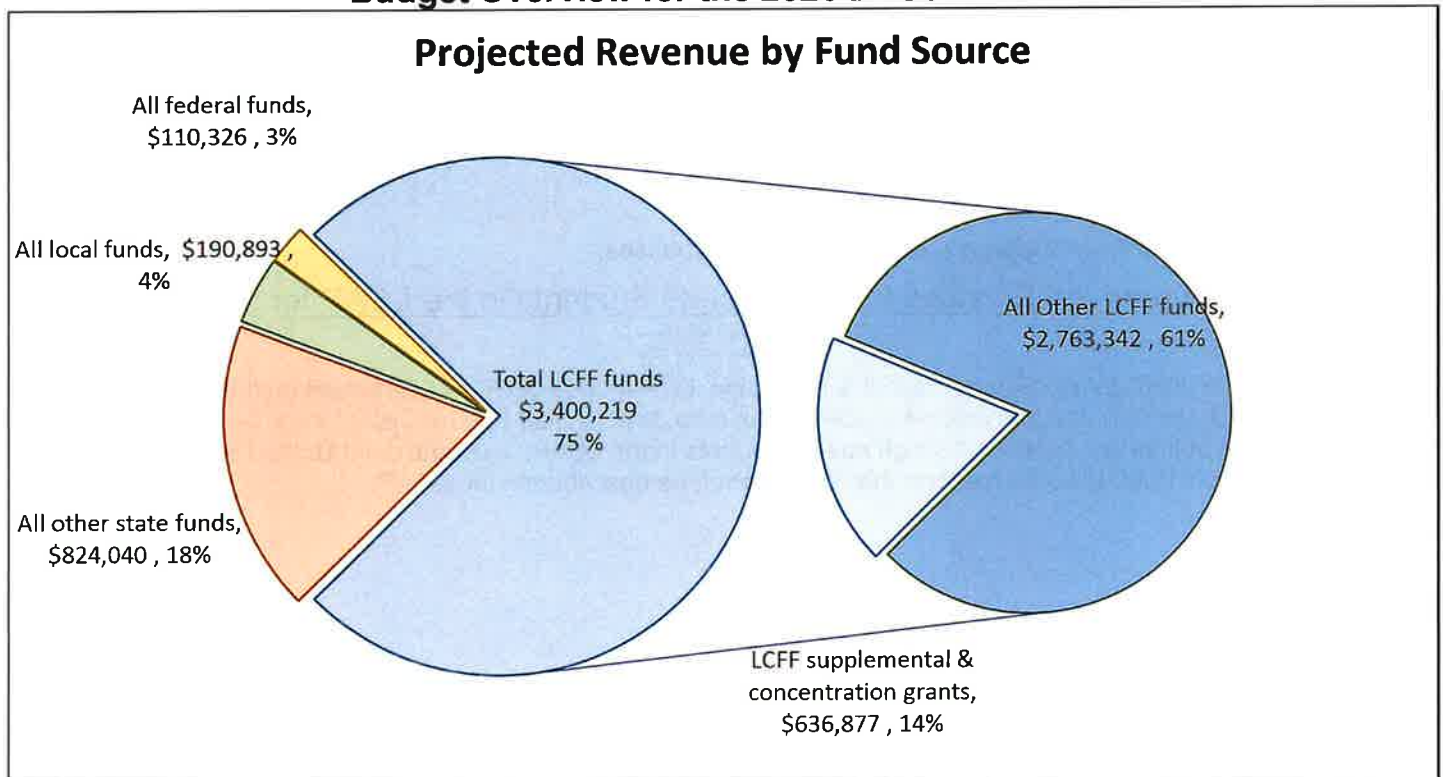


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cuyama Joint Unified School District
 CDS Code: 42-75010-0000000
 School Year: 2026-27
 LEA contact information:
 Alfonso Gamino
 Superintendent
 agamino@cuyamaunified.org
 (661) 766-2482

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

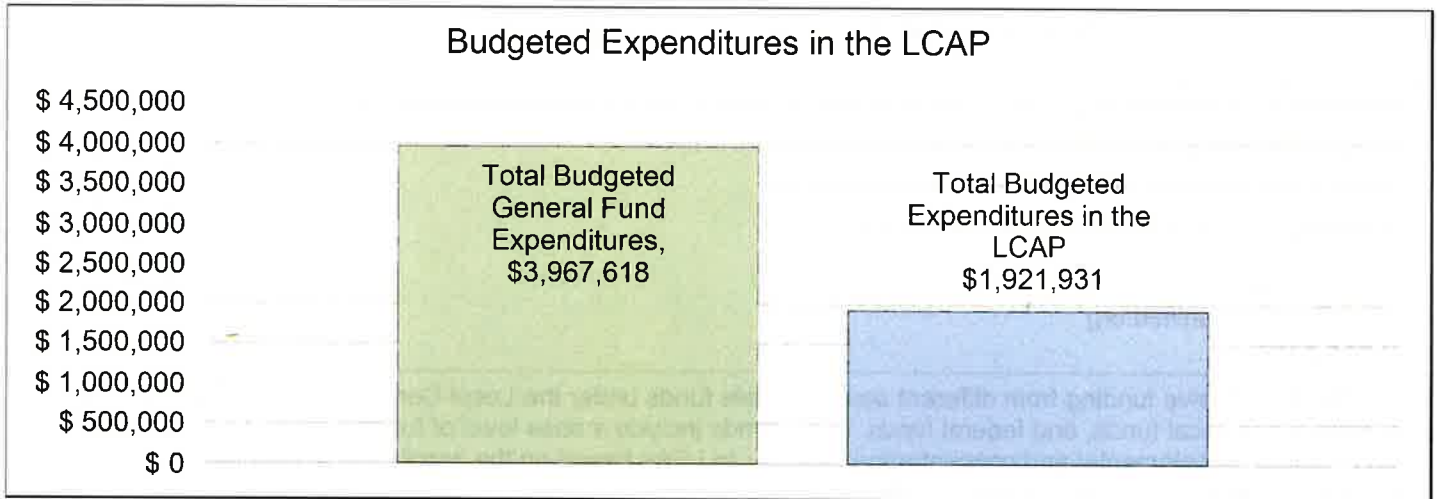


This chart shows the total general purpose revenue Cuyama Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cuyama Joint Unified School District is \$4,525,478.00, of which \$3,400,219.00 is Local Control Funding Formula (LCFF), \$824,040.00 is other state funds, \$190,893.00 is local funds, and \$110,326.00 is federal funds. Of the \$3,400,219.00 in LCFF Funds, \$636,877.00 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 Cuyama Joint Unified 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: Cuyama Joint Unified School District plans to spend \$3,967,618.00 for the 2026-27 school year. Of that amount, \$1,921,931.00 is tied to actions/services in the LCAP and \$2,045,687.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

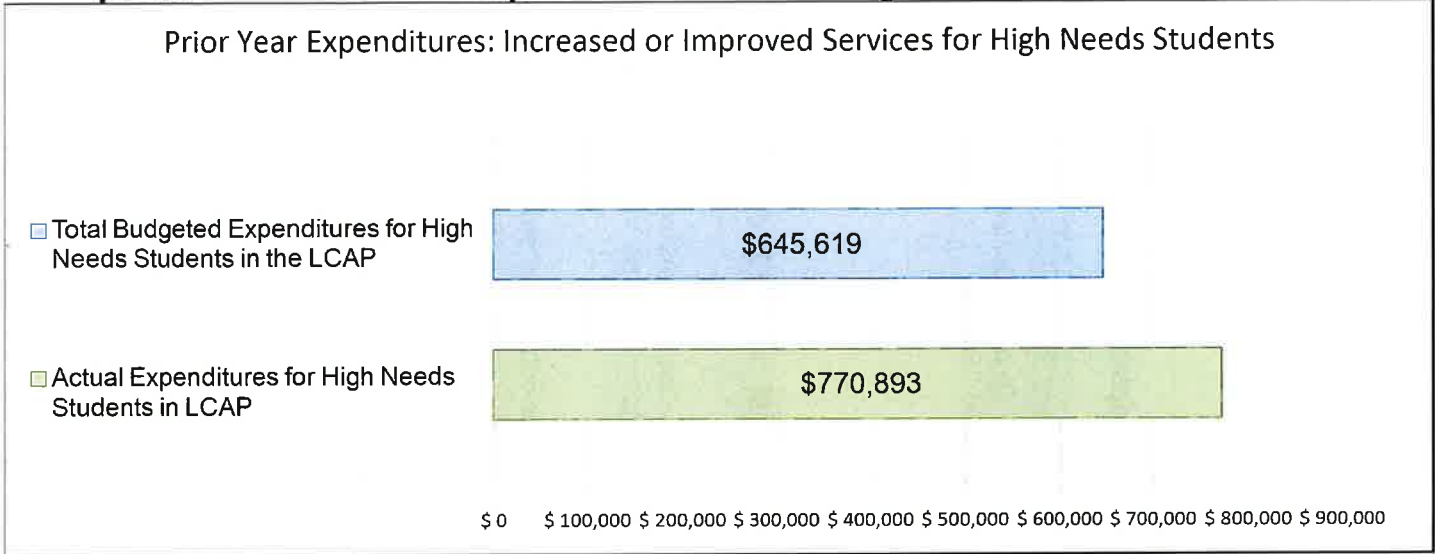
general administration, facilities expenses, and instructional expenses.

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

In 2026-27, Cuyama Joint Unified School District is projecting it will receive \$636,877.00 based on the enrollment of foster youth, English learner, and low-income students. Cuyama Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cuyama Joint Unified School District plans to spend \$705,619.00 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 Cuyama Joint Unified 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 Cuyama Joint Unified 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, Cuyama Joint Unified School District's LCAP budgeted \$645,619.00 for planned actions to increase or improve services for high needs students. Cuyama Joint Unified School District actually spent \$770,893.00 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
Cuyama Joint Unified School District	Alfonso Gamino Superintendent	agamino@cuyamaunified.org (661) 766-2482

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.

The Cuyama Joint Unified School District (CJUSD) is a unified school district located in Santa Barbara County, serving a small, rural community and students in grades TK–12. The district operates four schools: Cuyama Elementary School, Cuyama Valley Junior High School, Cuyama Valley High School, and Sierra Madre Continuation School.

CJUSD's current enrollment is 162 students, including 25 English Learners, 133 socioeconomically disadvantaged students, 118 Hispanic students, 44 White students, and 22 students with disabilities. The district serves six students experiencing homelessness and has no foster youth. CJUSD's unduplicated pupil percentage is 87%, reflecting the significant level of need among the students served.

CJUSD offers a range of academic, extracurricular, and enrichment opportunities designed to support the diverse needs of its students. The district provides a high school athletic program with three boys' and three girls' teams, all of which are strongly supported by the local community. Cuyama Valley Junior High School competes against other small schools in multiple sports and recently hosted the first middle school soccer game in over a decade. This milestone was made possible through strong community partnerships, as community members graded, leveled, and planted grass on the field to create a safe and playable space for students, strengthening school pride and community engagement.

Cuyama Valley High School operates on a traditional seven-period daily schedule and offers a wide variety of courses, including online college courses, vocational education, and remedial support. The district partners with Allan Hancock College to provide dual enrollment opportunities, allowing students to earn college credit while still in high school.

The elementary school utilizes a two-grade-per-teacher model and offers an after-school program to support academic growth and enrichment. All three school sites—elementary, junior high, and high school—encourage and provide tutoring opportunities for students as needed. Each site also has an Associated Student Body (ASB) program that hosts school events and promotes student leadership and engagement. Summer school is offered to students at all grade levels, including weekly enrichment activities such as trips to the community swimming pool every Friday.

CJUSD's Future Farmers of America (FFA) program is a cornerstone of student engagement and leadership development. Of the 56 students enrolled at the high school, 48 students participate in FFA, representing approximately 86% of the high school student population. FFA students travel throughout California to attend conferences, competitions, and leadership events, including the State FFA Conference, often involving overnight stays. Students participate in multiple fundraisers and compete in local and regional fairs. Each spring, the high school FFA program sponsors an antique car show that draws participants from across California and serves as a major community event.

Through the district's Community Schools initiative, CJUSD is continuing to strengthen connections with families and the broader community. The district hosts events that bring families onto campus and create opportunities for engagement, including a Saturday Farm Day scheduled for April 18 and parent participation in school awards banquets and celebrations. These efforts help build stronger relationships between the school and families while celebrating student achievement.

CJUSD was also recently awarded a Community Engagement Initiative grant, which is supporting the restoration of an on-site barn. Once completed, the barn will expand opportunities for agricultural education and help strengthen the district's FFA and emerging 4-H programs. The facility will allow students to raise, show, and potentially sell animals through agricultural fairs, providing valuable hands-on learning experiences while also offering opportunities for students and families to generate supplemental income. This project further reinforces CJUSD's commitment to career technical education, community partnerships, and real-world learning opportunities for students.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates that Cuyama Joint Unified School District (CJUSD) has made measurable progress in several key indicators, while continuing to face challenges in academic achievement. The district demonstrated significant improvement in the Chronic Absenteeism indicator, decreasing 6.4% from last year and 10.3% since the 2023 Dashboard, exceeding the district target of 20% and reflecting improved student engagement. Additionally, the Suspension Rate indicator remained at 0%, maintaining a "very high" performance level and demonstrating the district's success in fostering safe and supportive school environments (Goal 2). The College and Career Readiness (CCR) Indicator shows growth, including increased A-G completion rates (47%) and expanded Career Technical Education (CTE) pathway completion, reflecting improved access to postsecondary opportunities. Local climate survey data further indicate improvements in student perceptions of safety and connectedness, aligning with progress toward Goal 2.

Despite these areas of progress, Dashboard and local academic data highlight ongoing challenges in English Language Arts (ELA) and Mathematics. CAASPP results declined in both areas, with ELA proficiency at 32.14% and Mathematics at 11.9%, remaining below district

targets and indicating a need for intensified academic support. Performance among unduplicated student groups, particularly low-income students and English learners, remains a significant concern. Low-income student performance in Mathematics declined from 18% (23-24) to 11.9% (24-25), reflecting persistent achievement gaps. The English Learner (EL) Progress Indicator showed partial recovery, increasing from 43.8% (23-24) to 61.9% (24-25), but remains below the target of 75%, indicating the need for continued focus on designated and integrated English Language Development (ELD).

Analysis of these outcomes suggests that learning loss, instructional gaps, and the need for more targeted, differentiated supports, particularly for unduplicated student groups, continue to impact academic performance. While the district has maintained full implementation of state standards and ensured 100% access to standards-aligned instructional materials, data indicate that additional emphasis is needed on effective instructional strategies, intervention systems, and progress monitoring, especially in mathematics and for English learners.

Based on the 2025 California School Dashboard, CJUSD did not have any schools or student groups identified in the Lowest Performance (Red) level on any state indicators. Specifically:

- No schools within the LEA received the lowest performance level on any state indicator.
- No student groups within the LEA received the lowest performance level.
- No student groups within any school received the lowest performance level.

However, local and Dashboard data indicate that certain student groups, particularly English learners and low-income students, are performing significantly below district targets in academic indicators and will remain a priority focus for improvement.

In response to these identified needs, the 2026–27 LCAP prioritizes actions aligned to improving academic achievement and student engagement. Key actions include reducing combination classes and increasing course access (Goal 1, Action 1.1), strengthening professional development in MTSS and instructional strategies (Goal 1, Action 1.4), and enhancing coordination of RTI, ELD supports, and expanded learning programs through the RTI/ASES Program Coordinator (Goal 1, Action 1.3). Additionally, Goal 2 actions focus on strengthening social-emotional and behavioral supports through a Multi-Tiered System of Supports (MTSS) framework to further improve attendance, engagement, and school climate.

CJUSD will continue to monitor progress through ongoing analysis of Dashboard indicators, local assessment data, and educational partners input to ensure that implemented actions effectively address disparities and improve outcomes for all students, particularly unduplicated student groups.

LREBG: CJUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 fiscal year in the amount of \$12,946.00. These funds will be combined with projected 2026–27 allocations to support Goal 1, Action 1.3 in addressing student learning recovery. CJUSD will use these funds to support staffing and retention of the Program Coordinator (RTI Teacher) position to ensure continuity of services and consistent implementation of the district's MTSS/RTI framework. The position coordinates English Learner (EL) program supports, district assessment systems, expanded learning opportunities through ASES, and evidence-based academic interventions, including targeted supports in English Language Arts and Mathematics. The Program Coordinator serves as the district lead in ensuring coherence, alignment, and effective implementation of intervention systems designed to address pupil learning loss at the K–12 level. This includes strengthening tiered intervention delivery and improving access to academic supports for students requiring strategic or intensive assistance. This action directly addresses needs identified in district assessment data showing significant learning loss in literacy

and mathematics, particularly among unduplicated student groups, including English learners, students with disabilities, foster youth, and homeless students. Through coordinated services and data-driven decision-making, this action is expected to improve access to interventions, accelerate learning, and increase academic achievement outcomes for students most impacted by instructional disruption. Metric to Measure Impact (Required for LREBG): Impact will be measured using CAASPP English Language Arts and Mathematics assessment results, specifically the percentage of students meeting or exceeding standards. Data will be reviewed annually to determine whether MTSS/RTI interventions supported by this action result in improved student achievement outcomes. In accordance with EC Section 32526(c)(2), this action represents an allowable use in that it provides one-on-one and small group learning supports provided by certificated or classified staff. Research from J-PAL North America identifies tutoring as one of the most widespread and versatile educational tools and notes that supplemental one-on-one and small-group instruction is an effective method for helping students learn, particularly those who have fallen behind academically. Further, a meta-analysis of randomized evaluations found that tutoring programs consistently produce large, positive impacts on student achievement across a wide range of program characteristics (Nickow, Oreopoulos, & Quan, J-PAL North America, The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations).

Reflections: Technical Assistance

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

Not Applicable.

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.

No schools were 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.

No schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.

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
CJUSD Board of Trustees	<p>2/12/2026 - CJUSD School Board Meeting - LCAP Mid-Year Update (including presentation on goals, actions, and metrics) and invitation for input)</p> <p>6/18/2026 - CJUSD School Board Meeting – LCAP Public Hearing (including presentation on LCAP resources and Local Indicators)</p> <p>6/25/2026 - CJUSD Special School Board Meeting – LCAP approval</p>
Students	<p>In Nov 2025, all students in grades 5–12 were offered an opportunity to complete the California Healthy Kids Survey, providing valuable insight into school connectedness, safety, health, and other key areas. This data also supported Goal 2 of the LCAP.</p> <p>In March 2026, 100% of students in grades 5–12 was offered and completed the LCAP survey.</p> <p>3/30/2026 - a meeting was held with a student group from Cuyama Valley High School.</p>
Parent / Community	<p>Fall 2025 - CJUSD hosted a Resilient Cuyama Valley Initiative Community Forum. During the forum, a survey was administered to parents in the district focusing on parent and family engagement. The survey included questions about school-home communication, teacher-to-parent communication, ways parents are involved or could become more involved, and related topics.</p>

Educational Partner(s)	Process for Engagement
Advisory Committee	3/30/2026 - Met with District English Learners Advisory Council (DELAC)
Certificated	3/30/2026 - Met with CJUSD Parent/Superintendent Group
Classified	3/30/2026 - Met with Cuyama Unified Educators CT/NEA.
CJUSD Administration	3/30/2026 - Met with a group from Cuyama Chapter #288. CJUSD Superintendent/Principal engaged in all professional development opportunities offered by the Santa Barbara County Education Office related to LCAP development. (1/16/2026 - SBCEO Webinar Part 1, 2/10/2026 - SBCEO Webinar Part 1, 2/26/2026 - SBCEO Workshop). The Superintendent/Principal actively participated in all efforts to engage educational partners in the development of the LCAP.
SELPA	4/20/2026 - CJUSD administration and the LCAP team met with SELPA Executive Director Dr. Stacey McCrath-Smith to discuss the upcoming year's LCAP and how it may support the Special Education program.
Student Parent / Community Certificated Classified CJUSD Administration	Spring 2026 - CJUSD administered an LCAP survey to families, community members, and students in grades 5–12.

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

CJUSD values the significant role educational partners play in the development of this LCAP. The input received this year from educational partners was analyzed by the district's LCAP team to identify common themes, priorities and inform the development of district goals and actions.

Educational partner feedback consistently emphasized the importance of student academic support, engagement, and access to opportunities. Across educational partner groups, there was strong agreement regarding the need for increased instructional support and targeted academic interventions. Parents noted, "I would like one teacher per grade," while staff emphasized classroom structure challenges, stating, "No more than 2 grades combo, please!" Students and staff further identified the need for additional support, including "it would be nice to have more staff to support us" and "Need aides to support all students." This feedback informed continued refinement of Goal 1 actions related to instructional support and intervention systems.

Mental health and student wellness were also identified as priority areas. Educational partners stated, “counseling is needed more in both schools” and “provide more help to the counselor,” reinforcing the need for continued emphasis on social-emotional learning and expanded student wellness supports within Goal 2.

Communication and family engagement feedback identified ongoing needs in accessibility and outreach. Students and families shared concerns such as “parents rarely know what’s going on” and “my mom hardly ever gets told about school events.” Parents also requested additional learning opportunities for families, including “teach parents how to use a computer.” This input suggests CJUSD needs to strengthen bilingual communication systems and build on existing parent engagement opportunities.

A consistent theme across all educational partner groups was the importance of extracurricular opportunities, particularly athletics, as a key factor in student engagement, attendance, and school connectedness. Educational partners expressed a strong desire for expanded and equitable access to activities, stating, “I would like all children to participate in sports,” “we want more sports or more things to do,” and “increase more extra-curricular activities.” Concerns regarding equity in participation were also raised, including “girl’s sports are begging for funding” and “what about girls’ sports?” Students further emphasized the impact of limited opportunities, noting that a lack of access to activities “made me consider moving... I’ve always yearned for more clubs, activities, and sports.”

As a result of this consistent and compelling feedback, the district has added and prioritized expanded athletics as a contributing action (Action 2.6 - Athletics) within the 2026–27 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA developed this goal in response to persistent challenges in academic achievement, particularly in English Language Arts and Mathematics, as well as the need to strengthen instructional capacity and equitable outcomes for all student groups. A review of multi-year data indicates that while some systems and supports are in place, student outcomes have not yet met district targets, particularly for unduplicated student groups.

CAASPP results demonstrate a continued decline in academic performance. English Language Arts proficiency decreased from 42.5% (2022–23) to 41.6% (2023–24), and further to 32.1% (2024–25), reflecting a significant drop from baseline. Mathematics performance showed a similar trend, declining from 18.0% to 11.9%, remaining well below the district target of 20%. These trends are even more pronounced among unduplicated student groups. Low-income student performance in ELA declined to 25.37%, and Math performance declined to 11.9%. English learner performance remains a critical area of need, though there is limited publicly available data in ELA due to small cohort sizes.

English Learner Progress data further supports the need for this goal. After a significant decline from 70.0% to 43.8%, progress has partially recovered to 61.9%, but remains below the district target of 75%, indicating a continued need to strengthen designated and integrated English Language Development (ELD), targeted interventions, and consistent progress monitoring.

In addition to student outcome data, system-level indicators highlight challenges that impact instructional quality. The percentage of appropriately assigned and fully credentialed teachers declined from a baseline of 85% to 70%, indicating a need to strengthen staffing stability and ensure that all students have access to highly qualified educators. While the district has maintained 100% access to standards-aligned instructional materials and continues to make progress toward full implementation of state standards and ELD standards, these inputs have not yet translated into consistent gains in student achievement. Ongoing implementation of coordinated intervention systems, including MTSS/RTI structures supported in part through LREBG-funded staffing, further highlights the need for sustained, districtwide focus on improving academic outcomes.

At the same time, College and Career Readiness indicators show areas of growth, including a significant increase in A-G completion rates (47%) and CTE pathway completion. However, overall College and Career Indicator outcomes remain below target, indicating a need to strengthen alignment between academic preparation and postsecondary readiness.

Due to the district's small student population, year-to-year data can fluctuate significantly based on the performance of a small number of students. As a result, the LEA emphasizes multi-year trends and focuses on building consistent, sustainable instructional systems rather than reacting to single-year changes.

Educational partner feedback further reinforces the need for this goal. Parents, staff, students, and community members consistently identified improving academic achievement, particularly in literacy and mathematics, as a top priority. Educational partners emphasized the importance of strong foundational skills to expand college and career opportunities, especially given the district's rural and geographically isolated context.

In response, this goal prioritizes strengthening core instruction, expanding targeted interventions, and improving outcomes for unduplicated student groups. The LEA will continue to focus on Multi-Tiered System of Supports (MTSS), professional development, English learner supports, and strategic staffing to ensure all students receive high-quality, standards-aligned instruction. Progress will be monitored using CAASPP ELA and Math results, English Learner Progress, and College and Career Readiness indicators, with a continued emphasis on closing achievement gaps and improving outcomes for students most in need of support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (BL Yr: 22-23; DataQuest)	85%	66.5%	70%	100%	-15%
1.2	% of students with CA State Standards aligned core curriculum (BL Yr: 22-23; Local Indicator)	100%	100%	100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	% implementation of CA State Standards for all students (BL Yr: 23-24; Local Indicator)	97%	97.5%	100%	100%	3%
1.4	% implementation of SBE adopted ELD standards for all ELs (BL Yr: 23-24; Local Indicator)	95%	96.7%	100%	100%	5%
1.5	% meeting standard on CAASPP ELA (BL Yr: 22-23; DataQuest)	42.5%	41.6%	32.1%	50%	-10.4%
1.6	% meeting standard on CAASPP Math (BL Yr: 22-23; DataQuest)	17.2%	18%	11.9%	20%	-5.3%
1.7	% meeting standard on CAASPP ELA (ELs) (BL Yr: 22-23; DataQuest)	N/D	9.1%	N/D	18%	N/D
1.8	% meeting standard on CAASPP Math (ELs) (BL Yr: 22-23; DataQuest)	N/D	0%	N/D	10%	N/D
1.9	% meeting standard on CAASPP ELA (Low Income) (BL Yr: 22-23)	40.3%	37.3%	28.36%	50%	-11.94%
1.10	% meeting standard on CAASPP Math (Low Income)	14.9%	17.3%	11.9%	25%	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	(BL Yr: 22-23; DataQuest) % of students successfully completing CTE pathways (BL Yr: 22-23; DataQuest)	13.3%	78.6%	35%	20%	21.7%
1.12	% of students successfully completing A-G requirements (BL Yr: 22-23; DataQuest)	0%	0%	47%	10%	47%
1.13	% of students successfully completing A-G requirements and CTE pathways (BL Yr: 22-23; DataQuest)	0%	0%	18%	20%	18%
1.14	% of English Learner Progress (BL Yr: 22-23; CA Dashboard)	70.0%	43.8%	61.9%	75%	-8.1%
1.15	% of ELs reclassified (BL Yr: 22-23; Local Indicator)	23.3%	22%	30.8%	25%	7.5%
1.16	% of students CCR based on CCI (BL Yr: 22-23; CA Dashboard)	33.3%	7.1%	17.6%	40%	-15.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	% of students completing 2 formative local assessments (BL Yr: 23-24; Local Indicator)	100%	97.8%	100%	100%	0%
1.18	% of unduplicated students who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, or Dual Enrollment courses.	N/D	N/D	100%	100%	0%
1.19	% of students with disabilities who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, or Dual Enrollment courses.	N/D	N/D	93%	93%	0%

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 goals and actions under Goal 1 were implemented largely as planned. Despite challenges related to staffing and the district's rural location, CJUSD was able to successfully carry out the majority of the planned actions and services.

Successes:

Action 1.1 – Class Size Reduction:

Although enrollment levels could have resulted in multi-grade groupings of more than two grade levels, the district intentionally structured classes to maintain instructional quality and provide more targeted grade-level support for students.

Action 1.3 – RTI / ASES Program Coordinator:

This action was successfully completed, though the position was filled later than originally anticipated due to staffing challenges commonly experienced in rural districts. Despite this delay, CJUSD was able to recruit and retain the RTI / ASES Program Coordinator and fully implement the core responsibilities of the role. Once in place, the Program Coordinator supported the district's MTSS/RTI framework by coordinating English Learner (EL) program supports, district assessment systems, and the After School Education and Safety (ASES) program. The position also supported implementation of targeted academic interventions and progress monitoring systems designed to address learning loss in English Language Arts and Mathematics. CJUSD utilized Learning Recovery Emergency Block Grant (LREBG) funds, along with other district resources, to sustain this position and ensure continuity of intervention services. While implementation aligned with the planned scope of work, the delayed hiring reduced the amount of time available for full-year impact, which may have limited the overall influence on student achievement outcomes. The action was successfully implemented as designed once staffed, and coordination of services across MTSS systems improved. However, continued focus is needed to ensure that strengthened systems translate into measurable gains in academic outcomes for unduplicated student groups, particularly in ELA and Mathematics.

Action 1.4 – Professional Development:

Santa Barbara County Education Office consultant Carla Benchoff provided professional development focused on Academic Progress in Literacy, adjustments to the K–2 screener for placement, and planning for the upcoming school year. In addition, teachers received individualized coaching and support.

Action 1.5 – College and Career Readiness at the High School:

A majority of high school courses are A–G approved. CJUSD continues to offer three career readiness pathways and expanded leadership and skills-development opportunities that have been highly attended by students. Additionally, the district launched its first year of three dual enrollment courses, with 31 students participating in either dual enrollment or concurrent enrollment classes.

Challenges:

Action 1.9 and 1.10 – Special Education:

Special education services are provided through Santa Barbara County Education Office. The district's rural setting, combined with campuses located more than four miles apart and declining enrollment, makes it challenging and costly to efficiently provide services to a small number of students across multiple sites while still meeting required staffing and safety needs. Low student enrollment, combined with mandated staffing requirements to ensure student and adult safety, often requires additional personnel and increases overall program costs.

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.

Action 1.2 – Instructional Materials: Expenditures were higher than expected due to increased one-time expenditures associated with the use of expiring one-time funds.

Action 1.3 – RTI / ASES Program Coordinator: Expenditures were lower than expected because CJUSD hired employees at lower step and column placements. In addition, some employees began their positions several months into the school year, resulting in lower overall expenditures.

Action 1.5 – College Career Ready at the H.S.: Expenditures were higher than expected due to the desire to reflect the incorporation of Career Technical Education Incentive Grant (CTEIG) funds.

Action 1.6 – In-School and After-School CCR: Expenditures were higher than expected due to the need to expend one-time funds that were set to expire, as well as an increase in the district's Expanded Learning Opportunities Program (ELOP) funding allocation.

Action 1.8 – Instructional Support Positions: Expenditures were higher than expected due to the need for an additional aide to support increased TK/K enrollment; therefore, the district employed four instructional aides. In addition, expenditures were higher than expected due to CJUSD settling 2025–26 negotiations, which included retroactive pay and a one-time stipend, resulting in an increased cost.

Action 1.9 – Special Education Consortium: CJUSD combined Action 1.9 with Action 1.10; therefore, all expenses associated with this action will be accounted for in a single lump sum under Action 1.10 – Special Education Services.

Action 1.10 – Special Ed Services: The 2025–26 expenditures for Special Education Services were under projected. Even with the combination of Action 1.9 and Action 1.10, actual costs for these services exceeded initial estimates, indicating that funding needs were underestimated for this action.

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

Action 1.1 – Class Size Reduction: Action 1.1 was somewhat effective in supporting student achievement and learning conditions for unduplicated student groups. Maintaining smaller class sizes and reducing combination classes allowed for increased individualized instruction, targeted intervention, and additional academic support opportunities in ELA, ELD, and math. Additional staffing at the high school also provided greater access to support periods and intervention services for students needing additional academic assistance. CAASPP results show mixed outcomes. In 2024–2025, 28.36% of socioeconomically disadvantaged students met or exceeded standards in ELA compared to 47.06% of non-SED students. In math, 11.90% of socioeconomically disadvantaged students met or exceeded standards compared to 11.76% of non-SED students. While overall achievement levels remain below desired outcomes, the district maintained equitable access to instructional support and reduced barriers associated with larger class sizes and combination classrooms.

Action 1.2 – Instructional Materials: Action 1.2 was effective. Teachers report that the infusion of high-quality standards-aligned materials and supplies has equipped teachers to implement state standards with increased fidelity. We will be tracking future metric outcomes involving CCR, CTE, dual enrollment, A-G outcomes associated with a broad course of study.

Action 1.3 – RTI / ASES Program Coordinator and Action 1.7 – MTSS (Academic): These actions were somewhat effective in supporting student learning and strengthening intervention systems. Educational partner feedback and focus group input indicated that MTSS/RTI coordination, English Learner supports, and expanded learning opportunities were beneficial in improving access to academic interventions and student engagement. However, these actions were not sufficient to produce overall gains in CAASPP English Language Arts outcomes. The percentage of students meeting or exceeding standards in ELA declined from 41.6% to 32.1%, falling below the district's performance target. This decline indicates that while intervention systems were implemented, they have not yet translated into improved proficiency in state assessments. One potential contributing factor identified during implementation includes outdated technology and inconsistent internet connectivity during testing, which may have negatively impacted student performance. In response, CJUSD has upgraded computer lab equipment, including new devices and curved-screen monitors, to improve testing conditions, student focus, and engagement. In contrast,

English Learner Progress outcomes showed improvement. The percentage of English Learners making progress increased from 43.8% to 61.9%, demonstrating meaningful growth and suggesting that coordinated MTSS/RTI and EL supports are having a positive impact in this area. While the district did not meet the 75% target, this increase reflects progress in strengthening instructional supports for English learners. Overall, the actions demonstrate partial effectiveness: stronger outcomes in English Learner progress and improved access to intervention systems, but limited impact on overall CAASPP ELA performance to date. Continued refinement of instructional delivery, intervention alignment, and system implementation will be necessary to translate these supports into improved academic achievement across all student groups.

Action 1.4 – Professional Development: Action 1.4 was somewhat effective in supporting staff capacity and instructional practices through professional development opportunities focused on MTSS, SEL, ELD standards, EL redesignation, ELPAC, and data analysis. Professional development supported teachers and paraprofessionals in strengthening interventions, analyzing student data, and providing targeted supports for unduplicated student groups, including English Learners and socioeconomically disadvantaged students. Evidence of effectiveness showed improvement in English Learner progress. According to the CA Dashboard, the percentage of English Learners making progress toward English language proficiency increased from 43.8% in 2023–2024 to 61.9% in 2024–2025. While the district did not yet meet the desired goal of 75%, the increase demonstrates growth in student progress and suggests that continued professional development and instructional support contributed to improved outcomes for English Learners.

Action 1.5 – College Career Ready at the H.S.: Action 1.5 was effective in increasing college and career readiness opportunities for high school students through continued access to A-G aligned coursework, Career Technical Education (CTE) pathways, leadership activities, and expanded postsecondary preparation opportunities. The district continued to offer multiple career readiness pathways and increased opportunities for student participation in leadership and skills development activities. Evidence of effectiveness showed significant improvement in student outcomes. The percentage of students successfully completing A-G requirements increased from 0% in 2023–2024 to 47% in 2024–2025, exceeding the district goal of 10%. Additionally, the percentage of students successfully completing both A-G requirements and CTE pathways increased from 0% in 2023–2024 to 18% in 2024–2025. While the district did not fully meet the 20% goal for A-G and CTE pathway completion, the increase demonstrates substantial progress toward improving college and career readiness outcomes for students.

Action 1.6 – In-School and After-School CCR Enrichment: Action 1.6 was effective in supporting targeted students participating in after-school enrichment opportunities. Teachers and staff reported improvements in student behavior, attitude, academic performance, and test scores among participating students. Additionally, approximately 25% of 8th grade students participated in the FFA program, increasing student engagement in college and career readiness activities.

Action 1.8 – Instructional Support Positions: Action 01.08 was partially effective in supporting student achievement through instructional support positions. The district continued to provide instructional aides and support staff at the K–8 level to assist with classroom instruction, targeted interventions, and student academic support. However, limited staffing levels continued to impact the ability to provide consistent instructional support across grade levels and student groups. The percentage of English Learners making progress, English Learner Progress, increased from 43.8% in 2023–2024 to 61.9% in 2024–2025. While the district did not fully meet the goal of 75%, the increase demonstrates meaningful progress toward improving English Learner achievement and the effectiveness of academic intervention supports, however the percentage of students meeting standards on the CAASPP ELA assessment decreased from 41.6% in 2023–2024 to 32.1% in 2024–2025, falling below the district goal of 50%. While instructional support positions continued to provide valuable assistance to students

and teachers, the decrease in CAASPP ELA performance indicates that additional staffing capacity and academic supports may be needed to improve student achievement outcomes.

Action 1.9 – Special Education Consortium and Action 1.10 – Special Ed Services: These actions were somewhat effective. The percentage of students with disabilities meeting standards on the CAASPP ELA assessment increased from 13.3% in 2023–2024 to 14.3% in 2024–2025. While performance remains below desired levels, the increase demonstrates modest progress toward improving academic achievement for students with disabilities and reflects the continued value of specialized support services.

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.

This goal remains unchanged in the 2026-27 LCAP.

The following metrics were added to fulfill the requirements of Priority 7. Additionally, CJUSD could no longer use previously established metrics because the prior LCAP was prepared and completed by an outside contractor, and CJUSD was unable to obtain or complete third-year data. The new metric was also selected because it is applicable, measurable, and appropriate for a small school setting:

1.18: % of unduplicated students who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, Advanced Placement (AP), or Dual Enrollment courses.
1.19: % of students with disabilities who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, Advanced Placement (AP), or Dual Enrollment courses.

The following are lists of actions that were added, deleted, modified, or completed in the 2026-27 LCAP.

Action 1.2 – Instructional Materials: CJUSD will be increasing the budget for this action due to the incorporation of Career Technical Education Incentive Grant (CTEIG) fund.

Action 1.5 – College Career Ready at the H.S.: CJUSD will be increasing the budget for this action due to the incorporation of Career Technical Education Incentive Grant (CTEIG) fund.

Action 1.6 – In-School and After-School CCR Enrichment: CJUSD will be increasing the budget for this action due to the increase in the district's Expanded Learning Opportunities Program (ELOP) allocation.

Action 1.7 – MTSS (Academic): CJUSD will be eliminated and combined with Action 1.3 due to both being associated with RTI/MTSS support and targeting the same unduplicated students.

Action 1.9 – CJUSD will eliminate Action 1.9 – Special Education Consortium and combine it with Action 1.10 – Special Education Services. Both actions were determined to be serving the same student population and reflecting a single, unified Special Education program. In addition, CJUSD does not operate a Special Education consortium; therefore, maintaining a separate action was not appropriate for program alignment or reporting purposes. As a result of this consolidation and a review of prior-year expenditures, CJUSD is also increasing the budget allocation for Special Education Services. Prior costs were under projected, and actual expenditures indicate higher-than-anticipated needs to adequately support services for students with disabilities. The increased allocation will better reflect current service demands and ensure appropriate staffing, supports, and program delivery for identified students.

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	Class-size Reduction	Continue to staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (1.9 FTE @ \$109,747 / FTE)	\$208,519.00	Yes
1.2	Instructional Materials	Purchase additional materials for classrooms instruction including: ancillary materials in core subjects, paper based materials and computer based services.	\$49,580.00	No
1.3	RTI / ASES Program Coordinator	Staff and retain a Program Coordinator (RTI Teacher) position to lead the district's MTSS/RTI framework, including coordination of the English Learner (EL) Program, Assessment Program, and After School Education and Safety (ASES) Program. The position supports the development and implementation of a tiered intervention system for all K-12 students requiring strategic or intensive academic support. The coordinator focuses on addressing pupil learning loss at the K-8 level through targeted interventions in English Language Arts and Mathematics, aligned with State Board of Education recommended instructional time and evidence-based practices. This action is partially funded by Learning Recovery Emergency Block Grant (LREBG) funds in the amount of \$12,946.00. These funds support staffing retention to ensure continuity of services, program stability, and consistent implementation of academic interventions, expanded learning opportunities, and progress monitoring across sites. Metric to Measure Impact (Required for LREBG): Impact will be measured using CAASPP English Language Arts and Mathematics assessment results, specifically the percentage of students meeting or exceeding standards. Data will be reviewed annually to determine whether MTSS/RTI interventions supported by this action result in improved student achievement outcomes. In accordance with EC Section 32526(c)(2), this action represents an allowable use in that it provides one-on-one and small group learning supports provided by	\$89,535.00	No

Action #	Title	Description	Total Funds	Contributing
		certificated or classified staff. Research from J-PAL North America identifies tutoring as one of the most widespread and versatile educational tools and notes that supplemental one-on-one and small-group instruction is an effective method for helping students learn, particularly those who have fallen behind academically. Further, a meta-analysis of randomized evaluations found that tutoring programs consistently produce large, positive impacts on student achievement across a wide range of program characteristics (Nickow, Oreopoulos, & Quan, J-PAL North America, The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations).		
1.4	Professional Development	Provide PD for teachers and paraprofessionals on some of the following: MTSS, SEL, ELD Standards, EL Redesignation, ELPAC and data analysis. (PDP)	\$20,350.00	Yes
1.5	College Career Ready at the H.S.	Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, Odyssey, equipment for career tech classes)	\$88,981.00	No
1.6	In-School and After-School CCR Enrichment	Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)	\$73,781.00	No
1.7	**Action consolidated with 1.3**	Action 1.7 has been eliminated and consolidated with Action 1.3 – RTI / ASES Program Coordinator for clarity, as both actions are part of the same RTI/MTSS framework and support the same unduplicated student groups through coordinated academic interventions in English Language Arts and Mathematics. (1.7: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic interventions.	\$0.00	

Action #	Title	Description	Total Funds	Contributing
		The academic interventions will include both ELA and Math and will comply with SBE time recommendations.)		
1.8	Instructional Support Positions	Staff all appropriate instructional support positions to support unduplicated students especially EL and LTEL students. (3 FTE @ \$32,094 / FTE)	\$96,282.00	Yes
1.9	**Action consolidated with 1.10**	Action consolidated with 1.10 for clarity.	\$0.00	
		(1.9: Contract with SBCEO Special Education for direct services including 2 special ed teachers and 5 special ed instructional aides in order for special ed students to learn in the least restrictive environment. (SEP))		
1.10	Special Ed Services	Contract with SBCEO Special Education to provide direct special education services and supports, including two special education teachers, five special education instructional aides, speech and language therapy, psychologist counseling, physical and occupational therapy, orientation and mobility services, and assistive technology services to ensure students receive services in the least restrictive environment.	\$525,630.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop the physical and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed to ensure that all students are supported in a physically safe, socially connected, and emotionally healthy learning environment that promotes student engagement, attendance, and overall success. Analysis of district metrics demonstrates positive growth in several key indicators connected to this goal. The Facilities Inspection Tool overall rating increased from 73.0% at baseline to 95.8% in Year 2, indicating improved school conditions and safe learning environments. Chronic absenteeism rates improved from 29.7% to 19.4%, surpassing the Year 3 target of 20%, while school attendance rates increased from 92.5% to 93.6% at the elementary level and 93.9% at the high school level.

Additional climate and connectedness data also support the need for continued focus in this area. The District School Climate Survey overall index increased from 72.6 to 80, educational partners reporting schools as safe or very safe increased from 59% to 70.4%, and educational partners reporting high connectedness with school increased from 60.4% to 64.3%. Suspension and expulsion rates remained low, demonstrating the district's continued commitment to maintaining positive school climates and restorative practices.

Educational partner input consistently identified student wellness, school safety, engagement, and connectedness as priorities. As a result, CJUSD will continue implementing actions designed to strengthen student support systems, including maintaining a strong ASES program, providing social-emotional learning (SEL) supports and professional development, expanding student engagement and connectedness activities, and promoting safe and supportive school environments. These actions are intended to further improve attendance, student well-being, and overall school climate outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of ELs with CA State Standards aligned ELD curriculum (BL Yr: 22-23, Local Indicator 1)	100%	100%	100%	100%	0%
2.2	% on the Facilities Inspection Tool overall rating (BL Yr: 23-24; Local Indicator 1)	73.0%	99.0%	95.8%	90%	26%
2.3	School attendance rate (BL Yr: 23-24; DataQuest and Local Indicator 5)	92.5%	93.6%	93.9%	94%	1.4%
2.4	% on Chronic absenteeism rate (BL Yr: 22-23; Dashboard)	29.7%	25.8%	19.4%	20%	10.3%
2.5	Middle school dropout rate (BL Yr: 22-23; DataQuest)	0%	0%	0%	0%	0%
2.6	High School dropout rate (BL 22-23; DataQuest)	0%	0%	0%	0%	0%
2.7	High school graduation rate (BL Yr: 22-23; DataQuest)	100%	92.9%	94%	100%	-6%
2.8	Suspension Rate (BL Yr: 22-23; DataQuest)	1.0%	0%	0%	1.0%	-1%
2.9	Expulsion rate	0%	0%	0%	0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(BL Yr: 22-23; DataQuest)					
2.10	# on the District School Climate Survey overall index School Climate Rating (BL Yr: Spring 2024 Survey)	72.6	76.2	80	80	7.4
2.11	% of educational partners who perceive school as safe or very safe (BL Yr: Spring 2024 Survey)	59%	68.3%	70.4%	65%	11.4%
2.12	% of educational partners who report high connectedness with school (BL Yr: Spring 2024 Survey)	60.4%	60.7%	64.3%	65%	3.9%
2.13	% of students enrolled in required courses of study (BL Yr: 23-24)	100%	100%	100%	100%	0%
2.14	Metrics 2.14 and 2.15 were removed for clarity, and revised versions of these metrics were added to Goal 1 - Metric 1.18 and 1.19. (2.14: # of instances each unduplicated	(2.4)	(4.7)	Goal 1 - Metric 1.18 and 1.19	(2.5)	(2.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	student participates in programs or services for UDS (per UDS average) (BL Yr: 23-24)) Metrics 2.14 and 2.15 were removed for clarity, and revised versions of these metrics were added to Goal 1- Metric 1.18 and 1.19. (2.15: # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) (BL Yr: 23-24))	(2.8)	(2.7)	Goal 1- Metric 1.18 and 1.19	(3.0)	(-.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 goals and actions under Goal 2 were implemented largely as planned, with the exception of Action 2.5 – Professional Development, which was implemented under Action 1.4 – Professional Development and therefore was not carried out as a separate, stand-alone action. Overall, CJUSD experienced several successes in improving school connectedness, student engagement, social-emotional supports, and extracurricular opportunities, while also facing challenges related to staffing capacity and maintaining consistent support services in a small rural district.

Successes:

Action 2.1 – Instructional Technology Access:

CJUSD partnered with community partner Blue Sky, which received a grant to remodel the computer labs at both Cuyama Elementary/Junior High School and Cuyama Valley High School. Through this partnership, students received access to new and modern computers as well as updated interactive screens, significantly improving instructional technology access and learning environments.

Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral):

Despite ongoing staffing challenges, CJUSD successfully retained its school counselor, strengthening continuity of services. This continuity supported the development of trusted relationships with students and improved access to social-emotional and behavioral supports across the district.

Action 2.4 – ASES Program:

The ASES Program continued to expand, providing students with academic support and enrichment opportunities that increased student engagement and school connectedness.

Action 2.6 – Athletic Programs:

Athletic participation increased across TK–12, supported by community partnerships and expanded opportunities for inter-district competition, contributing to stronger student engagement and school connectedness.

Action 2.7 – Socialization Activities:

CJUSD continued to provide a wide range of school culture and engagement activities, including dances, field trips, FFA events, and school-wide activities that strengthened student connectedness and engagement.

Challenges:

Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral):

Due to staffing limitations, the school counselor was often required to take on additional responsibilities beyond counseling services, reducing available time for direct student supports and small group interventions. This continues to limit full implementation capacity for social-emotional services.

Action 2.5 – Professional Development:

CJUSD did not implement this action as a stand-alone action due to budget constraints and competing fiscal priorities. Additionally, similar professional development opportunities are already embedded within Action 1.4, resulting in redundancy and consolidation of implementation under that action.

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.

Action 2.1 – Instructional Technology Access: We had material differences between budgeted expenditures and estimated actual expenditures as a result of additional technology devices, increased repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations.

Action 2.2 – Multi-Tiered System of Supports (MTSS): The 2025–26 expenditures for Multi-Tiered System of Supports (MTSS) were under projected. Even with the combination of Action 2.2 and Action 2.3, actual costs exceeded initial estimates because CJUSD incorporated the school counselor's salary into this action to more accurately reflect the costs associated with providing social-emotional and behavioral support services.

Action 2.3 – MTSS (Behavioral) – CJUSD combined Action 2.2 with Action 2.3; therefore, all expenses associated with this action will be accounted for in a single lump sum under Action 2.2 – Multi-Tiered System of Supports (MTSS).

Action 2.5 – Professional Development: CJUSD combined Action 2.5 with Action 1.4; therefore, all expenses associated with this action will be accounted for in a single lump sum under Action 1.4 – Professional Development due to the redundancy of the action.

Action 2.6 – Athletic Programs: CJUSD had material differences between budgeted expenditures and estimated actual expenditures in Action 2.6. Expenditures were higher than expected because CJUSD added youth sports programs that were not originally anticipated. In addition,

there were enough high school boys participating to support both a JV Basketball team and a Varsity Basketball team, which increased overall program costs.

Action 2.7 – Socialization Activities: There were material differences between budgeted and estimated actual expenditures for Action 2.7. The district budgeted \$500 for this action; however, actual expenditures totaled \$3626.00. This increase reflects higher-than-anticipated costs associated with fully implementing socialization and school connectedness activities, including events and student engagement opportunities that required additional resources beyond the original estimate.

Action 2.8 – Attendance: CJUSD had material differences between budgeted and estimated actual expenditures due to the realization that additional efforts were needed to continue encouraging and incentivizing regular student attendance. CJUSD offered incentives to students with perfect attendance.

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

Action 2.1 – Instructional Technology Access: Action 2.1 was effective in supporting student engagement, access to instruction, and overall student success. By providing upgraded computers, maintaining classroom technology, and ensuring students and staff had access to reliable devices, CJUSD was able to support learning opportunities both inside and outside of the classroom. The district maintained a 0% high school dropout rate and a 0% expulsion rate, while also maintaining a low suspension rate of 0%. In addition, the high school graduation rate remained high at 92.9%. Access to updated instructional technology helped students remain connected to coursework, improve engagement, and provided teachers with the tools necessary to deliver instruction effectively.

Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral): These actions were effective CJUSD maintained a suspension rate of 0%. CJUSD continues to implement restorative practices and positive behavior interventions to support student success.

Action 2.3 – MTSS (Behavioral): Action 2.3 was implemented under Action 2.2 – MTSS (Social Emotional) and therefore was not carried out as a separate, stand-alone action.

Action 2.4 – ASES Program: Action 2.4 was considered effective, as CJUSD decreased the chronic absenteeism rate from 29.7% to 19.4%, exceeding the targeted rate of 20%. Through continued implementation of the ASES program, CJUSD provided after-school academic support, enrichment opportunities, transportation, and social-emotional supports to improve student engagement, attendance, and academic success.

Action 2.5 – Professional Development: Action 2.5 was implemented under Action 1.4 – Professional Development and therefore was not carried out as a separate, stand-alone action. As a result, Action 2.5 is considered redundant, and all professional development activities and outcomes are captured within Action 1.4.

Action 2.6 – Athletic Programs: Action 02.06 was effective in increasing student connectedness, engagement, and participation in school activities. Athletics continue to serve as a key driver of school connectedness by providing students with opportunities to build teamwork, leadership skills, school pride, and positive relationships with peers and staff. Cuyama Joint Unified School District demonstrated a positive upward trend in educational partner perceptions of school connectedness over a three-year period. The percentage of educational partners reporting high connectedness with schools increased from 60.4% (2023–24) to 60.7% (2024–25), and then significantly increased to 70.4% (2025–26), indicating a notable improvement in overall school connectedness. Additional student outcome indicators also reflect a strong school climate. The district maintained a 0% dropout rate and a 0% expulsion rate, while the graduation rate increased from 92.9% (2023–24) to 94% (2024–25). These outcomes suggest that sustained investment in athletic programs (including transportation, equipment, uniforms, coaching stipends, field maintenance, and student recognition) has supported improved engagement and a more positive school environment across the district.

Action 2.7 – Socialization Activities: Action 02.07 was effective in promoting student connectedness, leadership development, and positive school culture. By continuing to provide socialization and school connectedness activities such as dances, parties, and community service projects, CJUSD created opportunities for students to build relationships, develop social skills, and strengthen engagement with their school community. The percentage of educational partners reporting high connectedness with schools increased from 60.4% (2023–24) to 60.7% (2024–25), and then significantly increased to 70.4% (2025–26), indicating a notable improvement in overall school connectedness.

Action 2.8 – Attendance: Action 2.8 was effective in improving student attendance and reducing chronic absenteeism. CJUSD implemented coordinated attendance supports through Attendance and Student Study Team meetings, regular review of attendance data, identification of chronic absentees, family outreach, and referrals to SARB when necessary. Chronic absenteeism rates showed a consistent and meaningful decline over a three-year period, decreasing from 29.7% (2022–23) to 25.8% (2023–24), and further improving to 19.4% (2024–25). This downward trend indicates that targeted attendance interventions and early identification systems are contributing to improved student attendance outcomes and stronger school engagement across the district.

Action 2.9 – School Safety: Action 2.9 was implemented in the prior year and continued to demonstrate maintained effectiveness in supporting school safety. Implementation efforts have contributed to sustained improvements in perceived school safety among educational partners. The percentage of educational partners who reported the school as safe or very safe increased from 59% (2023–24) to 68.3% (2024–25) and further increased to 70.4% (2025–26), indicating continued progress in strengthening school climate, safety, and overall school connectedness.

Action 2.10 – Maintain 2 School Sites: Action 2.10 was determined to be effective. District data supports the effectiveness of this action. The percentage of educational partners reporting a high level of connectedness to the schools increased from 60.4% (2023–24) to 60.7% (2024–25), and then significantly increased to 64.3% (2025–26), indicating notable improvement in overall school connectedness and safety. These results suggest that families, staff, and community members generally feel positive about the school environment and safety conditions across campuses. Additionally, chronic absenteeism rates showed a consistent and meaningful decline over the three-year period, decreasing from 29.7% (2022–23) to 25.8% (2023–24), and further improving to 19.4% (2024–25).

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.

This goal remains unchanged in the 2026-27 LCAP.

Metrics 2.14 and 2.15 were removed for clarity, and revised versions of these metrics were added to Goal 1 - Metric 1.18 and 1.19.

The following are lists of actions that were added, deleted, modified, or completed in the 2026-27 LCAP.

Action 2.1 – Instructional Technology Access: CJUSD will be increasing the budget for this action due to the growing number of users requiring access to technology resources and services. Costs are expected to increase as a result of additional technology devices, increased repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations. For clarity, CJUSD changed the description of Action 2.1 to: "Provide access to technology resources and services. This includes additional technology devices, repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations."

Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral): CJUSD will combine Actions 2.2 and 2.3, as both actions are implemented and supported by the same school counselor. The district will increase the budget allocation for this action to more accurately

reflect the costs associated with providing social-emotional and behavioral support services. Additionally, the action has been renamed to "Multi-Tiered System of Supports (MTSS)."

Action 2.3 – MTSS (Behavioral): CJUSD will be eliminated and combined with Action 2.2 due to both being associated with RTI/MTSS support and targeting the same unduplicated students.

Action 2.4 – ASES Program: "Transportation" was removed from the action due to the ongoing challenge rural schools face in recruiting qualified personnel to provide transportation for the after-school program.

Action 2.5 – Professional Development: CJUSD will eliminate Action 2.5 because it was not implemented as a stand-alone action due to budget constraints and is redundant, as similar professional development activities are already included under Action 1.4.

Action 2.6 – Athletic Programs: CJUSD will increase the budget for this action. In addition, CJUSD added this as a contributing action based on educational partner feedback and the identified need to provide additional support and opportunities for students.

Action 2.7 – Socialization Activities: CJUSD will increase the budget for this action to improve awareness and access to Associated Student Body (ASB) and club financial information.

Action 2.8 – Attendance: CJUSD will increase the budget for this action to continue improving student attendance outcomes.

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	Instructional Technology Access	Provide access to technology resources and services. This includes additional technology devices, repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations.	\$80,149.00	No
2.2	Multi-Tiered System of Supports	Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive supports, including both social-emotional and behavioral interventions.	\$146,548.00	No
2.3	**Action consolidated with 2.2**	CJUSD will eliminate Action 2.5. Action 2.3 has been consolidated with Action 2.2 – Multi-Tiered System of Supports for clarity, as both actions are implemented through the same school counselor and support the district's MTSS framework for social-emotional and behavioral services. (Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive behavioral interventions.)	\$0.00	

Action #	Title	Description	Total Funds	Contributing
2.4	ASES Program	Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, and supplies. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional learning opportunities.	\$42,633.00	No
2.5	**Action consolidated with 1.4**	CJUSD will eliminate Action 2.5 because it is redundant and has been consolidated under Action 1.4 – Professional Development, where similar activities are already implemented. (Provide professional development to enhance existing systems of student support by integrating goals for SEL practices within universal, targeted, and intensive behavioral approaches, strengthening the MTSS Framework currently in practice.)	\$0.00	
2.6	Athletic Programs	Provide funding for athletic programs. (transportation, fees, equipment, uniforms, football field maintenance, awards ceremonies, coaches and A.D. stipends, etc.)	\$60,000.00	Yes
2.7	Socialization Activities	Continue to provide socialization and school connectedness activities like dances, parties, community service projects to assist students in building leadership opportunities and social skills	\$3,000.00	No
2.8	Attendance	Improve the attendance rate and reduce chronic absenteeism by: ensuring that the Attendance and Student Study Team staff will meet as needed to review attendance data, identify chronic absentees, work with families to improve attendance and create referral process to SARB.	\$2,000.00	No
2.9	School Safety (Completed in school year 2024-25)	Add security cameras to the sites and restroom sensors at the high school.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Maintain 2 School Sites	Maintain two separate campuses with attendant costs such as additional secretary, custodial staff, cafeteria workers, maintenance staff and utilities in order to make unduplicated students at the younger grades feel safe and to create a learning environment that is conducive to their academic and social emotional growth.	\$320,468.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and community participation in and connectedness with the schools will increase.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was developed to strengthen partnerships between schools, families, and the community in order to support student success and increase connectedness across the district. CJUSD recognizes that meaningful parent and community engagement contributes to improved student attendance, academic achievement, social-emotional well-being, and overall school climate. As a small rural district, maintaining strong communication and collaboration with families is especially important to ensure that parents feel informed, supported, and involved in their children's education.

The district developed this goal to expand opportunities for parent participation through conferences, workshops, SSC and DELAC participation, parent education programs, and improved communication systems. Feedback from parents and educational partners indicated a need for continued growth in communication and engagement efforts, particularly in ensuring that families consistently receive clear and timely information. Additionally, the district identified the importance of providing parents with resources and training to better support student learning at home and navigate college and career readiness opportunities.

Through actions such as parent workshops, PIQE programming, the Community Liaison position, and expanded outreach efforts supported by the Community Engagement Initiative Grant, the district aims to build stronger relationships with families and increase meaningful participation in school programs and decision-making processes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% on the District Parent Survey agreeing that district seeks parent input (Item 24) (BL Yr: 23-24)	71%	78.9%	80.8%	75%	9.8%
3.2	% of households responding to the District	7%	37%	40.3%	30%	33.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Survey (BL Yr: 23-24)					
3.3	<p>Metrics 3.3 and 3.4 were removed for clarity, and revised versions of these metrics were added to Goal 3- Metric 3.6 and 3.7.</p> <p>(3.3: # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) (BL Yr: 23-24))</p>	(1.0)	(.8)	Metric 3.6 and 3.7	(1.5)	(-.2)
3.4	<p>Metrics 3.3 and 3.4 were removed for clarity, and revised versions of these metrics were added to Goal 3- Metric 3.6 and 3.7.</p> <p>(3.4: # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) (BL Yr: 23-24))</p>	(1.4)	(1.4)	Metric 3.6 and 3.7	(2.0)	(0)
3.5	% of educational partners who report high connectedness with	60.4%	60.7%	64.3%	65%	3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	school (BL Yr: Spring 2024 Survey) % of parents/guardians who participated in one or more school-related programs or services, including school events, parent workshops, enrichment activities, extracurricular events, field trips, or other school engagement opportunities designed to strengthen family and school connectedness.	N/D	N/D	100%	100%	0%
3.7	% of parents/guardians of exceptional needs students who participated in one or more school programs or services, including school events, parent workshops, meetings, enrichment activities, or other engagement opportunities designed to support student learning and strengthen school-to-home connections.	N/D	N/D	100%	100%	0%

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.

Overall, Goal 3 was implemented with a continued focus on increasing parent and community participation and strengthening connectedness between families and schools. The district carried out a range of planned actions designed to improve communication, provide meaningful engagement opportunities, and build parent capacity to support student learning.

Successes:

Action 3.1 – Parent Conferences:

Cuyama Valley High School met with all freshmen parents as well as families of students with attendance issues or low academic performance. Cuyama Elementary School and Cuyama Valley Junior High School also held parent conferences. At the TK/K level, two conferences were held, one at the beginning of the year and one at the end of the year, to strengthen ongoing parent involvement and communication regarding student progress.

Action 3.2 – Parent Workshops:

CJUSD hosted a FAFSA workshop to support families with postsecondary planning. The FFA program also hosted a parent meeting. In addition, CJUSD received the Community Engagement Initiative Grant for the first time, which supported expanded engagement opportunities. Through this grant, the district held meetings with community partners and parents and organized educational travel opportunities, including two trips to San Diego and one trip to Anaheim to increase family engagement and exposure to college and career experiences.

Action 3.4 – SSC and DELAC:

The DELAC committee met regularly and conducted its required business. Membership remained consistent, and participants actively engaged in discussions, asked questions, and provided input on district programs and supports

Action 3.6 – Parent Education:

The Parent Institute for Quality Education (PIQE) provided a series of eight parent workshops on campus, strengthening parent knowledge of academic expectations and strategies to support student success.

Challenges:

Action 3.3 – Community Liaison:

The Community Schools Coordinator transitioned into the Business Manager position during the implementation year. Due to the district's rural location and limited applicant pool, CJUSD experienced challenges in recruiting and filling the Community Liaison position. As a result, the district reevaluated the use of the allocated funds and determined that investing in district vans would better support student and family access to programs, services, and community engagement opportunities. The vans have enhanced the district's ability to provide transportation for educational activities, student support services, and community school initiatives, while addressing a critical operational need within the district. Consequently, funds originally designated for the Community Liaison position were redirected to the purchase of district vans to support the goals of the Community Schools Program.

Action 3.5 – Parent Communication:

Despite investments in PowerSchool Messenger and other communication tools, parent feedback indicated that families still did not consistently feel informed. This suggests a need to further evaluate communication methods and improve the clarity, frequency, and accessibility of district messaging.

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.

Action 3.3 – Community Liaison:

There were no significant material differences between budgeted and estimated actual expenditures, as overall spending remained generally aligned with projections. However, due to the vacancy in the Community Liaison position, salary expenditures were not utilized as originally planned. Instead, funds were redirected, with Governing Board approval, toward the purchase of two district vans to support community engagement and strengthen school-to-home connectivity. As a result, expenditures were used in a different manner but remained close to the original budgeted amount.

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

Action 3.1 – Parent Conferences:

The action is considered effective, as parent engagement and communication metrics increased during implementation. The percentage of parents agreeing that the district seeks parent input increased from 71% at baseline to 80.8% in Year 2, while parent survey participation increased from 7% to 40.3%. Educational partner connectedness with school also increased from 60.4% (2023-24) to 64.3% (2025-26).

Parent conferences and parent night activities provided families with opportunities to discuss student progress, learn strategies to support academic achievement, and strengthen relationships between home and school.

Action 3.2 – Parent Workshops:

The action is considered effective, as district data demonstrates increased parent participation and engagement. Parent survey participation increased significantly from 7% to 40.3%, and the percentage of parents reporting that the district seeks parent input increased from 71% to 80.8%. Workshops focused on academics, social-emotional wellness, technology, and college and career readiness helped families build skills needed to support student success. Providing childcare and accessible meeting opportunities also supported increased family participation.

Action 3.3 – Community Liaison:

The action is considered somewhat effective in supporting improved communication and school-to-community engagement. Although the Community Liaison position remained vacant due to staffing challenges, outreach and communication efforts were maintained through the Business Manager assuming responsibilities associated with the role, as well as the use of alternative supports to maintain family engagement. Educational partner connectedness with school increased from 60.4% (2023-24) to 64.3% (2025-26), and the percentage of parents reporting that the district seeks parent input increased to 80.8% (2025-26), exceeding the Year 3 target. Additionally, the purchase of two district vans supported increased access and connection between families and school services. While progress was achieved in engagement indicators, the absence of a dedicated liaison limited the district's ability to fully implement consistent, targeted outreach efforts.

Action 3.4 – SSC and DELAC:

The action is considered effective, as the district continued to increase opportunities for parent voice and participation in decision-making processes. Parent survey participation increased from 7% to 40.3%, and the percentage of parents reporting that the district seeks parent

input increased from 71% to 80.8%. Continued promotion of SSC and DELAC participation provided educational partners with opportunities to contribute feedback and participate in district and school planning processes.

Action 3.5 – Parent Communication:

The action is considered somewhat effective, as communication systems helped improve family awareness, engagement, and connectedness with schools; however, some parents reported that they still feel “out of the loop.” The percentage of households responding to the District Parent Survey increased from 7% to 40.3%, while educational partners reporting high connectedness with schools increased from 60.4% to 64.3%. Regular newsletters, PowerSchool messages, emails, and website updates improved communication between the district and families and increased access to important school information.

Action 3.6 – Parent Education:

The action is considered effective, as parent education opportunities increased family engagement and strengthened parent capacity to support student learning. The percentage of parents agreeing that the district seeks parent input increased from 71% to 80.8%, and parent participation in surveys and engagement activities increased substantially. Parent education workshops provided through PIQE or similar organizations supported families of unduplicated students with strategies and resources to support academic achievement, college readiness, and student success.

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.

This goal remains unchanged in the 2026–27 LCAP.

Metrics 3.3 and 3.4 were removed for clarity, and revised versions of these metrics were incorporated into Goal 3- Metric 3.6 and 3.7. CJUSD added Metric 3.5 to Goal 3 and duplicated it from Metric 2.12 because it directly aligns with Goal 3, which focuses on increasing parent and community participation and strengthening school connectedness. The addition of this metric allows the district to better monitor and evaluate the effectiveness of parent engagement and communication efforts.

No actions associated with Goal 3 were added, deleted, modified, combined, or completed in the 2026–27 LCAP.

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	Parent Conferences	Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning. Make this event more like a parent night.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Workshops	Provide workshops on some of the following topics: supporting children academically, 21st Century Skills, Social Emotional Wellness, FAFSA, technology such as Gmail, PowerSchool Messenger, etc. The district will provide childcare for meetings as appropriate.	\$0.00	No
3.3	Community Liaison	Staff a Community Liaison position to engage in outreach to parents, to provide parent coaching and training, and to provide other parent support as needed.	\$101,375.00	No
3.4	SSC and DELAC	Continue to encourage parent participation in the District English Learner Advisory Committee (DELAC) and SSC.	\$0.00	No
3.5	Parent Communication	Provide regular newsletters, Parent Square messages, emails and website posts to enhance communication with parents and the community.	\$600.00	No
3.6	Parent Education	Contract with PIQE or a similar organization to provide parent education workshops to the parents of unduplicated students.	\$12,500.00	No

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
\$636,877.00	\$76,478.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.516%	0.000%	\$0.00	24.516%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Class-size Reduction</p> <p>Need: 2024–2025 CAASPP data shows that 28.36% of socioeconomically disadvantaged students (SED) met or exceeded standards in ELA and 11.90% met or exceeded standards in math. By comparison, 47.06% of non-SED students met or exceeded standards in ELA, while 11.76% met or exceeded standards in math.</p>	<p>With base staffing alone, the small size of the district would result in three-grade combination classes in grades TK–5 and would limit elective, intervention, and College and Career Readiness (CCR) opportunities at the middle school and high school levels. Because the district serves a high percentage of unduplicated students, including socioeconomically disadvantaged students, and research shows these students are disproportionately impacted by larger class sizes and combination classes, the district will continue</p>	<p>% meeting standard on CAASPP, disaggregated by socioeconomic status</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Although the achievement gap in ELA between SED and non-SED students narrowed compared to prior years, SED student performance continues to remain below desired levels, particularly in both ELA and math.</p> <p>Educational partners continue to emphasize the importance of maintaining small class sizes and avoiding three-grade combination classes in order to provide more individualized academic support, targeted intervention, and improved learning conditions for unduplicated student groups, including socioeconomically disadvantaged students.</p>	<p>to use Supplemental and Concentration (S&C) funds to maintain smaller class sizes, reduce combination classes in grades TK–5, and provide additional staffing and intervention support in grades 6–12.</p> <p>This action is designed to provide more individualized instruction, targeted academic intervention, and increased access to academic and CCR opportunities in order to improve student achievement outcomes, including CAASPP performance in ELA and math. Because all students benefit from smaller class sizes and expanded instructional support, the action is provided on an LEA-wide basis.</p>	
1.4	<p>Action: Professional Development</p> <p>Need: 2024–2025 CAASPP data shows that 28.36% of socioeconomically disadvantaged (SED) students met or exceeded standards in ELA and 11.90% met or exceeded standards in Math. By comparison, 47.06% of non-SED students met or exceeded standards in ELA, while 11.76% met or exceeded standards in Math. Although the ELA achievement gap between SED and non-SED students has narrowed compared to prior years, overall academic performance for SED students continues to remain below desired levels in both ELA and Math.</p>	<p>This action addresses the identified need by providing ongoing professional development for teachers and paraprofessionals in areas such as MTSS, SEL, ELD standards, EL redesignation, ELPAC, and data analysis to strengthen instructional practices and improve targeted academic and social-emotional supports for unduplicated student groups. Through continued training and collaboration, staff will be better equipped to identify learning gaps, implement effective interventions, analyze student performance data, and support English Learners and socioeconomically disadvantaged students. This action is provided on an LEA-wide basis because the academic and instructional needs identified through CAASPP and local data are present across all grade levels and school sites. A consistent districtwide approach to professional</p>	<p>% of students meeting or exceeding standards on the CAASPP English Language Arts and Mathematics assessments, disaggregated by socioeconomic status English Learner Progress Indicator (ELPI) scores English Learner reclassification rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In addition, English Learner progress data indicates continued need for targeted instructional supports. The English Learner Progress Indicator (ELPI) shows that 61.9% of English Learners are making progress, which remains below the district target of 75%. Reclassification rates have improved to 30.8%, but continued gaps indicate a need to further strengthen designated and integrated ELD instruction, ELPAC support, and targeted interventions to improve English Learner language acquisition and academic achievement outcomes.</p> <p>Educational partners identified the need for continued professional development for teachers and paraprofessionals in areas such as MTSS, SEL, ELD standards, EL redesignation, ELPAC, and data analysis in order to strengthen instructional practices, improve targeted supports and interventions, and better address the academic and social-emotional needs of unduplicated student groups.</p> <p>Scope: LEA-wide</p>	<p>development ensures equitable access to high-quality instruction, intervention, and support services for all students while particularly benefiting unduplicated student groups.</p>	<p>English Learner Progress data English Learner reclassification rates</p>
1.8	<p>Action: Instructional Support Positions</p> <p>Need: English Learner progress data indicates a significant need for continued targeted supports. The English Learner Progress Indicator (ELPI) declined by 26.2 percentage</p>	<p>These additional instructional aide positions are principally targeted towards improving the academic proficiency of English Learner students. Because all students will benefit from the presence of additional instructional support, this action is provided districtwide.</p>	<p>English Learner Progress data English Learner reclassification rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>points, from 70% in 2022–23 to 43.8% in 2023–24, demonstrating a decline in the percentage of English Learners making progress toward English proficiency. Although ELPI improved to 61.9% in 2024–25, it remains below the district’s 75% target, indicating continued need for targeted instructional supports.</p> <p>Reclassification rates have shown some improvement, increasing from 22% to 30.8%, but remain an important area for continued monitoring to ensure English Learners are successfully progressing toward English language proficiency and academic readiness.</p> <p>These data points highlight the need to strengthen designated and integrated English Language Development (ELD) instruction, targeted interventions, and assessment practices to better support English Learners in achieving language proficiency and academic success.</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: Athletic Programs</p> <p>Need: Data indicates a continued need to improve student attendance, engagement, and school connectedness, particularly for unduplicated student groups. While the district’s overall attendance rate has improved from 92.5% to</p>	<p>Unduplicated students face disproportionate barriers to participation in extracurricular activities, including transportation limitations, financial constraints, and reduced access to out-of-school enrichment opportunities. School-based athletics provide an equitable and accessible pathway for these students to participate in structured, supervised activities that promote engagement and belonging.</p>	<p>School attendance rate % of educational partners who report high connectedness with school</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>93.9%, it remains below the 94% target. Chronic absenteeism has also improved from 29.7% to 19.4%, but continues to require ongoing attention and support.</p> <p>Educational partner feedback highlights the importance of strengthening student connectedness to school. The percentage of educational partners reporting high connectedness increased from 60.4% to 64.3%, and the percentage of parents reporting that students feel safe or very safe increased from 59% to 70.4%, demonstrating positive progress while still indicating room for continued growth in engagement and school climate.</p> <p>These data support the continued need for athletic programs and extracurricular opportunities, which provide structured, positive engagement that improves attendance, strengthens school connectedness, and increases student participation for unduplicated student groups. This action is principally directed toward unduplicated students and is expected to increase access to extracurricular participation, strengthen school attachment, and improve student motivation and attendance.</p> <p>Expanded athletics is intended to support a positive school climate and contribute to improved student engagement and academic outcomes by increasing meaningful participation in school activities.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	<p>Scope: LEA-wide</p> <p>Action: Maintain 2 School Sites</p> <p>Need: 2022-2023 District School Climate Survey shows that only 59% of educational partners perceive school as safe or very safe. Even though this improved in 2023-2024 to 68.3%, it still needs attention. In addition, 60% of educational partners reported connectedness with school in both 2022-2023 and 2023-2024. Because we wish for all students to feel safe, these outcomes are unsatisfactory. All educational partner groups have stated the strong desire to maintain separate campuses for the elementary/junior high and high school.</p> <p>Scope: LEA-wide</p>	<p>Educational partners strongly advise that one of the best ways to serve the 84.2% of the CJUSD student body who are socioeconomically disadvantaged is by preserving separate PreK-8 and 9-12 campuses. This will create a learning environment that feel safe and are conducive to the academic and social emotional growth of unduplicated students while benefiting all students.</p>	<p>% on the District School Climate Survey who perceive school as safe/very safe. % on the District School Climate Survey who report connectedness with school.</p>

Limited Actions

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

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

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.

The additional concentration grant funding will be used to continue to staff additional classrooms with teachers to minimize combo classes at the Elementary and to provide additional periods at the High School to provide support for unduplicated students. This staffing increase is found in action 01.01.

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	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,597,806.00	\$636,877.00	24.516%	0.000%	24.516%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Personnel	Total Non-personnel	Total Non-personnel
Totals	\$1,313,998.00	\$528,344.00	\$52,865.00	\$26,904.00	\$857,405.00	\$1,921,931.00	\$1,064,526.00

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 Personnel	Total Non-personnel	Planned Percentage of Improved Services
1	1.1	Class-size Reduction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$208,519.00	\$0.00	\$208,519.00						\$208,519.00
1	1.2	Instructional Materials	All	No				ongoing	\$0.00	\$49,580.00		\$49,580.00					\$49,580.00
1	1.3	RTI/ASES Program Coordinator	All	No				ongoing	\$89,595.00	\$0.00		\$12,946.00	\$49,685.00	\$26,904.00			\$89,595.00
1	1.4	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$0.00	\$20,350.00	\$20,350.00						\$20,350.00
1	1.5	College Career Ready at the H.S.	All	No				ongoing	\$0.00	\$88,981.00							\$88,981.00
1	1.6	In-School and After-School CCR Enrichment	All	No				ongoing	\$33,781.00	\$40,000.00		\$73,781.00					\$73,781.00
1	1.7	**Action consolidated with 1.3**							\$0.00	\$0.00	\$0.00						\$0.00
1	1.8	Instructional Support Positions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$86,282.00	\$0.00	\$86,282.00						\$86,282.00
1	1.9	**Action consolidated with 1.10**							\$0.00	\$0.00	\$0.00						\$0.00
1	1.10	Special Ed Services	Students with Disabilities	No				ongoing	\$0.00	\$525,630.00	\$525,630.00						\$525,630.00
2	2.1	Instructional Technology Access	All	No				ongoing	\$0.00	\$80,149.00	\$80,149.00						\$80,149.00
2	2.2	Multi-Tiered System of Supports	All	No				ongoing	\$146,548.00	\$0.00		\$146,548.00					\$146,548.00
2	2.3	**Action consolidated with 2.2**							\$0.00	\$0.00	\$0.00						\$0.00
2	2.4	ASES Program	All	No				ongoing	\$21,365.00	\$21,268.00		\$42,633.00					\$42,633.00

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
2	2.5	**Action consolidated with 1.4**							\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Athletic Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$10,000.00	\$50,000.00	\$60,000.00				\$60,000.00	
2	2.7	Socialization Activities	All	No				ongoing	\$0.00	\$3,000.00			\$3,000.00		\$3,000.00	
2	2.8	Attendance	All	No				ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.9	School Safety (Completed in school year 2024-25)	All	No				ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	Maintain 2 School Sites	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	\$150,000.00	\$170,468.00	\$320,468.00				\$320,468.00	
3	3.1	Parent Conferences	All	No				ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Parent Workshops	All	No				ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Community Liaison	All	No				ongoing	\$101,375.00	\$0.00		\$101,375.00			\$101,375.00	
3	3.4	SSC and DELAC	All	No				ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Parent Communication	All	No				ongoing	\$0.00	\$600.00	\$600.00				\$600.00	
3	3.6	Parent Education	All	No				ongoing	\$0.00	\$12,500.00			\$12,500.00		\$12,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage 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 Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,597,806.00	\$636,877.00	24.516%	0.000%	24.516%	\$705,619.00	0.000%	27.162 %	Total:	\$705,619.00
								LEA-wide Total:	\$705,619.00
								Limited Total:	\$0.00
								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 (%)
1	1.1	Class-size Reduction	Yes	LEA-wide	English Learners Low Income	All Schools	\$208,519.00	
1	1.4	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$20,350.00	
1	1.8	Instructional Support Positions	Yes	LEA-wide	English Learners Low Income	All Schools	\$96,282.00	
2	2.6	Athletic Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,000.00	
2	2.10	Maintain 2 School Sites	Yes	LEA-wide	English Learners Low Income	All Schools	\$320,468.00	

2025-26 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$1,458,315.00	\$2,071,045.00		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Class-size Reduction	Yes	\$208,519.00	\$249,229.00
1	1.2	Instructional Materials	No	\$18,013.00	\$121,356.00
1	1.3	RTI / ASES Program Coordinator	No	\$89,535.00	\$50,934.00
1	1.4	Professional Development	Yes	\$20,350.00	\$20,350.00
1	1.5	College Career Ready at the H.S.	No	\$10,000.00	\$88,981.00
1	1.6	In-School and After-School CCR Enrichment	No	\$31,483.00	\$73,781.00
1	1.7	MTSS (Academic)	No	0	0
1	1.8	Instructional Support Positions	Yes	\$96,282.00	\$164,111.00
1	1.9	Special Education Consortium	No	\$330,720.00	0
1	1.10	Special Ed Services	No	\$15,000.00	\$525,630.00
2	2.1	Instructional Technology Access	No	\$25,000.00	\$80,149.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	MTSS (Social Emotional)	No	\$2,500.00	\$146,548.00
2	2.3	MTSS (Behavioral)	No	\$2,000.00	0
2	2.4	ASES Program	No	\$42,633.00	\$33,449.00
2	2.5	Professional Development	No	\$98,387.00	0
2	2.6	Athletic Programs	No	\$32,450.00	\$60,000.00
2	2.7	Socialization Activities	No	\$500.00	\$3,626.00
2	2.8	Attendance	No	0	\$1,223.00
2	2.9	School Safety	No	0	0
2	2.10	Maintain 2 School Sites	Yes	\$320,468.00	\$337,203.00
3	3.1	Parent Conferences	No	0	0
3	3.2	Parent Workshops	No	0	0
3	3.3	Community Liaison	No	\$101,375.00	\$101,375.00
3	3.4	SSC and DELAC	No	0	0

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)
3	3.5	Parent Communication	No	\$600.00	\$600.00
3	3.6	Parent Education	No	\$12,500.00	\$12,500.00

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 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)	
\$632,042.00	\$645,619.00	\$747,193.00	(\$101,574.00)	0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class-size Reduction	Yes	\$208,519.00	\$249,229.00		
1	1.4	Professional Development	Yes	\$20,350.00	\$20,350.00		
1	1.8	Instructional Support Positions	Yes	\$96,282.00	\$140,411.00		
2	2.10	Maintain 2 School Sites	Yes	\$320,468.00	\$337,203.00		

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)
\$2,552,059.00	\$632,042.00	0	24.766%	\$747,193.00	0.000%	29.278%	\$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.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 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.

- o 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.
- o 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.
- o 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.”

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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 #	Title	Description
•	Enter the action number.	
•	Provide a short title for the action. This title will also appear in the action tables.	
•	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.

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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 succinctly 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 LCFE 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.

- Conclusive 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 LCFE Supplemental and/or Concentration Grants
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- 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:

2026-27 Local Control and Accountability Plan for Cuyama Joint Unified School District

- 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 CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
 For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

the 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

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: 2300 Hwy 166 New Cuyama, California 93254

Date: June 20, 2026

Adoption Date: June 25, 2026

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Alfonso Gamino

Title: Superintendent

Public Hearing:

Place: 2300 Hwy 166 New Cuyama,
California 93254

Date: June 18, 2026

Time: 6:00PM

Contact person for additional information on the budget reports:

Name: Grace Griego

Title: Business Manager

Telephone: 661-766-4104

E-mail: ggriego@cuyamaunified.org

Criteria and Standards Review Summary

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

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

Budget, July 1
FINANCIAL REPORTS
2026-27 Budget
School District Certification

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? <ul style="list-style-type: none">If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	X n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? <ul style="list-style-type: none">If yes, are they lifetime benefits?If yes, do benefits continue beyond age 65?If yes, are benefits funded by pay-as-you-go?	X n/a n/a n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: <ul style="list-style-type: none">Certificated? (Section S8A, Line 1)Classified? (Section S8B, Line 1)Management/supervisor/confidential? (Section S8C, Line 1)		X X n/a
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none">Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?Adoption date of the LCAP or an update to the LCAP:		X 06/25/2026
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

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

Annual Certification Regarding Self-Insured Workers' Compensation Claims

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:

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

Signature (Original signature required)

	06/25/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Alfonso Gamino	Superintendent
Printed Name	Title

For additional information on this certification, please contact:

Alfonso Gamino	Superintendent
Name	Title
agamino@cuyamaunified.org	6617661404
Email	Telephone

Budget, July 1
2025-26 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	1,120,810.38	301	0.00	303	1,120,810.38	305	2,895.21		307	1,117,915.17	309
2000 - Classified Salaries	725,268.99	311	1,249.45	313	724,019.54	315	80,632.52		317	643,387.02	319
3000 - Employee Benefits	758,434.71	321	429.37	323	758,005.34	325	32,042.31		327	725,963.03	329
4000 - Books, Supplies Equip Replace. (8500)	373,120.95	331	0.00	333	373,120.95	335	53,063.14		337	320,057.81	339
5000 - Services. . . & 7300 - Indirect Costs	827,615.53	341	7,000.00	343	820,615.53	345	85,665.21		347	734,950.32	349
TOTAL					3,796,571.74	365			TOTAL	3,542,273.35	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	396
10. Other Benefits (EC 22310).	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		33,201.61
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.		1,557,229.98
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		43.96%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X').		

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	43.96%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	11.04%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	3,542,273.35
5. Deficiency Amount (Part III, Line 3 times Line 4)	391,066.98
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)	

Budget, July 1
2026-27 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	979,137.98	301	0.00	303	979,137.98	305	3,281.10		307	975,856.88	309
2000 - Classified Salaries	696,979.96	311	0.00	313	696,979.96	315	73,150.84		317	623,829.12	319
3000 - Employee Benefits	740,600.36	321	0.00	323	740,600.36	325	30,211.58		327	710,388.78	329
4000 - Books, Supplies Equip Replace. (6500)	242,890.58	331	0.00	333	242,890.58	335	29,918.52		337	212,972.06	339
5000 - Services . . . & 7300 - Indirect Costs	610,804.98	341	0.00	343	610,804.98	345	13,547.10		347	597,257.88	349
TOTAL					3,270,413.86	365	TOTAL			3,120,304.72	369

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

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

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

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

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	1,449,456.76	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	31,984.38	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	1,417,472.38	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	45.43%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	45.43%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	9.57%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	3,120,304.72
5. Deficiency Amount (Part III, Line 3 times Line 4)	298,613.16

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

Budget, July 1
2025-26 Estimated Actuals
Schedule of Long-Term Liabilities

Cuyama Joint Unified
Santa Barbara County

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	3,858,210.00		3,858,210.00			3,858,210.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	666,375.00		666,375.00			666,375.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	3,012,213.00		3,012,213.00			3,012,213.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable	8,497.00		8,497.00			8,497.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	7,545,295.00	0.00	7,545,295.00	0.00	0.00	7,545,295.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2025-26 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	4,922,280.64
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	134,193.73
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	291,325.13
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	111,898.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	118,056.45
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				521,279.58
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	111,444.61
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				4,378,251.94
Section II - Expenditures Per ADA				2025-26 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				145.08
B. Expenditures per ADA (Line I.E divided by Line II.A)				30,178.19
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)			Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)			4,365,538.72	28,301.71
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)			0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)			4,365,538.72	28,301.71
B. Required effort (Line A.2 times 90%)			3,928,984.85	25,471.54
C. Current year expenditures (Line I.E and Line II.B)			4,378,251.94	30,178.19
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)			0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)			MOE Met	

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

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	3,346,526.00	0.00	3,346,526.00	3,400,219.00	0.00	3,400,219.00	1.6%
2) Federal Revenue		8100-8299	0.00	123,273.00	123,273.00	0.00	110,326.00	110,326.00	-10.5%
3) Other State Revenue		8300-8599	36,236.50	771,164.81	807,401.31	36,236.50	787,803.30	824,039.80	2.1%
4) Other Local Revenue		8600-8799	196,012.51	30,000.04	226,012.55	160,893.00	30,000.00	190,893.00	-15.5%
5) TOTAL, REVENUES			3,578,775.01	924,437.85	4,503,212.86	3,597,348.50	928,129.30	4,525,477.80	0.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	937,645.09	183,165.29	1,120,810.38	905,318.70	73,819.28	979,137.98	-12.6%
2) Classified Salaries		2000-2999	507,812.56	217,656.43	725,268.99	468,783.68	228,196.28	696,979.96	-3.9%
3) Employee Benefits		3000-3999	532,604.02	225,830.69	758,434.71	533,014.28	207,586.08	740,600.36	-2.4%
4) Books and Supplies		4000-4999	172,959.35	200,161.60	373,120.95	148,720.38	94,170.20	242,890.58	-34.9%
5) Services and Other Operating Expenditures		5000-5999	632,370.20	205,109.33	837,479.53	514,284.82	106,384.16	620,668.98	-25.9%
6) Capital Outlay		6000-6999	101,453.88	189,871.25	291,325.13	101,453.88	0.00	101,453.88	-65.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	692,183.50 (48,416.29)	15,465.00 38,552.29	707,648.50 (9,864.00)	580,285.50 (85,672.55)	15,465.00 75,808.55	595,750.50 (9,864.00)	-15.8% 0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	3,528,412.31	1,275,811.88	4,804,224.19	3,166,188.69	801,429.55	3,967,618.24	-17.4%
9) TOTAL, EXPENDITURES			50,362.70	(351,374.03)	(301,011.33)	431,159.81	126,699.75	557,859.56	-285.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS - B9)									
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	118,056.45	0.00	118,056.45	118,056.45	0.00	118,056.45	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(35,013.66)	35,013.66	0.00	(22,928.79)	22,928.79	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(153,070.11)	35,013.66	(118,056.45)	(140,985.24)	22,928.79	(118,056.45)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance			(102,707.41)	(316,360.37)	(419,067.78)	290,174.57	149,628.54	439,803.11	-204.9%
a) As of July 1 - Unaudited		9791	243,953.24	573,335.49	817,288.73	141,245.83	256,975.12	398,220.95	-51.3%
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			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)	
c) As of July 1 - Audited (F1a + F1b)			243,953.24	573,335.49	817,288.73	141,245.83	256,975.12	398,220.95	-51.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			243,953.24	573,335.49	817,288.73	141,245.83	256,975.12	398,220.95	-51.9%
2) Ending Balance, June 30 (E + F1e)			141,245.83	256,975.12	398,220.95	431,420.40	406,603.66	838,024.06	110.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9718	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	256,975.12	256,975.12	0.00	406,603.66	406,603.66	58.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	141,245.83	0.00	141,245.83	431,420.40	0.00	431,420.40	205.4%
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	0.00	0.00	0.00				
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			0.00	0.00	0.00				
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		9840	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)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,803,698.00	0.00	1,803,698.00	1,844,450.00	0.00	1,844,450.00	2.9%
Education Protection Account State Aid - Current Year		8012	632,104.00	0.00	632,104.00	645,045.00	0.00	645,045.00	2.0%
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	7,823.47	0.00	7,823.47	5,011.00	0.00	5,011.00	-35.9%
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	1,692,805.78	0.00	1,692,805.78	1,717,705.00	0.00	1,717,705.00	1.5%
Unsecured Roll Taxes		8042	59,996.71	0.00	59,996.71	38,279.00	0.00	38,279.00	-36.2%
Prior Years' Taxes		8043	5,451.03	0.00	5,451.03	5,451.00	0.00	5,451.00	0.0%
Supplemental Taxes		8044	74,499.01	0.00	74,499.01	74,130.00	0.00	74,130.00	-0.5%
Education Revenue Augmentation Fund (ERAF)		8045	186,692.00	0.00	186,692.00	186,692.00	0.00	186,692.00	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 (P)	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)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment									
Subtotal, LCFF Sources			4,463,070.00	0.00	4,463,070.00	4,516,763.00	0.00	4,516,763.00	1.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00		0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,116,544.00)	0.00	(1,116,544.00)	(1,116,544.00)	0.00	(1,116,544.00)	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			3,346,526.00	0.00	3,346,526.00	3,400,219.00	0.00	3,400,219.00	1.6%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	2,057.00	2,057.00	0.00	2,057.00	2,057.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		86,727.00	86,727.00		73,780.00	73,780.00	-14.9%
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		5,320.00	5,320.00		5,320.00	5,320.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

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		10,000.00	10,000.00			10,000.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00			0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	19,169.00	19,169.00	0.00	19,169.00	19,169.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	123,273.00	123,273.00	0.00	110,326.00	110,326.00	-10.5%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00			0.00	0.0%
Prior Years	6500	8319		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			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements			7,990.00	0.00	7,990.00	7,990.00	0.00	7,990.00	0.0%
Lottery - Unrestricted and Instructional Materials			27,565.00	11,897.00	39,462.00	27,565.00	11,897.00	39,462.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/n-Lieu Taxes			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)									
	2600	8590		0.00	0.00			100,000.00	New
After School Education and Safety (ASES)	6010	8590		60,801.35	60,801.35			36,626.90	-39.8%
Charter School Facility Grant	6030	8590		0.00	0.00			0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		9,763.40	9,763.40			9,763.40	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00			0.00	0.0%
Career Technical Education Incentive Grant Program	6367	8590		126,787.13	126,787.13			113,377.00	-10.6%
Arts and Music in Schools (Prop 28)	6770	8590		28,871.00	28,871.00			28,871.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00			0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00			0.00	0.0%
All Other State Revenue	All Other	8590	661.50	533,044.93	533,726.43	661.50	487,268.00	487,949.50	-6.6%
TOTAL, OTHER STATE REVENUE			36,236.50	771,164.81	807,401.31	36,236.50	787,803.30	824,039.80	2.1%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2025-27 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	58,690.00	0.00	58,690.00	58,690.00	0.00	58,690.00	0.0%
Interest		8660	60,800.00	0.00	60,800.00	60,800.00	0.00	60,800.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	21,138.00	0.00	21,138.00	21,138.00	0.00	21,138.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	152.00	30,000.00	30,152.00	152.00	30,000.00	30,152.00	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	55,232.51	.04	55,232.55	20,113.00	0.00	20,113.00	-63.6%

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		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			196,012.51	30,000.04	226,012.55	160,893.00	30,000.00	190,893.00	-15.5%
TOTAL, REVENUES			3,578,775.01	924,437.85	4,503,212.86	3,597,348.50	928,129.30	4,525,477.80	0.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	794,031.48	145,328.27	939,359.75	762,666.70	73,819.28	836,485.98	-11.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	143,813.61	37,937.02	181,450.63	142,650.00	0.00	142,650.00	-21.4%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			937,845.09	183,165.29	1,120,810.38	905,316.70	73,819.28	979,135.98	-12.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	117,608.47	63,184.58	180,793.05	117,550.80	36,370.60	153,921.40	-14.9%
Classified Support Salaries		2200	203,735.43	149,193.22	352,928.65	169,900.48	186,325.68	356,226.16	0.9%
Classified Supervisors' and Administrators' Salaries		2300	88,173.48	0.00	88,173.48	83,467.04	0.00	83,467.04	-5.3%
Clerical, Technical and Office Salaries		2400	98,095.18	5,278.63	103,373.81	97,865.36	5,500.00	103,365.36	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			507,612.56	217,656.43	725,268.99	468,783.68	228,196.28	696,979.96	-3.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	149,057.03	136,182.89	285,239.92	144,208.75	127,288.14	271,506.89	-4.8%
PERS		3201-3202	137,912.09	45,691.17	183,603.26	148,957.13	37,691.17	186,648.30	1.7%
OASDI/Medicare/Alternative		3301-3302	58,926.98	19,844.77	78,771.75	54,815.94	18,807.90	73,623.84	-6.5%
Health and Welfare Benefits		3401-3402	158,958.87	21,247.81	180,206.68	157,585.22	21,310.84	178,896.06	-0.7%
Unemployment Insurance		3501-3502	17,888.02	177.07	17,865.09	17,651.67	147.87	17,799.54	-0.4%
Workers' Compensation		3601-3602	10,061.03	2,706.98	12,768.01	9,795.57	2,330.16	12,125.73	-5.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2025-27 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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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			532,604.02	225,830.69	758,434.71	533,014.28	207,566.08	740,600.36	-2.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	500.00	6,900.00	7,400.00	500.00	6,900.00	7,400.00	0.0%
Books and Other Reference Materials		4200	2,349.74	3,708.00	6,057.74	1,000.00	333.39	1,333.39	-78.0%
Materials and Supplies		4300	147,172.37	189,553.60	336,725.97	124,283.14	86,936.81	211,219.95	-37.3%
Noncapitalized Equipment		4400	22,937.24	0.00	22,937.24	22,937.24	0.00	22,937.24	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			172,959.35	200,161.60	373,120.95	148,720.38	94,170.20	242,890.58	-34.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	2,040.00	0.00	2,040.00	2,040.00	0.00	2,040.00	0.0%
Travel and Conferences		5200	7,540.00	36,220.00	43,760.00	7,540.00	35,730.00	43,270.00	-1.1%
Dues and Memberships		5300	9,235.00	1,970.00	11,205.00	9,235.00	0.00	9,235.00	-17.6%
Insurance		5400 - 5499	87,005.68	0.00	87,005.68	79,692.88	0.00	79,692.88	-8.4%
Operations and Housekeeping Services		5500	126,498.96	2,200.00	128,698.96	126,498.96	2,200.00	128,698.96	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	98,310.00	21,168.83	119,478.83	62,230.00	12,689.83	74,919.83	-37.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	275,260.56	143,550.50	418,811.06	203,567.98	55,764.33	259,352.31	-38.1%
Communications		5900	26,460.00	0.00	26,460.00	23,460.00	0.00	23,460.00	-11.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			632,370.20	205,109.33	837,479.53	514,284.82	106,384.16	620,668.98	-25.9%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	32,865.17	0.00	32,865.17	32,865.17	0.00	32,865.17	0.0%
Buildings and Improvements of Buildings		6200	23,000.00	25,600.00	48,600.00	23,000.00	0.00	23,000.00	-52.7%
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	45,568.71	164,271.25	209,859.96	45,568.71	0.00	45,568.71	-78.3%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Cuyama Joint Unified
Santa Barbara County

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			101,453.88	189,871.25	291,325.13	101,453.88	0.00	101,453.88	-65.2%
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	580,285.50	15,465.00	595,750.50	580,285.50	15,465.00	595,750.50	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Appointments									
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 Appointments	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	16,814.00	0.00	16,814.00	0.00	0.00	0.00	-100.0%
Other Debt Service - Principal		7439	95,084.00	0.00	95,084.00	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			892,183.50	15,465.00	707,648.50	580,285.50	15,465.00	595,750.50	-15.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(38,552.29)	38,552.29	0.00	(75,808.55)	75,808.55	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,864.00)	0.00	(9,864.00)	(9,864.00)	0.00	(9,864.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(48,416.29)	38,552.29	(9,864.00)	(85,672.55)	75,808.55	(9,864.00)	0.0%
TOTAL, EXPENDITURES			3,528,412.31	1,275,811.88	4,804,224.19	3,166,188.69	801,429.55	3,967,618.24	-17.4%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Special Reserve Fund									

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

Cuyama Joint Unified
Santa Barbara County

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			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	118,056.45	0.00	118,056.45	118,056.45	0.00	118,056.45	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			118,056.45	0.00	118,056.45	118,056.45	0.00	118,056.45	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
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	(35,013.66)	35,013.66	0.00	(22,928.79)	22,928.79	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			(35,013.66)	35,013.66	0.00	(22,928.79)	22,928.79	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)			(153,070.11)	35,013.66	(118,056.45)	(140,985.24)	22,928.79	(118,056.45)	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	3,346,526.00	0.00	3,346,526.00	3,400,219.00	0.00	3,400,219.00	1.6%
2) Federal Revenue		8100-8299	0.00	123,273.00	123,273.00	0.00	110,326.00	110,326.00	-10.5%
3) Other State Revenue		8300-8599	36,236.50	771,164.81	807,401.31	36,236.50	787,803.30	824,039.80	2.1%
4) Other Local Revenue		8600-8799	196,012.51	30,000.04	226,012.55	160,893.00	30,000.00	190,893.00	-15.5%
5) TOTAL, REVENUES			3,578,775.01	924,437.85	4,503,212.86	3,597,348.50	928,129.30	4,525,477.80	0.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		1,289,004.75	753,471.03	2,042,475.78	1,259,136.69	437,072.29	1,696,208.98	-17.0%
2) Instruction - Related Services	2000-2999		263,452.19	82,645.08	346,097.27	259,251.09	40,558.06	298,809.15	-13.4%
3) Pupil Services	3000-3999		148,123.23	182,752.81	330,876.04	76,699.14	215,176.68	291,876.02	-11.8%
4) Ancillary Services	4000-4999		44,038.52	0.00	44,038.52	25,060.00	0.00	25,060.00	-43.1%
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		462,081.91	38,552.29	500,634.20	362,626.41	75,808.55	438,434.96	-12.4%
8) Plant Services	8000-8999		629,528.21	202,925.67	832,453.88	603,129.66	17,348.77	620,478.63	-25.5%
9) Other Outgo	9000-9999	Except 7600-7699	692,183.50	15,465.00	707,648.50	580,285.50	15,465.00	595,750.50	-15.8%
10) TOTAL, EXPENDITURES			3,529,412.31	1,275,811.88	4,804,224.19	3,166,188.69	801,429.55	3,967,618.24	-17.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			50,362.70	(351,374.03)	(301,011.33)	431,159.81	126,699.75	557,859.56	-285.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	118,056.45	0.00	118,056.45	118,056.45	0.00	118,056.45	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(35,013.66)	35,013.66	0.00	(22,928.79)	22,928.79	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(153,070.11)	35,013.66	(118,056.45)	(140,885.24)	22,928.79	(118,056.45)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(102,707.41)	(316,360.37)	(419,067.78)	290,174.57	149,628.54	439,803.11	-204.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	243,953.24	573,335.49	817,288.73	141,245.63	256,975.12	398,220.95	-51.3%

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)	
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)			243,953.24	573,335.49	817,288.73	141,245.83	256,975.12	398,220.95	-51.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			243,953.24	573,335.49	817,288.73	141,245.83	256,975.12	398,220.95	-51.3%
2) Ending Balance, June 30 (E + F1e)			141,245.83	256,975.12	398,220.95	431,420.40	406,603.66	836,024.06	110.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	256,975.12	256,975.12	0.00	406,603.66	406,603.66	58.2%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	141,245.83	0.00	141,245.83	431,420.40	0.00	431,420.40	205.4%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	54,647.01	90,846.85
5810	Other Restricted Federal	0.00	2,077.81
6019	Student Support and Professional Development Discretionary Block Grant	0.00	47,314.00
6300	Lottery: Instructional Materials	26,587.29	31,250.90
6332	CA Community Schools Partnership Act - Implementation Grant	313.13	43,672.18
6547	Special Education Early Intervention Preschool Grant	5,387.00	5,387.00
7399	LCFF Equity Multiplier	531.39	531.39
7435	Learning Recovery Emergency Block Grant	12,921.00	25,842.00
7810	Other Restricted State	2,006.00	2,008.00
9010	Other Restricted Local	154,582.30	157,675.53
Total, Restricted Balance		256,975.12	406,603.66

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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	3,075.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,075.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,075.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,075.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	66,125.80	63,050.80	-4.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			66,125.80	63,050.80	-4.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			66,125.80	63,050.80	-4.7%
2) Ending Balance, June 30 (E + F1e)			63,050.80	63,050.80	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,050.80	63,050.80	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8669	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
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	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%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,075.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,075.00	0.00	-100.0%
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			3,075.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		3,075.00	0.00	-100.0%
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			3,075.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,075.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,075.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	66,125.80	63,050.80	-4.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			66,125.80	63,050.80	-4.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			66,125.80	63,050.80	-4.7%
2) Ending Balance, June 30 (E + F1e)			63,050.80	63,050.80	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	63,050.80	63,050.80	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	63,050.80	63,050.80
Total, Restricted Balance		63,050.80	63,050.80

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	153,000.00	153,000.00	0.0%
3) Other State Revenue		8300-8599	35,000.00	35,000.00	0.0%
4) Other Local Revenue		8600-8799	2,054.99	2,054.99	0.0%
5) TOTAL, REVENUES			190,054.99	190,054.99	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	94,043.96	85,940.40	-8.6%
3) Employee Benefits		3000-3999	31,341.64	29,925.42	-4.5%
4) Books and Supplies		4000-4999	158,900.00	153,400.00	-3.5%
5) Services and Other Operating Expenditures		5000-5999	7,350.00	7,350.00	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	9,864.00	9,864.00	0.0%
9) TOTAL, EXPENDITURES			301,499.60	286,479.82	-5.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(111,444.61)	(96,424.83)	-13.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	118,056.45	118,056.45	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			118,056.45	118,056.45	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,611.84	21,631.62	227.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,070.93	8,682.77	319.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,070.93	8,682.77	319.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,070.93	8,682.77	319.3%
2) Ending Balance, June 30 (E + F1e)			8,682.77	30,314.39	249.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	692.02	1,042.02	50.6%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	7,990.75	29,272.37	266.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
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		
FEDERAL REVENUE					
Child Nutrition Programs		8220	153,000.00	153,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			153,000.00	153,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	35,000.00	35,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			35,000.00	35,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,704.99	1,704.99	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	350.00	350.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,054.99	2,054.99	0.0%
TOTAL, REVENUES			190,054.99	190,054.99	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	62,875.43	55,200.80	-12.2%
Classified Supervisors' and Administrators' Salaries		2300	31,168.53	30,739.60	-1.4%
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			94,043.96	85,940.40	-8.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	23,441.24	22,690.53	-3.2%
OASDI/Medicare/Alternative		3301-3302	7,140.66	6,520.73	-8.7%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	46.65	42.62	-8.6%
Workers' Compensation		3601-3602	713.09	671.54	-5.8%
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			31,341.64	29,925.42	-4.5%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	400.00	400.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	158,500.00	153,000.00	-3.5%
TOTAL, BOOKS AND SUPPLIES			158,900.00	153,400.00	-3.5%
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%
Dues and Memberships		5300	50.00	50.00	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	3,300.00	3,300.00	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	4,000.00	4,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			7,350.00	7,350.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,864.00	9,864.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,864.00	9,864.00	0.0%
TOTAL, EXPENDITURES			301,499.60	286,479.82	-5.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	118,056.45	118,056.45	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			118,056.45	118,056.45	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	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
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)			118,056.45	118,056.45	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	153,000.00	153,000.00	0.0%
3) Other State Revenue		8300-8599	35,000.00	35,000.00	0.0%
4) Other Local Revenue		8600-8799	2,054.99	2,054.99	0.0%
5) TOTAL, REVENUES			190,054.99	190,054.99	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		291,635.60	276,615.82	-5.2%
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		9,864.00	9,864.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Excepl 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			301,499.60	286,479.82	-5.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(111,444.61)	(96,424.83)	-13.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	118,056.45	118,056.45	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			118,056.45	118,056.45	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,611.84	21,631.62	227.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,070.93	8,682.77	319.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,070.93	8,682.77	319.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,070.93	8,682.77	319.3%
2) Ending Balance, June 30 (E + F1e)			8,682.77	30,314.39	249.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	692.02	1,042.02	50.6%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	7,990.75	29,272.37	266.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	7,990.75	29,272.37
Total, Restricted Balance		7,990.75	29,272.37

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	15,500.00	15,500.00	0.0%
5) TOTAL, REVENUES			15,500.00	15,500.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			15,500.00	15,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,500.00	15,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	528,620.65	544,120.65	2.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			528,620.65	544,120.65	2.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			528,620.65	544,120.65	2.9%
2) Ending Balance, June 30 (E + F1e)			544,120.65	559,620.65	2.8%
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	544,120.65	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	559,620.65	New
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					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	15,500.00	15,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			15,500.00	15,500.00	0.0%
TOTAL, REVENUES			15,500.00	15,500.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
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)			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	15,500.00	15,500.00	0.0%
5) TOTAL, REVENUES			15,500.00	15,500.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			15,500.00	15,500.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,500.00	15,500.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	528,620.65	544,120.65	2.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			528,620.65	544,120.65	2.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			528,620.65	544,120.65	2.9%
2) Ending Balance, June 30 (E + F1e)			544,120.65	559,620.65	2.8%
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					
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	544,120.65	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	559,620.65	New
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	14,200.00	14,200.00	0.0%
5) TOTAL, REVENUES			14,200.00	14,200.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	17,986.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			17,986.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,786.00)	14,200.00	-475.1%
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)			(3,786.00)	14,200.00	-475.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,276,444.19	1,272,658.19	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,276,444.19	1,272,658.19	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,276,444.19	1,272,658.19	-0.3%
2) Ending Balance, June 30 (E + F1e)			1,272,658.19	1,286,858.19	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	1,272,658.19	1,286,858.19	1.1%
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 Assels		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					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/n-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%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	14,200.00	14,200.00	0.0%
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%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			14,200.00	14,200.00	0.0%
TOTAL, REVENUES			14,200.00	14,200.00	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					
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	17,986.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			17,986.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
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			17,986.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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 Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
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	14,200.00	14,200.00	0.0%
5) TOTAL, REVENUES			14,200.00	14,200.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		17,986.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			17,986.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(3,786.00)	14,200.00	-475.1%
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		8960-8999	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)			(3,786.00)	14,200.00	-475.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,276,444.19	1,272,658.19	-0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,276,444.19	1,272,658.19	-0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,276,444.19	1,272,658.19	-0.3%
2) Ending Balance, June 30 (E + F1e)			1,272,658.19	1,286,858.19	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	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	1,272,658.19	1,286,858.19	1.1%
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	337.00	337.00	0.0%
4) Other Local Revenue		8600-8799	219,942.00	219,942.00	0.0%
5) TOTAL, REVENUES			220,279.00	220,279.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	191,575.00	191,575.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			191,575.00	191,575.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			28,704.00	28,704.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			28,704.00	28,704.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	247,679.36	276,383.36	11.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			247,679.36	276,383.36	11.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			247,679.36	276,383.36	11.6%
2) Ending Balance, June 30 (E + F1e)			276,383.36	305,087.36	10.4%
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	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	276,383.36	305,087.36	10.4%
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					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	337.00	337.00	0.0%
Other Subventions//n-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			337.00	337.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	195,707.00	195,707.00	0.0%
Unsecured Roll		8612	18,515.00	18,515.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	5,720.00	5,720.00	0.0%
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%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			219,942.00	219,942.00	0.0%
TOTAL, REVENUES			220,279.00	220,279.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	191,575.00	191,575.00	0.0%
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)			191,575.00	191,575.00	0.0%
TOTAL, EXPENDITURES			191,575.00	191,575.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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	337.00	337.00	0.0%
4) Other Local Revenue		8600-8799	219,942.00	219,942.00	0.0%
5) TOTAL, REVENUES			220,279.00	220,279.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	191,575.00	191,575.00	0.0%
10) TOTAL, EXPENDITURES			191,575.00	191,575.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			28,704.00	28,704.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			28,704.00	28,704.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	247,679.36	276,383.36	11.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			247,679.36	276,383.36	11.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			247,679.36	276,383.36	11.6%
2) Ending Balance, June 30 (E + F1e)			276,383.36	305,087.36	10.4%
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	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	276,383.36	305,087.36	10.4%
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

Part I - General Administrative Share of Plant Services Costs

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

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

- | | |
|---|------------|
| 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) | 127,929.76 |
| 2. Contracted general administrative positions not paid through payroll | |
| a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. | _____ |
| b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. | |

B. Salaries and Benefits - All Other Activities

- | | |
|--|--------------|
| 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) | 2,476,584.32 |
|--|--------------|

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6)	5.17%
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Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

**Entry
required**

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

A. Indirect Costs

- | | |
|--|------------|
| 1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) | 244,724.84 |
| 2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) | 56,000.00 |

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	29,050.23
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	329,775.07
9. Carry-Forward Adjustment (Part IV, Line F)	(110,971.00)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	218,804.07
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	2,021,704.53
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	346,097.27
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	328,836.04
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	44,038.52
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	209,773.36
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	532,849.77
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	3,075.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	133,135.60
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	3,619,510.09
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	9.11%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	6.05%

Part IV - Carry-forward Adjustment

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

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

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

A. Indirect costs incurred in the current year (Part III, Line A8)	329,775.07
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	42,820.48
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (13.36%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (13.36%) times Part III, Line B19) or (the highest rate used to recover costs from any program (65.05%) times Part III, Line B19); zero if positive	(110,971.00)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(110,971.00)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	6.05%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-55485.50) is applied to the current year calculation and the remainder (\$-55485.50) is deferred to one or more future years:	7.58%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-36990.33) is applied to the current year calculation and the remainder (\$-73980.67) is deferred to one or more future years:	8.09%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(110,971.00)

Approved indirect cost rate: 13.36%

Highest rate used in any program: 65.05%

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

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	87,035.32	12,879.89	14.80%
01	5810	3,194.07	2,077.81	65.05%
01	6010	62,504.57	2,523.56	4.04%
01	6387	131,506.28	15,147.00	11.52%
01	6690	8,618.40	1,145.00	13.29%
01	6770	75,593.26	771.03	1.02%
01	9010	26,409.70	4,008.00	15.18%
13	5310	133,135.60	9,864.00	7.41%

Budget, July 1
2025-26 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	9,521.94		21,923.68	31,445.62
2. State Lottery Revenue	8560	27,565.00		11,897.00	39,462.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		37,086.94	0.00	33,820.68	70,907.62
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	22,385.13		7,233.39	29,618.52
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	7,164.58			7,164.58
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		29,549.71	0.00	7,233.39	36,783.10
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	7,537.23	0.00	26,587.29	34,124.52
D. COMMENTS:					

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

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

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	3,400,219.00	4.63%	3,557,614.00	-5.00%	3,379,893.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	36,236.50	5.23%	38,131.03	2.00%	38,893.65
4. Other Local Revenues	8600-8799	160,893.00	30.87%	210,559.18	2.00%	214,770.40
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(22,928.79)	-65.11%	(8,000.00)	2.00%	(8,160.00)
6. Total (Sum lines A1 thru A5c)		3,574,419.71	6.26%	3,798,304.21	-4.55%	3,625,397.05
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				905,318.70		920,459.58
b. Step & Column Adjustment				3,128.34		3,190.91
c. Cost-of-Living Adjustment				12,012.54		12,252.79
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	905,318.70	1.67%	920,459.58	1.68%	935,903.28
2. Classified Salaries						
a. Base Salaries				468,783.68		478,350.26
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				9,566.58		9,757.91
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	468,783.68	2.04%	478,350.26	2.04%	488,108.17
3. Employee Benefits	3000-3999	533,014.28	-0.93%	528,079.60	2.00%	538,641.20
4. Books and Supplies	4000-4999	148,720.38	-19.52%	119,683.89	2.00%	122,077.60
5. Services and Other Operating Expenditures	5000-5999	514,284.82	-2.43%	501,782.15	2.00%	511,817.80
6. Capital Outlay	6000-6999	101,453.88	-41.23%	59,622.96	2.00%	60,815.42
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	580,285.50	35.67%	787,297.71	2.00%	803,043.66
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(85,672.55)	-100.00%		0.00%	(89,133.72)
9. Other Financing Uses						
a. Transfers Out	7600-7629	118,056.45	2.00%	120,417.58	2.00%	122,825.93
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,284,245.14	7.05%	3,515,693.73	-0.61%	3,494,099.34

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)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		290,174.57		282,610.48		131,297.71
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)						
		141,245.83		431,420.40		714,030.88
2. Ending Fund Balance (Sum lines C and D1)						
		431,420.40		714,030.88		845,328.59
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	431,420.40		714,030.88		845,328.59
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		431,420.40		714,030.88		845,328.59
E. AVAILABLE RESERVES						
1. General Fund						
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	431,420.40		714,030.88		845,328.59
(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	559,620.65		559,620.65		559,620.65
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		991,041.05		1,273,651.53		1,404,949.24
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	110,326.00	2.00%	112,532.50	2.00%	114,783.20
3. Other State Revenues	8300-8599	787,803.30	6.69%	840,519.80	2.00%	857,330.20
4. Other Local Revenues	8600-8799	30,000.00	-100.00%	0.00	0.00%	0.00
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	22,928.79	-100.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		951,058.09	0.21%	953,052.30	2.00%	972,113.40
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				73,819.28		73,819.28
b. Step & Column Adjustment				0.00		0.00
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	73,819.28	0.00%	73,819.28	0.00%	73,819.28
2. Classified Salaries						
a. Base Salaries				228,196.28		221,362.28
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment						0.00
d. Other Adjustments				(6,834.00)		(6,970.68)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	228,196.28	-2.99%	221,362.28	-3.15%	214,391.60
3. Employee Benefits	3000-3999	207,586.08	-53.54%	96,452.30	2.00%	98,381.35
4. Books and Supplies	4000-4999	94,170.20	101.44%	189,695.55	0.95%	191,489.46
5. Services and Other Operating Expenditures	5000-5999	106,384.16	185.57%	303,801.08	0.68%	305,877.10
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	15,465.00	2.00%	15,774.30	2.00%	16,089.79
8. Other Outgo - Transfers of Indirect Costs	7300-7399	75,808.55	2.00%	77,324.72	2.00%	78,871.22
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		801,429.55	22.06%	978,229.51	0.07%	978,919.80
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		149,628.54		(25,177.21)		(6,806.40)

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)		256,975.12		406,603.66		381,426.45
2. Ending Fund Balance (Sum lines C and D1)		406,603.66		381,426.45		374,620.05
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	406,603.66		381,426.45		374,620.05
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)		406,603.66		381,426.45		374,620.05
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.						
Reduced classified position from full-time to part-time.						

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	3,400,219.00	4.63%	3,557,614.00	-5.00%	3,379,893.00
2. Federal Revenues	8100-8299	110,326.00	2.00%	112,532.50	2.00%	114,783.20
3. Other State Revenues	8300-8599	824,039.80	6.63%	878,650.83	2.00%	896,223.85
4. Other Local Revenues	8600-8799	190,893.00	10.30%	210,559.18	2.00%	214,770.40
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	(8,000.00)	2.00%	(8,160.00)
6. Total (Sum lines A1 thru A5c)		4,525,477.80	4.99%	4,751,356.51	-3.24%	4,597,510.45
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				979,137.98		994,278.86
b. Step & Column Adjustment				3,128.34		3,190.91
c. Cost-of-Living Adjustment				12,012.54		12,252.79
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	979,137.98	1.55%	994,278.86	1.55%	1,009,722.56
2. Classified Salaries						
a. Base Salaries				696,979.96		699,712.54
b. Step & Column Adjustment				0.00		0.00
c. Cost-of-Living Adjustment				9,566.58		9,757.91
d. Other Adjustments				(6,834.00)		(6,970.68)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	696,979.96	0.39%	699,712.54	0.40%	702,499.77
3. Employee Benefits	3000-3999	740,600.36	-15.67%	624,531.90	2.00%	637,022.55
4. Books and Supplies	4000-4999	242,890.58	27.37%	309,379.44	1.35%	313,567.06
5. Services and Other Operating Expenditures	5000-5999	620,668.98	29.79%	805,583.23	1.50%	817,694.90
6. Capital Outlay	6000-6999	101,453.88	-41.23%	59,622.96	2.00%	60,815.42
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	595,750.50	34.80%	803,072.01	2.00%	819,133.45
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,864.00)	-883.91%	77,324.72	-113.27%	(10,262.50)
9. Other Financing Uses						
a. Transfers Out	7600-7629	118,056.45	2.00%	120,417.58	2.00%	122,825.93
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)		4,085,674.69	9.99%	4,493,923.24	-0.47%	4,473,019.14
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		439,803.11		257,433.27		124,491.31

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)		398,220.95		838,024.06		1,095,457.33
2. Ending Fund Balance (Sum lines C and D1)		838,024.06		1,095,457.33		1,219,948.64
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	406,603.66		381,426.45		374,620.05
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	431,420.40		714,030.88		845,328.59
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		838,024.06		1,095,457.33		1,219,948.64
E. AVAILABLE RESERVES						
1. General Fund						
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	431,420.40		714,030.88		845,328.59
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	559,620.65		559,620.65		559,620.65
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		991,041.05		1,273,651.53		1,404,949.24
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		24.26%		28.34%		31.41%
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?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
<p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p>						
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>						
2. District ADA		0.00				
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)		147.56		147.87		130.20
<p>3. Calculating the Reserves</p>						
a. Expenditures and Other Financing Uses (Line B11)		4,085,674.69		4,493,923.24		4,473,019.14
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)		4,085,674.69		4,493,923.24		4,473,019.14
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		5.00%		5.00%		5.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		204,283.73		224,696.16		223,650.96
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		90,000.00		90,000.00		90,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		204,283.73		224,696.16		223,650.96
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(9,864.00)				
Other Sources/Uses Detail					0.00	118,056.45		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	9,864.00	0.00				
Other Sources/Uses Detail					118,056.45	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1
2025-26 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	9,864.00	(9,864.00)	118,056.45	118,056.45	0.00	0.00

Budget, July 1
2026-27 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(9,864.00)				
Other Sources/Uses Detail					0.00	118,056.45		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	9,864.00	0.00				
Other Sources/Uses Detail					118,056.45	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2026-27 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2026-27 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	9,864.00	(9,864.00)	118,056.45	118,056.45		

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):	148	
District's ADA Standard Percentage Level:	3.0%	

1A. Calculating the District's ADA Variances

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular		161		
Charter School				
Total ADA	0	161	0.0%	Met
Second Prior Year (2024-25)				
District Regular		108		
Charter School				
Total ADA	0	108	0.0%	Met
First Prior Year (2025-26)				
District Regular		145		
Charter School		0		
Total ADA	0	145	0.0%	Met
Budget Year (2026-27)				
District Regular	148			
Charter School	0			
Total ADA	148			

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):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Enrollment		Enrollment Variance Level (if Budget is greater than Actual, else N/A)	Status
	Budget	CALPADS Actual		
Third Prior Year (2023-24)				
District Regular		314		
Charter School				
Total Enrollment	0	314	0.0%	Met
Second Prior Year (2024-25)				
District Regular		269		
Charter School				
Total Enrollment	0	269	0.0%	Met
First Prior Year (2025-26)				
District Regular				
Charter School				
Total Enrollment	0	0	0.0%	Met
Budget Year (2026-27)				
District Regular				
Charter School				
Total Enrollment	0			

2B. Comparison of District Enrollment to the Standard

DATAENTRY: 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	161	314	
Charter School		0	
Total ADA/Enrollment	161	314	51.2%
Second Prior Year (2024-25)			
District Regular	153	269	
Charter School	0		
Total ADA/Enrollment	153	269	56.9%
First Prior Year (2025-26)			
District Regular	145		
Charter School			
Total ADA/Enrollment	145	0	0.0%
		Historical Average Ratio:	36.0%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	36.5%

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

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

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	148			
Charter School	0			
Total ADA/Enrollment	148	0	0.0%	Met
1st Subsequent Year (2027-28)				
District Regular				
Charter School				
Total ADA/Enrollment	0	0	0.0%	Met
2nd Subsequent Year (2028-29)				
District Regular				
Charter School				
Total ADA/Enrollment	0	0	0.0%	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: Necessary Small School

4A1. Calculating the District's LCFF Revenue Standard

DATAENTRY: 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)	145.08	147.56		
b. Prior Year ADA (Funded)		145.08	147.56	0.00
c. Difference (Step 1a minus Step 1b)		2.48	(147.56)	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		1.71%	(100.00%)	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		1.71%	(100.00%)	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		N/A	N/A	N/A

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)	2,027,268.00	2,027,268.00	2,027,268.00	2,027,268.00
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%):	-1.00% to 1.00%	-1.00% to 1.00%	-1.00% to 1.00%

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

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

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	4,463,070.00	4,516,763.00	4,713,713.00	4,547,662.00
District's Projected Change in LCFF Revenue:		1.20%	4.36%	(3.52%)
Necessary Small School Standard		-1.00% to 1.00%	-1.00% to 1.00%	-1.00% to 1.00%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

Change is due to Cuyama Elementary School became a Necessary Small School

5. **CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2023-24)	2,041,336.37	3,299,790.97	61.9%
Second Prior Year (2024-25)	1,926,414.99	3,574,594.89	53.9%
First Prior Year (2025-26)	1,977,861.67	3,528,412.31	56.1%
	Historical Average Ratio:		57.3%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	52.3% to 62.3%	52.3% to 62.3%	52.3% to 62.3%

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)			Status
	Salaries and Benefits	Total Expenditures	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)		
Budget Year (2026-27)	1,907,116.66	3,166,188.69	60.2%	Met
1st Subsequent Year (2027-28)	1,926,889.44	3,395,276.15	56.8%	Met
2nd Subsequent Year (2028-29)	1,962,652.65	3,371,273.41	58.2%	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):	1.71%	(100.00%)	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-8.29% to 11.71%	-110.00% to -90.00%	-10.00% to 10.00%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.29% to 6.71%	-105.00% to -95.00%	-5.00% to 5.00%

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)	123,273.00		
Budget Year (2026-27)	110,326.00	(10.50%)	Yes
1st Subsequent Year (2027-28)	112,532.50	2.00%	Yes
2nd Subsequent Year (2028-29)	114,783.20	2.00%	No

Explanation:
(required if Yes)

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	807,401.31		
Budget Year (2026-27)	824,039.80	2.06%	No
1st Subsequent Year (2027-28)	878,650.83	6.63%	Yes
2nd Subsequent Year (2028-29)	896,223.85	2.00%	No

Explanation:
(required if Yes)

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	226,012.55		
Budget Year (2026-27)	190,893.00	(15.54%)	Yes
1st Subsequent Year (2027-28)	210,559.18	10.30%	Yes
2nd Subsequent Year (2028-29)	214,770.40	2.00%	No

Explanation:
(required if Yes)

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

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

First Prior Year (2025-26)	373,120.95		
Budget Year (2026-27)	242,890.58	(34.90%)	Yes
1st Subsequent Year (2027-28)	309,379.44	27.37%	Yes
2nd Subsequent Year (2028-29)	313,567.06	1.35%	No

Explanation:
(required if Yes)

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

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

First Prior Year (2025-26)	837,479.53		
Budget Year (2026-27)	620,668.98	(25.89%)	Yes
1st Subsequent Year (2027-28)	805,583.23	29.79%	Yes
2nd Subsequent Year (2028-29)	817,694.90	1.50%	No

Explanation:
(required if Yes)

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

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

DATA ENTRY: All data are extracted or calculated.

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

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

First Prior Year (2025-26)	1,156,686.86		
Budget Year (2026-27)	1,125,258.80	(2.72%)	Met
1st Subsequent Year (2027-28)	1,201,742.51	6.80%	Not Met
2nd Subsequent Year (2028-29)	1,225,777.45	2.00%	Met

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

First Prior Year (2025-26)	1,210,600.48		
Budget Year (2026-27)	863,559.56	(28.67%)	Not Met
1st Subsequent Year (2027-28)	1,114,962.67	29.11%	Not Met
2nd Subsequent Year (2028-29)	1,131,261.96	1.46%	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)

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

Explanation:

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

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

Explanation:

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

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

- 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)

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

Explanation:

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

Change is due to the Cuyama Elementary School becoming a Necessary Small School.

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)

3,972,649.69

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 Contribution¹
to the Ongoing and Major
Maintenance Account

c. Net Budgeted Expenditures and Other Financing Uses

3,972,649.69

119,179.49

0.00

Status
Not 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 reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

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

DATAENTRY: 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)	499,900.73	528,620.65	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	155,347.39	242,555.59	141,245.83
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)	655,248.12	771,176.24	141,245.83
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	4,399,635.67	4,849,037.08	4,922,280.64
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)	4,399,635.67	4,849,037.08	4,922,280.64
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	14.9%	15.9%	2.9%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	5.0%	5.3%	1.0%

¹Available 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.

²A 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

DATAENTRY: All data are extracted or calculated.

Fiscal Year	Net Change In	Total Unrestricted	Deficit Spending Level	Status
	Unrestricted Fund Balance	and Other Financing Uses	(If Net Change in	
	(Form 01, Section E)	(Form 01, Objects 1000-7999)	Unrestricted Fund	
			Balance is negative, else N/A)	
Third Prior Year (2023-24)	72,725.17	3,309,070.72	N/A	Met
Second Prior Year (2024-25)	27,805.20	3,669,329.55	N/A	Met
First Prior Year (2025-26)	(102,707.41)	3,646,468.76	2.8%	Not Met
Budget Year (2026-27) (Information only)	290,174.57	3,284,245.14		

8C. Comparison of District Deficit Spending to the Standard

DATAENTRY: Enter an explanation if the standard is not met.

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

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

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

Percentage Level 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):

District's Fund Balance Standard Percentage Level:

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

DATAENTRY: 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)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2023-24)	156,353.00	84,019.87	46.3%	Not Met
Second Prior Year (2024-25)	(170,841.00)	216,148.04	N/A	Met
First Prior Year (2025-26)	243,953.24	243,953.24	0.0%	Met
Budget Year (2026-27) (Information only)	141,245.83			

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

DATAENTRY: 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)

Lack of internal controls, lead to incorrect budgeting of revenue receipts

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

DATAENTRY: 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)	1,193,408.11	Met

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

DATAENTRY: 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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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.)	148	148	130
District's Reserve Standard Percentage Level:	5%	5%	5%

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

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:

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

b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

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

10B. Calculating the District's Reserve Standard

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

All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	4,085,674.69	4,493,923.24	4,473,019.14
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	4,085,674.69	4,493,923.24	4,473,019.14

4.	Reserve Standard Percentage Level	5%	5%	5%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	204,283.73	224,696.16	223,650.96
6.	Reserve Standard - by Amount (\$90,000 for districts with 0 to 1,000 ADA, else 0)	90,000.00	90,000.00	90,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	204,283.73	224,696.16	223,650.96

10C. Calculating the District's Budgeted Reserve Amount

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

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):			
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00	
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	431,420.40	714,030.88
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
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)	559,620.65	559,620.65
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)	991,041.05	1,273,651.53
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	24.26%	31.41%
	District's Reserve Standard (Section 10B, Line 7):	204,283.73	224,696.16
	Status:	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

DATAENTRY: 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?

Yes

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

There is an open lawsuit regarding water rights that is impacting the District.

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?

No

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

S3. Use of Ongoing Revenues for One-time Expenditures

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

Yes

1b. If Yes, identify the expenditures:

Textbook purchase

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2025-26)	(35,013.66)			
Budget Year (2026-27)	(22,928.79)	(12,084.87)	(34.5%)	Met
1st Subsequent Year (2027-28)		(22,928.79)	(100.0%)	Not Met
2nd Subsequent Year (2028-29)		0.00	0.0%	Not Met
1b. Transfers In, General Fund *				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2025-26)	118,056.45			
Budget Year (2026-27)	118,056.45	0.00	0.0%	Met
1st Subsequent Year (2027-28)	120,417.58	2,361.13	2.0%	Met
2nd Subsequent Year (2028-29)	122,825.93	2,408.35	2.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

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

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

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

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

This was a transfer from a legal contingency reserve that was released and used to support the District's fiscal deficit.

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

Explanation:
(required if NOT met)

\$118,056 is the estimate to support the school lunch program and the \$21,553.80 was for capital outlay/vehicle.

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

Explanation:
(required if NOT met)

Even though the district expects to lower expenses by using a Co-Op for food procurement, the full impact / potential savings is not known at this time. Therefore, the contribution to the cafeteria fund 13 is still reflected in subsequent years. In addition, the District's deferred maintenance fund has a zero balance. Therefore, it is recommended that approximately 3% be contributed to the fund and rebuild the reserve. The school operates an aging facility and equipment is always in need of repair, especially our buses.

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

Project Information:
(required if YES)

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)

DATAENTRY: 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)

No

2 For the district's OPEB:

a. Are they lifetime benefits?

b. Do benefits continue past age 65?

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

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

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

Self-Insurance Fund	Governmental Fund

4 OPEB Liabilities

a. Total OPEB liability

b. OPEB plan(s) fiduciary net position (if applicable)

c. Total/Net OPEB liability (Line 4a minus Line 4b)

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

0.00

5 OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

d. Number of retirees receiving OPEB benefits

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
0.00		

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:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
- b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
- b. Amount contributed (funded) for self-insurance programs

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

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	16.00	16.00	16.00	16.00

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.

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

1st Subsequent Year

2nd Subsequent Year

(2026-27)

(2027-28)

(2028-29)

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

--	--	--

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

--	--	--

or

Multiyear Agreement

Total cost of salary settlement

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

--	--	--

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

--

Negotiations Not Settled

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

--

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

7. Amount included for any tentative salary schedule increases

--	--	--

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

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

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

Yes	Yes	Yes

Certificated (Non-management) Prior Year Settlements

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

--

Certificated (Non-management) Step and Column Adjustments

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

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

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

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

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

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	16.00	16.00	16.00	16.00

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.

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

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

7. Amount included for any tentative salary schedule increases

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

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

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

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

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

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

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

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

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

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	5.00	5.00	5.00	5.00

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

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

N/A

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

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

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

4. Amount included for any tentative salary schedule increases

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

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

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

Management/Supervisor/Confidential

Step and Column Adjustments

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

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

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

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

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

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.

DATAENTRY: 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
Jun 25, 2026

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

S10. LCAP Expenditures

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

DATAENTRY: 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.

<p>A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?</p>	No
<p>A2. Is the system of personnel position control independent from the payroll system?</p>	No
<p>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)</p>	No
<p>A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?</p>	No
<p>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?</p>	No
<p>A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?</p>	No
<p>A7. Is the district's financial system independent of the county office system?</p>	No
<p>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)</p>	No
<p>A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?</p>	Yes

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

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)	145.08	145.08	145.08	147.56	147.56	147.56
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)	0.00	0.00	0.00	0.00	0.00	0.00
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)	0.00	0.00	0.00	0.00	0.00	0.00
4. Total, District Regular ADA (Sum of Lines A1 through A3)	145.08	145.08	145.08	147.56	147.56	147.56
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	145.08	145.08	145.08	147.56	147.56	147.56
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

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	120,668.00		120,668.00			120,668.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	120,668.00	0.00	120,668.00	0.00	0.00	120,668.00
Capital assets being depreciated:						
Land Improvements	2,822,655.38		2,822,655.38			2,822,655.38
Buildings	7,326,595.00		7,326,595.00			7,326,595.00
Equipment	3,075,283.00		3,075,283.00			3,075,283.00
Total capital assets being depreciated	13,224,533.38	0.00	13,224,533.38	0.00	0.00	13,224,533.38
Accumulated Depreciation for:						
Land Improvements	(872,245.57)		(872,245.57)			(872,245.57)
Buildings	(4,652,079.50)		(4,652,079.50)			(4,652,079.50)
Equipment	(1,850,735.00)		(1,850,735.00)			(1,850,735.00)
Total accumulated depreciation	(7,375,060.07)	0.00	(7,375,060.07)	0.00	0.00	(7,375,060.07)
Total capital assets being depreciated, net excluding lease and subscription assets	5,849,473.31	0.00	5,849,473.31	0.00	0.00	5,849,473.31
Lease Assets						
Accumulated amortization for lease assets	(13,531.00)		(13,531.00)			(13,531.00)
Total lease assets, net	(13,531.00)	0.00	(13,531.00)	0.00	0.00	(13,531.00)
Subscription Assets						
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	5,956,610.31	0.00	5,956,610.31	0.00	0.00	5,956,610.31
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets						
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets						
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:										
A. BEGINNING CASH	JUNE		500,000.00	316,137.00	263,263.00	111,701.00	696,392.00	778,072.00	1,219,738.00	1,263,938.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		90,000.00	70,000.00	175,363.00	140,000.00	120,000.00	270,000.00	120,000.00	206,000.00
Property Taxes	8020-8079		12,462.00	6,000.00	30.00	41,000.00	216,000.00	429,000.00	297,000.00	17,000.00
Miscellaneous Funds	8080-8099				(395,000.00)	247,000.00	(9,000.00)	(59,000.00)		
Federal Revenue	8100-8299				12,045.00	21,000.00		22,000.00	7,700.00	
Other State Revenue	8300-8599		29,000.00	12,000.00	299,000.00	192,000.00	41,000.00	32,000.00	21,000.00	(4,300.00)
Other Local Revenue	8600-8799		21,000.00	(8,800.00)	71,000.00	(8,100.00)	25,000.00	11,800.00	12,000.00	5,000.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			152,462.00	79,200.00	162,438.00	632,900.00	393,000.00	705,800.00	457,700.00	223,700.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		33,000.00	15,000.00	93,000.00	106,000.00	97,000.00	98,000.00	98,000.00	70,000.00
Classified Salaries	2000-2999		38,000.00	50,000.00	63,000.00	55,000.00	60,000.00	58,000.00	55,000.00	87,538.96
Employee Benefits	3000-3999		24,000.00	26,000.00	55,000.00	57,000.00	56,000.00	56,000.00	56,000.00	64,500.58
Books and Supplies	4000-4999		32,000.00	23,000.00	36,000.00	22,000.00	26,000.00	5,000.00	5,000.00	14,000.00
Services	5000-5999		210,000.00	44,000.00	33,000.00	64,000.00	40,000.00	47,000.00	46,000.00	40,000.00
Capital Outlay	6000-6999			6,000.00	6,000.00		4,000.00			24,000.00
Other Outgo	7000-7499		(675.00)	74.00	28,000.00	134.00	28,000.00	134.00	150,000.00	28,000.00
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		336,325.00	164,074.00	314,000.00	304,134.00	311,000.00	264,134.00	410,000.00	328,039.54
TOTAL DISBURSEMENTS										
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199					(3,075.00)				
Accounts Receivable	9200-9299		32,000.00			180,000.00				
Due From Other Funds	9310					79,000.00	(320.00)		(3,500.00)	(5,700.00)
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
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	32,000.00	0.00	255,925.00	(320.00)	0.00	(3,500.00)	(5,700.00)
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
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
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	32,000.00	0.00	255,925.00	(320.00)	0.00	(3,500.00)	(5,700.00)
E. NET INCREASE/DECREASE (B - C + D)			(183,863.00)	(52,874.00)	(151,562.00)	564,691.00	81,660.00	441,666.00	44,200.00	(110,039.54)
F. ENDING CASH (A + E)			316,137.00	263,263.00	111,701.00	696,392.00	778,072.00	1,219,738.00	1,263,938.00	1,153,898.46
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	ESTIMATES THROUGH THE MONTH OF:						TOTAL	BUDGET
		March	April	May	June	Accruals	Adjustments		
ESTIMATES THROUGH THE MONTH OF:									
A. BEGINNING CASH	JUNE	1,153,898.46	861,192.60	1,343,990.44	1,292,965.03				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	300,000.00	398,132.00	300,000.00	300,000.00	0.00		2,489,495.00	2,489,495.00
Property Taxes	8020-8079	19,000.00	452,000.00	288,888.00	288,888.00			2,027,268.00	2,027,268.00
Miscellaneous Funds	8080-8099	(383,000.00)	(93,000.00)	(177,594.00)	(248,950.00)			(1,116,544.00)	(1,116,544.00)
Federal Revenue	8100-8299	26,053.00			21,528.00			110,326.00	110,326.00
Other State Revenue	8300-8599	46,000.00	18,597.80	126,000.00	11,742.00			824,039.80	824,039.80
Other Local Revenue	8600-8799	12,000.00	44,000.00	5,993.00				190,893.00	190,893.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		20,053.00	819,729.80	523,287.00	355,208.00	0.00	0.00	4,525,477.80	4,525,477.80
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	70,000.00	111,095.96	88,042.02	100,000.00	0.00		979,137.98	979,137.98
Classified Salaries	2000-2999	91,000.00	56,000.00	41,720.50	41,720.50			696,979.96	696,979.96
Employee Benefits	3000-3999	64,000.00	55,000.00	113,549.89	113,549.89			740,600.36	740,600.36
Books and Supplies	4000-4999	28,000.00	27,000.00	5,000.00	19,890.58			242,890.58	242,890.58
Services	5000-5999	30,668.98	43,000.00	23,000.00				620,668.98	620,668.98
Capital Outlay	6000-6999	10,453.88	39,000.00	12,000.00				101,453.88	101,453.88
Other Outgo	7000-7499	(164.00)	(164.00)	291,000.00	61,547.50			585,886.50	585,886.50
Interfund Transfers Out	7600-7629				118,056.45			118,056.45	118,056.45
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	Budget Year (1)					TOTAL	BUDGET
		March	April	May	June	Accruals		
TOTAL DISBURSEMENTS		293,958.86	330,931.96	574,312.41	454,764.92	0.00	4,085,674.69	4,085,674.69
D. BALANCE SHEET ITEMS								
Assets and Deferred Outflows								
Cash Not in Treasury	9111-9199						(3,075.00)	
Accounts Receivable	9200-9299	1,200.00					213,200.00	
Due From Other Funds	9310	(20,000.00)	(6,000.00)				43,480.00	
Stores	9320						0.00	
Prepaid Expenditures	9330						0.00	
Other Current Assets	9340						0.00	
Lease Receivable	9360						0.00	
Deferred Outflows of Resources	9480	0.00	0.00	0.00	0.00		0.00	
SUBTOTAL		(18,800.00)	(6,000.00)	0.00	0.00	0.00	253,605.00	
Liabilities and Deferred Inflows								
Accounts Payable	9500-9599						0.00	
Due To Other Funds	9610						0.00	
Current Loans	9640						0.00	
Unearned Revenues	9650						0.00	
Deferred Inflows of Resources	9690	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	
Nonoperating								
Suspense Clearing							0.00	
TOTAL BALANCE SHEET ITEMS		(18,800.00)	(6,000.00)	0.00	0.00	0.00	253,605.00	
E. NET INCREASE/DECREASE (B - C + D)		(292,705.86)	482,797.84	(51,025.41)	(89,556.92)	0.00	693,408.11	439,803.11
F. ENDING CASH (A + E)		861,192.60	1,343,990.44	1,292,965.03	1,193,408.11			
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS							1,193,408.11	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:										
A. BEGINNING CASH	JUNE		1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6999									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									

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										
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
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									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
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)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:									
A. BEGINNING CASH	JUNE	1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL									
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL									
Nonoperating									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS									
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		1,193,408.11	1,193,408.11	1,193,408.11	1,193,408.11			1,193,408.11	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,193,408.11	

